



School Plan 2008-2009

(Updated June 27, 2008)

for

Glenwood Elementary School

Mission Statement:

At Glenwood Elementary School our mission is to:

- Inspire students to achieve their potential as lifelong learners
- Provide an inclusive, safe, caring, and respectful learning environment
- Value individuality and diverse capabilities
- Prepare students for the future so that they may contribute to society with compassion, respect, knowledge and confidence

- Goals:**
1. To improve the reading comprehension of students
 2. To improve student achievement in mathematics

1. School Community Context

The community surrounding Glenwood today is characterized by its diversity. Just south of the Skytrain and denser housing, the Glenwood neighbourhood contains productive farmland and market gardens, light industry, and small acreages. Most of the immediate neighbourhood consists of single-family housing. The Glenwood catchment area is home to several large houses of worship and several commercial businesses along Marine Drive. The current population of Glenwood is 101 students but is expected to decline to 91 next year. The school includes a very involved and committed Parent advisory Committee. There are forty-five ESL students this year. The level of parent involvement is good and includes a well-organized Parent Advisory Committee. Glenwood is a campused school with one principal for Clinton/Glenwood, one Vice Principal for the two schools and one head teacher at Clinton Elementary School. Presently, there is some staff that work at both schools (counselor, nurse, band teacher). Staff at Glenwood knows the needs of the students well and support them in many academic and social activities. Glenwood is a small school but provides numerous opportunities for all of our students (kindergarten to grade 7). School activities include a monthly assembly, grade 7 Band, primary choir, a talent show and a sports day. Programs offered outside school hours include: extramural sports teams (cross country, volleyball, basketball, and track), and student leadership outside of school hours. We are hoping to offer a school wide reading club for students K to 7.

2. School Community Involvement

The staff at Glenwood Elementary was actively involved in developing our School Plan. During professional development days throughout the year, we have reviewed the student performance data collected to gauge our progress and we had discussions to identify our focus for next year. In our discussions, we decided to continue to focus on our current reading goal for next year as well as our numeracy goal that was established last year. The School Planning Council has reviewed the goal and provided input and feedback. Our parent community was kept informed of our plan through our school newsletters and provided with practical strategies so they could support their children at home. PAC meetings included updates about our work on the plan. We will continue communication of our school goals through the activities mentioned above.

3. District and School Connection

Our school's goal in the area of reading comprehension is aligned with the district's goal for improving reading proficiency. Our staff is committed to maintain this goal, but also wants to continue with numeracy for this coming year. This numeracy goal has a focus on improving student understanding of the language of mathematics using the current Math Makes Sense Program and changes within the B.C. curriculum

4. Summary of Progress

Goal 1. - To improve the reading comprehension of students

- Data from Grade 4 and 7 Reading FSA test results for 2007 -2008 indicate that our students are above district and provincial averages. Although we have been using the Diagnostic Reading Assessment for the last 4 years to collect information of students reading comprehension levels, teachers are now looking more closely at the SRA. We have begun to use the Faye Brownlie Standard Reading Assessment tool. Staff will complete the assessment three times throughout the year. The goal of this assessment is to direct and improve instruction in the classroom. Teachers continue to work on better and more effective reading instruction to enhance student outcomes and achievement.
- Our school cohort which attended the Faye Brownlie Reading Initiative have shared the information and strategies with the rest of the staff, and we had Faye Brownlie come to our school for a half day visit this year to do a model lesson in a primary and intermediate class. All staff had an opportunity to observe one of these lessons and then time to debrief and ask Faye Brownlie questions of this lesson.
- We have continued to use the “Kidspiration” software with students in grade 1 to 7 to help make connections in what they have read across the curriculum (language arts, mathematics, science, social studies, etc.)
- We have continued to notice a significant numbers of students not meeting expectations or minimally meeting expectations in reading, especially in our May 2008 Performance Standards Data (see below). We will have further discussions in the new school year (2008-2009) so that it fits with the year-end Language Arts Report Card data. We will be using the Standard Reading Assessment along with the Reading Performance Standards that will help us to give a more consistent picture of where our students are on the reading continuum.

