

Texada Elementary School School Improvement Plan 2008-2009

Context

Texada School believes in the development of the whole child. Enabling children to be successful in school and in life starts with developing the skills to learn academic material, learning and using social skills and developing both physical and emotional health. Working and learning in a positive school climate provides opportunities for students to meet those objectives.

To understand and appreciate our school and what it offers is the acknowledgment of the special nature of a small rural school. Our family atmosphere is conducive to a caring, learning environment where students can flourish with support for their individual needs. In our island community the school is a focal point of interest to both immediate and extended families and has a long and shared history.

We have shifted our data collections to respond to small groups of students with similar needs and to track individuals whom we support to improve achievement. We are interested in the success of every student and strive to assist all our students to meet their potential. We continue to examine our place both in the district and in the province as a kindergarten to grade seven school.

Demographics

Texada Elementary School is a kindergarten to grade 7 school with fifty-three students and 3.6 staff members. We are organized into a kindergarten to grade two class, a grade three and four class and a grade five, six and seven class. Our island school provides a complete provincial curriculum and special services as needed.

Our island population is approximately 1200. Our community economy comes from mining, logging, service industries and BC Ferry workers. As economic and social issues impact coastal communities and family dynamics change, the make-up of our island is also changing. To adapt to that change we continue to move towards a rural school organization.

Unique Characteristics and School Strengths

Texada School has always been proud of its family-like environment. The school has been, and will continue to be, a key part of island life. Although there are changes to our community, particularly for families and children on the island, the school plays a key role in providing not only education but also social and personal opportunities for growth and experience.

2008-2009 Goals

Goal 1: Reading and Writing Achievement

Objective 1: To improve reading comprehension for students NYM or MM by one year

Objective 2: To improve writing achievement for students NYM or MM expectations to the next levels of achievement respectively.

Objective 3: To maintain achievement of students at Fully Meeting and Exceeding levels for reading and writing

Rationale

Our reading comprehension goal primarily targets groups of students who do not yet meet or minimally meet grade level expectations. As the sample of students in each grade is extremely small any statistical data is necessarily skewed and must be considered in the context of each individual student from year to year.

With that factor in mind the following data reflect students whose Reading Comprehension level is more than 0.5 of a year below grade level.

Gates McGinitie comprehension test scores and results from testing with Benchmarks for comprehension indicate:

Primary Grades 1 to 3 $3/17 = 18\%$

Intermediate Grades 4 to 7 $7/29 = 24\%$

We believe that reading for information is very important for student success in school and later on in life. Comprehension of non-fiction and/or science and social studies material and the ability to use that material is essential for school success. Since Gates tests and FSA cover many types of reading tasks on a variety of types of materials and genres, we will use this data for our assessments.

Writing achievement is the second objective in our reading-writing goal. Since expressing what students know is commonly done through composition, writing skills are key to helping students clarify and share what they know and understand from reading

We will continue to focus our goal for writing improvement on tasks for Reading and Writing for Information to build the kinds of literacy skills important to school success. We will continue to assess Impromptu Writing for district and school assessments as instruction in the classroom on more structured writing tasks as well as practice with impromptu writing will provide students with opportunities to improve their overall writing skills. This should be evident in impromptu writing assessment data.

Performance Indicators/Evidence

1. Gates Comprehension tests/Benchmarks twice per year (Fall, Spring)
2. BC Performance Standards for Reading
3. B.C. Performance Standards Writing to Express Information (once per term)
4. FSA 2008/09 analysis

Performance Targets

1. Targeted students Not Yet Meeting Expectations and Minimally Meeting Expectations will improve by one year in reading comprehension
2. Students Not Yet Meeting or Minimally Meeting Expectations for Impromptu Writing will move to the next levels of achievement.
3. Overall achievement of students Fully Meeting and Exceeding will be maintained for reading and writing.

Objective 1: Reading Comprehension Goal for 2008-2009

Benchmarks - Gates Reading Comprehension Scores for grade level – 2007-2008

Target 2009

Target June 07	June/07 Below 0.5 year	Fall 2007 Below 0.5 year	Spring 2008 Below 0.5 year	Target June 09 Below 0.5 year
6/21 (29%)	5/21 by 0.5 (24%)	9/22 by 0.5+ (41%)	8/25 by 0.5 (32%)	7/25 (28%)
6/29 (21%)	7/29 by 0.5(35%)	8/23 by 0.5 % (35%)	4/23 by 0.5 (17%)	3/23 (13%)
N = 50	12/50	17/45 (38%)	12/45 (27%)	10/48

Objective 2: Impromptu Writing Objective for 2007-2008

June 2007 Personal Impromptu Writing

Gr. 1 - 7	NYM	MM	Meeting	
Boys 21	6 (29%)	6 (29%)	9 (43%)	
Girls 29	1 (3%)	7 (24%)	21 (72%)	
Total 50	7 (14%)	13 (26%)	30 (60%)	
June 2008				
Gr. 1 - 7	NYM	MM	Meeting	Met/NMet
Boys 25	6 (27%)	12 (48%)	7 (28%)	N Met
Girls 24	0	5 (21%)	19 (79%)	Met
Total 49	7 (14%)	13 (26%)	30 (61%)	Met

Results for Reading District vs. Texada Students June 2007 – see graphs

	Reading Mtg/Ex	Writing	June 08	Reading Mtg/Ex	Writing Mtg/Ex
Grade 1&2 n =15	65% to 53%	64% to 60%	Gr. 1&2 n= 9	59% to 66%	62% to 55%
Grade 3to5n =14	59% to 86%	56% to 61%	Gr 3/4 n= 12	57% to 67%	65% to 58%
Grade 6&7n =21	60% to 48%	54% to 53%	Gr 5/6/7 n= 26	59% to 80%	54% to 54%

District Data for Boys and Girls Meeting or Exceeding in Reading and Writing – June 2007 June 2008

June 2007	Reading	Writing	June 2008	Reading	Writing
Boys n = 21	8/21 = 38%	8/21= 38%	Boys n= 24	45%	28%
Girls n = 29	20/29= 69%	22/29= 76%	Girls n= 23	92%	82%

Strategies for Improvement:

Differentiated Learning using BC Reading and Writing Performance Standards
 Reading Incentives – books as prizes; House points; RFTT, Home Reading Library Program
 Classroom Home Reading Programs
 Regular daily USSR and Read aloud programs
 Listening for Understanding and Following Directions programs
 Guided Reading, Literature Circles
 Reading 44 strategies
 Monthly Parent Reading Days linked to assemblies
 Literacy Week once per year
 Learning Through the Arts – drama instruction for one term
 Accessing District Writing Coordinator for writing strategies and the writing process to improve organization, structure and convention
 Reading and Writing across the curriculum
 Collect writing data once per term using Performance Standards; Writing for Information

Structures

Meeting with parents – early interviews
 Group work on Writing to Communicate Information formats and strategies
 Differentiated Instructional Methods for all students
 Instructional level grouping for Reading

Summary of Progress

Signatures of School Planning Council

Parent _____ Teacher _____
 Parent _____ Administrator _____
 Parent _____ Date _____

Board Approval

Superintendent _____
 Board Chairperson _____
 Date Approved by School Board _____