

HENDERSON ELEMENTARY

SCHOOL IMPROVEMENT PLAN

(2008-2009)

Context:

Henderson Elementary is situated in the Townsite of Powell River, to the north of Brooks Secondary School. It is the oldest elementary school in Powell River. There is a student population of 171 (as of June 30, 2008), with 7 divisions/classrooms. The student population is expected to decline to 155 in September 2008.

Demographics

- 53% of the student population is male, and 47% are females.
- 21% of Henderson families have an annual income below \$30,000.
- 19% of Henderson families are Single Parent homes.
- 64% of Henderson families have a high school graduation certificate.
- 6% of Henderson families have a Bachelor's Degree or higher.

Unique Characteristics and School Strengths

- There is a great support of the school by community members, many of whom were Henderson students as well. There are, in some cases, three generations within families, who attended Henderson Elementary.
- We have a very active PAC and are very proud of our Breakfast for Learning Program that is available every day for all students.
- Over the years, Henderson Elementary students have focused on Fine Arts, with many achievements in Music and the Arts.
- There are a number of murals and pottery wall hangings which adorn the outside of the school. The importance of these traditions at Henderson is emphasized by the lack of graffiti which occasionally happens around the Townsite and in other areas of the school district. There is a definite support by all Townsite residents and children.

Goal #1: To continue to focus on improving student achievement in Reading.

Objective 1:

To increase the number of students, in Grades 1 to 7, who are meeting and/or exceeding expectations in Reading.

Objective 2:

To increase the number of students in Grades 1 to 7 improving reading skills by at least one grade level.

Objective 3:

To improve Intermediate students skills in reading in the content areas.

Rationale:

In 2008/2009, we would like to continue to build on the gradual gains that we have made in Reading over the past few years. Analysis of data collected from Checkpoints Gates-McGinitie indicate that we still have a sizeable percentage of students who are not meeting expectations in reading; therefore, it will continue to be a goal. With an emphasis on reading in the content areas, it is our hope that student will be better able to construct knowledge and meaning from text and demonstrate understanding more easily.

Performance Indicators/Evidence

- Gates McGinitie results in grades 3 to 7 (once a year in May)
- Benchmarks for grades 1 and 2 (once a year in May)
- Performance Standards in Reading (three times a year)
- to be used three times a year
- FSA results in grades 4 and 7;
- Reading Intervention data for at-risk readers

Performance Targets : *still to be finalized*

SCHOOL DATA:

Boys: Number of Male Students Meeting or Exceeding Grade Level Expectations in Reading

Evidence	Target 05/06	Actual 05/06	Result	Target 06/07	Actual 06/07	Result	Target 07/08	Actual 07/08	Result	Target 08/09	
Checkpoints and Gates McGinitie		Checkpoints Gr. 1 N= 6/11 54%	Baseline	Gr. 2 N=6/11 54%	Gr. 2 N=5/10 50%	Not Met	Gr. 3 6/10 60%	Gr.3 7/10 70%	MET		
Checkpoints and Gates McGinitie	XXX	Checkpoints Gr. 2 L2-3+ N= 5/ 13 38%	N/A	Gr. 3 Baseline Gates McGinitie	Gr. 3 N=6/14 43%	Baseline	Gr. 4 N=8/14 57%	Gr.4 4/14 28%	Not Met		
Checkpoints	Gr. 3 Gates Baseline	Gr. 3 N=6/12 50%	Yes	Gr. 4 N=6/12 50%	Gr. 4 N=6/11 54%	Yes	Gr. 5 N=7/11 63%	Gr.5 7/12 58%	MET		
Gates McGinitie	Gr. 4 N=9/15 60%	Gr. 4 N=11/15 73%	Yes	Gr. 5 N=12/15 80%	Gr. 5 N=11/12 91%	Yes	Gr. 6 N=11/12 91%	Gr.6 11/11 100%	MET		
Gates McGinitie	Gr. 5 N=9/13 (69%)	Gr. 5 N=5/13 38%	Not Met	Gr. 6 N=5/13 38%	Gr. 6 N=5/12 42%	Yes	Gr. 7 N=7/12 58%	Gr.7 7/17 50%	MET		
Gates McGinitie	Gr. 6 N=14/26 (54%)	Gr. 6 N=12/22 55%	Yes	Gr. 7 N=12/22 55%	Gr. 7 N=11/21 52%	Not Met	XXX	Gr.1 5/9 55%	Base - line		
Gates McGinitie	Gr. 7 N=13/21 (62%)	N=7/18 39%	Not Met	XXX	XXX	XXX	XXX	Gr.2 2/5 40%	Base- line		

Girls: Number of Female Students Meeting or Exceeding Grade Level Expectations in Reading

