

# KELLY CREEK COMMUNITY SCHOOL

## IMPROVEMENT PLAN

2008-2009

### Demographics

#### Students:

Kelly Creek Community School enrolls a total of 109 students from kindergarten to grade seven; within which, there are 53 females & 56 males, 13 of aboriginal ancestry, 2 ESL, and 9% of our overall student enrolment qualifying within the area of special needs.

#### Educators:

There are a total of five divisions at KCCS. The classroom teachers are supplemented by a part-time library-technician, a 0.300 music teacher, a 0.06 band teacher, a 0.400 special-education/learning-assistance teacher (includes early intervention and ESL), and a variety of district-itinerant specialists. Support staff includes a half-time secretary and two teacher assistants.

#### Community Context:

20% of our families have an annual income under \$30 000; and, as well, 64% hold high-school graduation certification, 8% Bachelors Degrees or higher, and 16% are single-parent families.

### Unique Characteristics and School Strengths

Kelly Creek Community School (KCCS) is a small, rural school, where all students are known as individuals to the entire school staff and neighbourhood parents. Parents are very involved in their children's education, and assist at the school in many ways to make KCCS the thriving and invitational learning centre that it is! The old adage, "It takes a whole community to raise a child", aptly describes the character of KCCS. This is the only school in the district to boast an on-the-premises (and affordable) licensed daycare for after-school care of all students, and to hold a community-school designation (for the past 12 years). The Kelly Creek Community School Association (KCCSA) executive, employees and members work alongside the KCCS staff members to provide lunch-hour and after-school fine arts and athletic activities for students, as well as academic support.

In addition to the daycare program, the KCCSA has organized and operated a breakfast program for the past four years. The *Morning Munch* program is provided to students during the recess break, as well. (Under the auspices of the community association, food is available at any time during the day to students who do not have access to lunches.)

Kelly Creek Community School staff is proud of the strings program which has been developed with strong support from the KCCSA. Complementing the strings program are several other fine arts initiatives designed to improve student achievement across the curriculum. All staff have been participating in the Action Schools activities daily which are aimed to improve student fitness and enhance achievement in core subject areas as well.

### **Goal 1:**

•**To improve student literacy through a balanced writing program.**

**Objective 1:** To increase the number of students meeting and exceeding grade-level expectations.

**Objective 2:** To collect baseline data on Writing for Information for all students.

### **Rationale:**

Objective #1 - Analysis of writing results still indicated the need for improvement in writing. Reading instruction and strategies developed in previous years will continue in classrooms, but a majority of our staff believed that continuing our focus on writing for a second year would be the most effective use of our resources. For this reason, reading has been dropped as a goal. Our strategies this year will place the first emphasis on writing in the knowledge that improvement in this area will support our students' reading development as well.

Objective #2 – Developing better writers is dependent on motivation. We recognize that many of our male students whose performance in writing is marginal are less motivated by personal impromptu writing and are often more interested in writing about non-fiction interests. We have committed to collecting baseline data this year for “Writing for Information” as well as the usual “Personal Impromptu”. In this way, we hope to develop the skills of those reluctant writers by giving them a better opportunity to pursue their own interests in the content matter of their assignments. Our commitment to publishing and presenting student writing continues, recognizing that children of different ages are motivated by different modes of presentation. Younger children enjoy the creation of an illustrated book while older students enjoy the power of technology and the creation of a slide show presentation.

### **Performance Indicators/Evidence**

All classroom teachers will use the **Writing Performance Standards (WPS)** a minimum of three times during the year (once per term) in Personal Impromptu Writing and in Writing for Information as summative measures. The expectation is, however, that teachers will use this assessment tool on an ongoing basis for interim measurements, in order to inform instruction and for reporting purposes.

**Cohort Group Comparison for Writing  
Students Meeting or Exceeding Expectations  
BC Performance Standards in Writing (Personal Impromptu)**

<b>Evidence</b>	<b>2006/07 Actual</b>	<b>Target Met</b>	<b>2007/08 Target</b>	<b>2007/08 Actual</b>	<b>Target Met</b>	<b>2008-09 Target</b>
				<b>Gr. 1 59% (N=12)</b>	<b>N/A</b>	<b>17% to Meeting from App.</b>
	<b>Gr. 1 58% N=12</b>	<b>N/A</b>	<b>Gr. 2 8% to Meeting from App.</b>	<b>Gr. 2 41% (N= 12)</b>	<b>Not Met</b>	<b>17% to Meeting from App.</b>
<b>Grade Expectation Comparison</b>	<b>Gr. 2 55% N=11</b>	<b>Not Met</b>	<b>Gr. 3 18% to Meeting from App.</b>	<b>Gr. 3 51% (N=8)</b>	<b>N/A due to population changes</b>	<b>13% to Meeting from App.</b>
<b>Grade Expectation Comparison</b>	<b>Gr. 3 33% N=12</b>	<b>Not Met</b>	<b>Gr. 4 17% to Meeting from App.</b>	<b>Gr. 4 91% (N= 11)</b>	<b>Met</b>	<b>9% to Meeting from App.</b>
<b>Grade Expectation Comparison</b>	<b>Gr. 4 38% N=16</b>	<b>Not Met</b>	<b>Gr. 5 6% to App. from NYW and 6% to Meeting from App.</b>	<b>Gr. 5 57% (N=14)</b>	<b>Met</b>  <b>Met</b>	<b>7% to App. From NYW And 14% to Meeting from App.</b>
<b>Grade Expectation Comparison</b>	<b>Gr. 5 57% N=7</b>	<b>Not Met</b>	<b>Gr. 6 14% to App from NYW</b>	<b>Gr. 6 63% (N= 8)</b>	<b>Met</b>	<b>Maintain</b>
<b>Grade Expectation Comparison</b>	<b>Gr. 6 59% N=22</b>	<b>Not Met</b>	<b>Gr. 7 5% to Meeting from App. and 9% to App from</b>	<b>Gr. 7 40% (N= 25)</b>	<b>Not Met</b>  <b>Not Met</b>	