Goals

Goal 1) To improve the reading comprehension of students

Rationale:

The analysis of school performance standards data for Reading Literature of May 2008 and involving all students has shown a number of students (both male and female) in primary and intermediate grades not fully meeting or exceeding expectations in reading. In the past, the Language Arts year-end report card marks have shown that low numbers of grade one and two students are fully meeting expectations in reading. There was a large discrepancy between the performance standards data and the year-end Language Arts Report card marks from last year. The assessment of students reading will continue to be a primary focus for our first goal throughout the school year. We will begin to look at specific target groups within our school starting in September 2008. We will also be assessing at the beginning of the year to evaluate where our needs are and what we can do to provide students with support at the school.

Chart 1:

Objectives	Performance Indicators	Results (2007 -2008)	Performance Targets (2007 -2008)
Increase the number of students from grade 1 to grade 7 who are fully meeting grade level expectations in reading fluency and comprehension	Assessment Tool (SRA) Performance Standards- Reading Literature FSA – Grade 4 and 7	May 2008 – Grade 1 & 2 – 78% fully meeting expectations Grade 3 -6 – 80% fully meeting expectations April 2008 Grade 4 – 60 % meeting expectations in reading Grade 7 –90% meeting expectations in reading	85% fully meeting expectations 85% fully meeting expectations Move to 80% meeting expectations in reading Maintain at 90% meeting expectations in reading
To move a targeted group of students from not yet meeting to meeting in reading text and comprehension	B.C. Performance Standards: Reading Literature	May 2008 Comprehension Students who receive E.S.L. support –Grade 5/6 -4 students meeting expectations Out of 3 Aboriginal students- all are not yet meeting expectations Primary – 4 students not yet meeting expectations Intermediate-3 students not yet meeting expectations	Move 2 of 4 to fully meeting expectations Move 1 to meeting expectations for next year Move two students to meeting expectations Move one student to meeting expectations

Strategies, Structures & Resources

1. Strategies

- Balanced reading program involving all staff both enrolling and non-enrolling teachers.
- Continue to use the Faye Brownlie Standard Reading Assessment along with the B.C. Performance Standards to measure student progress and to inform teaching (formative assessment) – three times a year
- Teachers will work with Naomi Murao and same grade teachers at Clinton when working with the SRA and the B.C. Performance Standards during the September Professional Development day.
- The DRA (Diagnostic Reading Assessment) and Benchmarks will be used to assess students for whom we need more in-depth information for program planning
- Provide focused intervention and programming (e.g. Read Well & Read Naturally) for students who need extra support (with support from Resource teacher, ESL teacher, and Educational Assistant)
- Purchase new high interest/low vocabulary reading materials for specific target groups
- Increase teachers' repertoire of teaching strategies in reading through professional days and monthly staff meeting discussions
- Continue to incorporate explicit reading strategies learned at the Faye Brownlie cohort sessions (with support from Literacy Helping Teacher – model lessons)
- Continue to incorporate reading strategies from “Reading Power” (Adrienne Gear) in-service (Fall 2008)
- staff will look to “mesh” Faye Brownlie and Reading Power (Adrienne Gear) strategies and incorporate them into lessons to improve reading comprehension of students (with support from the Literacy Helping Teacher)
- Continue the use of Reading 44 strategies (North Vancouver)
- Grade 6 and 7 students to participate in “Battle of the Books” event (to be coordinated with Clinton, Westridge and Lakeview)
- Continue to incorporate the use of technology (e.g. - Kidspiration and Inspiration software) to help students scaffold and make connections with reading materials (e.g. Using Venn diagrams, concept mapping)
- Inform parents about our school goals in monthly newsletters
- Strategies to help students with reading at home to be highlighted in monthly newsletters
- Discussion of school goals and strategies at PAC Meetings
- Parent involvement in classroom reading (Family reading morning in some primary classes and Home Reading Club in some Intermediate classes)

2. Structures and Resources

- Apply for Grant from Burnaby School District for “Meeting the Needs of all Learners”
- Staff to attend “Reading Power “ (Adrienne Gear) professional development workshops at Schou