Evidence	Target 05/06	Actual 05/06	Result	Target 06/07	Actual 06/07	Result	Target 07/08	Actual	Result	Target 08/09	
Checkpoints and Gates McGinitie		Checkpoints Gr. 1 N=8/12 67%	Baseline	Gr. 2 N=8/12 67%	Gr. 2 8/10 80%	Yes	Gr. 3 N=9/10 90%	Gr.3 4/10 40%	Not Met		
Checkpoints And Gates McGinitie		Checkpoints Gr. 2 L2-3+ N=6/13 46%	N/A	Gr. 3 Baselin e Gates McGinit ie	Gr. 3 N=8/14 57%	Yes	Gr. 4 N=9/14 64%	Gr.4 6/13 46%	Not Met		
Checkpoints	Gr. 3 Gates Baseline	N=1/10 10%	XXX	Gr. 3 N=3/10 30%	Gr. 4 N=3/9 33%	Yes	Gr. 5 N=4/9 44%	Gr.5 4/9 44%	MET		
Gates McGinitie	Gr. 4 N=1/11 10%	Gr. 4 N=2/11 18%	Yes	Gr. 5 N=4/11 36%	Gr. 5 7/11 63%	Yes	Gr. 6 N=8/11 72%	Gr.6 6/13 46%	Not Met		
Gates MacGinitie	Gr. 5 N=10/15 (67%)	N=8/17 47%	Not Met	Gr. 6 N=8/17 47%	Gr. 6 N=8/16 50%	Yes	Gr. 7 N=9/16 56%	Gr.7 7/15 47%	Not Met		
Gates MacGinitie	Gr. 6 N=10/13 (77%)	N=10/13 77%	Yes	84%	Gr. 7 N=12/13 92%	Yes	XXX	Gr. 1 8/12 66%	Baseline		
Gates MacGinitie	Gr. 7 N=6/8 (75%)	N=4/6 66%	Not Met	XXX	XXX	XXX	XXX	Gr.2 3/5 60%	Baseline		

Goals Not Met Discussion:

Although over the years, the Actual results have been slightly below our targets in some grades, it should be noted that the student body is transient which causes the numbers of individuals to fluctuate significantly over the course of a year. Some of these children move quite often and have not had stability in their learning environments. However, there has been significant improvement in Reading in individual grades and in individual children over the past three years. This year, the targets have been met or exceeded in most grade levels.

The focus to improve in every grade will continue during the 2008/09 school year.

Strategies for Improvement:

- Continue with the Reading Intervention Program for grades 1 to 7 for children who are not yet meeting expectations at their grade level in Reading.
- Monitor and communicate student attendance and tardiness to parents and guardians monthly.
- Professional Development for teachers focused on Reading in the Content Areas
- Use of new assessment tool (Reading for Information – Classroom Assessment)
- Expand the variety of genre and reading material in the library, to include high interest books
- Encourage attendance at the Read and Rec Summer Reading Program sponsored by School District #47
- Plan three Literacy Events (one each term) will be sponsored for parents and community members to read with children.
- Make the Kurzweil program more accessible to students who require it.
- Continue using newsletters as conduits for information for parents on how to help their children improve reading skills.
- Begin early to prepare the students for *READ FOR THE TOP*, in grades 6 and 7.

Structures

- Schedule uninterrupted morning Language Arts times.
- Reading Intervention will be continued at all grades at Henderson Elementary during the 2008/2009 school year beginning in October

Goal #2: To improve on the number of school community members who feel that Henderson offers a safe and caring learning environment.

Objective 1:

To increase the number of students who feel that their learning environment is caring and safe.

Objective 2:

To increase the number of parents and guardians who feel that their children's learning environment is caring and safe.

Objective 3:

To decrease the number of students who are reported to the office for repeated behavioural referrals.

Rationale:

Research has shown that socially responsible behaviour correlates positively with academic achievement. A safe, orderly and positive school climate will facilitate learning and improve interpersonal relationships among our students. It will also help to motivate students to become more engaged in the learning process.

Over the last three years Henderson has focused on the restitution process and many gains have been made. An analysis of school discipline data still indicates that incidents of an unsafe or uncaring nature are too frequent. It is our hope that by creating this goal we will have a more unified school wide focus on creating the learning environment that we desire. As a result, students and parents will feel better about coming to Henderson and academic achievement will improve.

Performance Indicators/Evidence

- School Survey (June 2008 and May 2009)
- Grade 4 and 7 Satisfaction Survey
- Social Responsibility Performance Standards
- School Discipline Data (BCeSIS)

Performance Targets :

1. Baseline data will be collected from: the school survey distributed in June 2008, the April 2008 Grade 4 and Grade 7 Satisfaction Surveys, Social Responsibility Performance Standards to be done in September 2008, BCeSIS discipline data from 2007-2008 school year. Once we have established a reliable baseline we will set realistic targets that we hope to achieve in 2008-2009 school year.

Strategies for Improvement:

- 'Promoting Safe and Caring Schools' pilot project to be initiated in our school
- Professional Development Day (August 26) focusing on the Safe and Caring Schools
- Increased communication and awareness about safe and caring schools through newsletters, assemblies and bulletin boards
- Weekly Classroom Meetings
- Monitor and communicate student attendance and tardiness to parents and guardians monthly.
- Creation of a Student Leadership Group

Structures

- 'Promoting Safe and Caring Schools' pilot project
- Ongoing discussion item at each Staff and PAC Meeting