			<b>NYW</b>			
<b>Grade Expectation Comparison</b>	<b>Gr. 7 55% N=24</b>	<b>Not Met</b>				

**Sub-Group Cohort Comparison  
Students Meeting or Exceeding Expectations  
B.C. Performance Standards in Writing (Personal Impromptu)**

<b>Evidence</b>	<b>2006/07 Actual</b>	<b>Target Met</b>	<b>2007/08 Target</b>	<b>2007-08 Actual</b>	<b>Target Met</b>	<b>2008-09 Target</b>
						<b>17% to Meeting from App.</b>
<b>Grade Expectation Comparison (Males)</b>	<b>Gr. 1 40% N=5</b>	<b>N/A</b>	<b>Gr. 2 20% to Meeting from App.</b>	<b>Gr. 2 50% (N= 2)</b>	<b>Not Met, but better</b>	<b>9% to Meeting from App.</b>
<b>Grade Expectation Comparison (Males)</b>	<b>Gr. 2 40% N=5</b>	<b>Not Met</b>	<b>Gr. 3 20% to Meeting from App.</b>	<b>Gr. 3 33% (N= 3)</b>	<b>Not Met</b>	<b>Maintain</b>
<b>Grade Expectation Comparison (Males)</b>	<b>Gr. 3 40% N=5</b>	<b>Not Met</b>	<b>Maintain</b>	<b>Gr. 4 100% (N= 5)</b>	<b>Met, and improved</b>	<b>Maintain</b>
<b>Grade Expectation Comparison (Males)</b>	<b>Gr. 4 22% N=9</b>	<b>Not Met</b>	<b>Gr. 5 11% to App. from NYW</b>	<b>Gr. 5 50% (N= 8)</b>	<b>Met</b>	<b>25% to App. From NYW</b>
<b>Grade Expectation Comparison (Males)</b>	<b>Gr. 5 33% N=3</b>	<b>N/A</b>	<b>Gr. 6 33% to App. from NYW</b>	<b>Gr. 6 50% (N= 4)</b>	<b>Met</b>	<b>Maintain</b>
<b>Grade Expectation Comparison (Males)</b>	<b>Gr. 6 20% N=10</b>	<b>Not Met</b>	<b>Gr. 7 20% to App. from NYW</b>	<b>Gr. 7 17% (N= 12)</b>	<b>Not Met, but better</b>	
<b>Grade Expectation Comparison (Males)</b>	<b>Gr. 7 38% N=13</b>	<b>Not Met</b>				

### Strategies for Improvement:

1. KCCS staff members will continue to implement the **B. C. Writing Performance Standards**, increasing *genre usage* at each grade. This year staff will continue to make a more concerted effort to make writing a daily activity targeting various skills from month to month. Staff will work on the pro-d days early in the school year to solidify these plans. This year we will be focusing on Writing for Information.
2. **Writers' Workshop Strategies** (i.e., drafting, proof-reading, editing, publishing, &/or presenting) will be analysed and implemented more strategically to determine specific areas of need to emphasize.
3. The **KCCSA Publishing Initiative** will be used school wide with all grades (used only at early grade levels for the past few years). Broadening the opportunities for presentation and recognition of student writing will be a goal for this year. Class anthologies, student authors, power point presentations, poster-style projects and the bimonthly newsletters are a few of the avenues for students to have a real audience for their writing and take pride in what they've written.
4. Motivating interest in writing will continue to be a focus this year as well. Highlighting student writing at assemblies, on display boards, in classroom books and through "instant messaging on paper" are a few of the ideas generated already to develop more interest in writing. Integrating writing with drama, script-writing and visual arts will be used as part of our fine arts emphasis to improve writing skills as well.
5. More routine work with mechanics and grammar will be incorporated into regular instruction and in one-on-one situations. The 'Givens', a set of basic expectations for each piece of writing developed last year for each grade will be continued.

### Structures

1. Opportunities for buddy-writing, where older students proofread and edit younger student's writing, will continue.
2. Better use of resource persons (SSA, Intervention Teacher) through scheduling will be attempted.
3. Developing publishing as an integral part of our writing program will help to consolidate the writing skills learned at all levels and across the whole school population as well.
4. Staff will spend pro-d time sharing successful strategies to create more opportunities for one-on-one time with targeted students within the classroom setting.