Date: June 6, 2008

- Common reading instruction across the school
- Enhance library collection (fiction and non-fiction) using funds from annual Book Fair
- Ready-Set-Learn Program for preschoolers to promote reading and oral language development
- Consultation time for the ESL teacher with classroom teachers to discuss strategies and modifications for ESL students
- Utilize Lucky Saini, technology helping teacher, in team teaching situations with classroom teachers to implement new strategies to utilize software (eg. Kidspiration and Inspiration) to connect student reading with the writing process
- Utilize District Literacy Helping Teacher to:
 - a. work with teachers to further implement Faye Brownlie and Reading Power strategies (model lessons)
 - b. work with teachers to implement the Standard Reading Assessment and model explicit reading strategies
- Provide TOC time through grant funds and collaboration time for teachers to work with each other and Literacy Helping teacher to implement Faye Brownlie and Reading Power strategies into the classroom
- Purchase additional recommended resources for Reading Power

Goal 2) To improve student achievement in the language and vocabulary of mathematics

Rationale:

With the implementation of the “Math Makes Sense” program (K – 6) three years ago (gr. 7 September 2008 – optional), our teachers, students, and parents have struggled with the heavy written text (vocabulary) of this program. We have found that the premise of this program: “to enable students to become better problem solvers by having a deeper understanding of the concepts of numeracy”, to be a challenge for teachers, students, and parents. We believe that better understanding the language of mathematics would greatly enhance the success of our students to become better problem solvers. The implementation of the New B.C. Mathematics Integrated Resource Package (2007) that is based on the Western and Northern Canadian Protocol (WNCP) Common Curriculum Framework (CCF), has further emphasized the importance for students to have a deeper conceptual understanding of mathematical processes. “The aim of Mathematics K to 7 is to provide students with the opportunity to further their knowledge, skills, and attitudes related to mathematics” (B.C. Mathematics K – 7 IRP 2007).

Further, “Numeracy can be defined as the combination of mathematical knowledge, problem solving and communication skills required by all persons to function successfully within our technological world. Numeracy is more than knowing about numbers and number operations.” (British Columbia Association of Mathematics Teachers 1998)

Chart:

Objectives	Performance Indicators	Results	Performance Targets
To improve the understanding of the language and vocabulary of mathematics	Vancouver Island Diagnostic Mathematics Assessment (with Numeracy Performance Standards)	To be introduced to teachers as an assessment tool to inform teachers and guide practice (formative assessment – see appendix B)	Primary –Move 30 out of 41 students from meeting expectations to fully meeting expectations in numeracy
	2008 Grade 4 and 7 Foundation Skill Assessment Results	47% meeting expectations in grade 4 numeracy 95% meeting expectations in grade7 numeracy	Intermediate- Move 35 out of 49 students from meeting expectations to fully meeting expectations in numeracy
	Grade 4 Mathematics Report Card Marks	68% meeting expectations in grade 4	Move to 78% meeting expectations in Mathematics

Strategies, Structures & Resources**1. Strategies**

- Teachers to attend district provided professional development to implement learning strategies
- Enrolling and non-enrolling teachers to look at new word walls provided late this year
- Teachers to begin using the Vancouver Island Diagnostic Mathematics Assessment (Grade 3 -7) as formative assessment tool
- Look to purchase a set of Math 44 (North Vancouver) resource materials
- Look at NCTM Standards resource materials
- Information on the goals sent to parents in monthly newsletters
- Discussion of goals and strategies at PAC and School Planning Council Meetings
- Host a parent night around the new curriculum in Mathematics
- Begin to use the Numeracy Performance Standards along with the Vancouver Island Diagnostic Mathematics Assessment
- Use the word wall assessment tool established in June 2008 for grades 1 to 7

Date: June 6, 2008

2. Structures and Resources

- A Professional Day will be allocated to language of mathematics goal
- Common reading and mathematics time schedule for primary and intermediate classes
- Continue to purchase mathematics manipulative materials for resource room
- Teachers to begin work with District Mathematics consultant on teaching strategies and assessment methods

Submitted By School Planning Council:

	<u>Name</u>	<u>Signature</u>
School Principal	Ernie Kashima	_____
Teacher Representative	_____	_____
Parent Representative	Shashi DeHaan	_____
Parent Representative	_____	_____
Parent Representative	_____	_____
Student Representative (secondary schools only)	_____	_____

School Board and School District Approval:

	<u>Name</u>	<u>Signature</u>
Board Chair	_____	_____
Superintendent of Schools	_____	_____

Date: June 6, 2008

