

## **Deroche Elementary School Growth Plan 2005/2006**

**Goal #1** – To improve student knowledge, skills and attitudes toward reading, writing, and oral expression

**Rationale** – Our data demonstrates that we need to improve our students' literacy skills in all areas; we propose this could best be achieved through a balanced approach to literacy (reading, writing, oral expression)

**Objectives** –

- 1.) To maintain intervention strategies for identified at-risk readers
- 2.) To provide systematic daily opportunities for all students to engage in oral language building activities.
- 3.) To improve students' written expression K – 7
- 4.) To improve students' reading comprehension skills K – 7
- 5.) To improve students' reading and writing skills through the use of computers

**Performance Indicators** –

- 1.) D.R.A. Assessments for at-risk intermediate students
- 2.) Kindergarten Speech & Language Assessments (District)
- 3.) Early Success Data
- 4.) School Wide Writing Data
- 5.) Jerry Johns Basic Reading Inventory (Grades 5 – 7) (baseline Sept.2003)
- 6.) Assessment of oral language skills (P.P.V.T.) K/1's
- 7.) D.A.R.T. Kit Data for Grades 3 – 5
- 8.) F.S.A. Results for Grades 4 & 7
- 9.) D.R.A. Assessment (K – 3)
- 10.) English as a Second Dialect (ESD) – baseline data (Autumn '04)

**Performance Target** –

- That 90% of our Grade 3 students (designated Students excluded) will be meeting grade expectations for reading (level 24 or above in June 2006)
- A 2% increase in F.S.A. results for Intermediates

**Strategies** –

- 1.) Teach specific Comprehension Strategies (E.g. Smart Reading, Reading 44, etc)
- 2.) Language Experience Journals (Primary)
- 3.) Home Reading Programs (Primary)
- 4.) Use of Aboriginal Content Materials (school-wide)
- 5.) Daily Language Review – Evan-Moor Materials

**Structures** –

- 1.) Continue Guided Reading K – 3 (students grouped by D.R.A. performance)
- 2.) Implement Guided Reading at Intermediate Level
- 3.) Early Success Learning Assistance (0.2 FTE)
- 4.) School Teams to participate in Early Success and Late Literacy District Meetings
- 5.) K – 7 Literacy Block (preferably 8:30 – 10:15 a.m. Monday to Friday)
- 6.) Presenter's Assemblies (1 per term with multi-age groupings)
- 7.) Continue Literacy Team Meetings (at school level)
- 8.) Aboriginal Kindergarten Afternoon Class
- 9.) Ready, Set, Learn/Books 4 Lunch
- 10.) Staff Committee to address Computer Needs
- 11.) Projects Fair

**Goal #2** – To maintain the social responsibility skills of our general student population and to improve the social responsibility skills of our at-risk students.

**Rationale** – While the majority of students articulate the W.I.T.S. strategies to solve social conflict, we need specific interventions/strategies to support those students experiencing difficulty meeting those standards/expectations.

**Objective** – To maintain the number of students meeting or exceeding expectations for their grade level on the social responsibility scale  
- To obtain baseline data to determine the percentage of students needing specific interventions. (i.e. – at-risk students)

**Performance Indicators** –

- 1.) Monthly Behaviour Management Reports
- 2.) Number of students not requiring specific intervention (e.g. Behaviour Plan)

**Performance Targets** –

- 2% increase in the percentage of students not requiring intervention (from 2004 Baseline Data)

**Strategies** –

- 1.) W.I.T.S. Strategies
- 2.) 1, 2, 3, Magic (School-Wide)
- 3.) Anti-Bullying Units built into curriculum plans

**Structures** –

- 1.) Student Led Monthly Assemblies
- 2.) School Code of Conduct (Respect, Responsibility, Safety)
- 3.) Class Meetings (Intermediates)
- 4.) Sharing Circle Time (Primaries)
- 5.) Student of the Week (Bulletin Board Display & Recognition at Assemblies)
- 6.) Continue social skills groups (Youth Care Workers) – if possible

### **Goal # 3 – To raise the awareness of the Aboriginal Culture for all our students**

#### **Rationale** –

- Approximately 50% of our student population is of aboriginal heritage
- Deroche Elementary is located between two aboriginal communities; an understanding of the culture is needed for a respectful environment

#### **Objectives** –

- 1.) To provide opportunities for students to learn about the aboriginal culture
- 2.) To provide opportunities for students to experience the aboriginal culture

#### **Performance Indicators** –

- Student participation in cultural activities

#### **Performance Targets** –

- For 100% of our student population to be involved in activities each term involving some aspect of the aboriginal culture (thereby allowing them the opportunity to develop an understanding/appreciation of the aboriginal culture)

#### **Strategies** –

- 1.) Include aboriginal culture in curriculum plans (Fine Arts, Language Arts, Social Studies) \* 1 activity per term
- 2.) Develop ties with our aboriginal communities (e.g. drummers & dancers participating in local and District events) E.g. Elder's luncheons, Elementary Aboriginal Awards, etc.
- 3.) Have all students participate in the House Pole Project

#### **Structures** –

- 1.) Continue Projects Committee (focus on House Pole Project)
- 2.) Support by Aboriginal Liaison Worker
- 3.) Aboriginal Kindergarten focusing on cultural awareness and art

**Goal #4** – To develop a positive attitude toward mathematics and to increase the level of knowledge and skills related to numeracy and problem solving

**Rationale** – Our data indicates that we need to improve our students’ numeracy and problem solving skills

**Objective** – To implement Math Makes Sense Program (K - 5) and “Edmonton Materials” (Gr.6)  
- To explore possible programs for Grade 7

**Performance Indicators** –

- 1.) F.S.A. Results (Gr.4 & Gr.7)
- 2.) B.C. Early Numeracy Test for at-risk K – 2 students

**Performance Targets** –

- Increase of 2% on Gr. 4 and Gr. 7 F.S.A. numeracy results in 2005/2006 (when compared to baseline 2004/2005 F.S.A. results)

**Strategies** –

- 1.) Implementation of the Math Makes Sense Program
- 2.) Use of Kim Sutton Materials
- 3.) Use of Power of Ten materials (Trevor Caulkins)
- 4.) Use of math manipulatives
- 5.) Problem of the Month

**Structures** –

- 1.) L.A. support through multi-age guided Math groups (Gr. 4-7)
- 2.) Math Makes Sense in-service opportunities for teachers/T.A.’s
- 3.) T.A.’s providing classroom and pull-out support