

## Goals and Objectives

### Goals

**Goal 1: To improve and enhance student literacy (reading and writing) across the curriculum.**

**Goal 2: To improve students' critical and creative thinking and problem solving skills in numeracy.**

**Goal 3: To develop and strengthen social responsibility skills.**

**GOAL 1:** To improve and enhance student literacy (reading and writing) across the curriculum.

**Rationale:** While our 2004 FSA scores were very strong with 100% of the grade four students meeting expectations in writing, the grade four results dropped to 73% meeting expectations in reading. At the grade 7 level, our grade seven results followed a similar pattern with 88% of the grade seven students meeting expectations in writing and exceeding our target. In reading however, our grade seven students dropped to 63% meeting expectations. Our results must be viewed with great caution as we are comparing the results of very small numbers of students from year to year. Last year, only six grade seven students were enrolled at Durieu at the time of the FSA testing.

DRA results indicated 44% of Kindergarten students were at risk with respect to literacy, 33% of grade one students, 29% of grade two students were at risk with respect to literacy. Again our small student numbers make these results seem more alarming than the reality.

These results, along with classroom assessment information, indicate the need to remain focused on strengthening and supporting student growth in reading and writing.

**Objectives: (specific area of focus)**

**Objective 1:** Improve reading and writing Grades 4-7

**Objective 2:** Improve K-3 reading and writing

**Performance Indicators: K-3  
Improving Reading and Writing Performance**

- Ministry Performance Standards
- Language Arts Report Card Comments
- DRA
- District and School Wide Writes

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**Performance Indicators: 4-7  
Improving Reading and Writing Performance**

- Ministry Performance Standards
- Language Arts Report Cards
- DART
- District and School Wide Writes
- FSA reading and writing grades 4 and 7

**Performance Targets (Expected Results):**

Evidence	2001/02 Baseline	2002/03 Target	Target Met	2003/04 Target	Target Met	2004/05 Target
<b>FSA GR. 4 Writing</b>	67%	90%	Met	92%	Met (100%)	100%
<b>FSA Gr. 4 Reading</b>	67%	100%	Met	100%	NY (73%)	80%
<b>FSA Gr. 7 Writing</b>	54%	60%	Met	65%	Met (88%)	90%
<b>FSA Gr. 7 Reading</b>	77%	80%	Met	82%	NY (63%)	80%

Evidence	2002/2003 Baseline	2003/2004 Target	Target Met	2004/2005 Target
<b>DRA           K (at risk)       1                   2</b>	37.5% 40.0% 15.38%	25% 25% 10%	NY NY NY	25% 25% 10%
<b>Language Arts Report Cards (K-7) (meeting expectations)</b>	87%	90%	93%	maintain

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<b>Durieu School Wide Write</b>	<b>2004 Spring Baseline (meeting)</b>	<b>2005 Target</b>
	77%	80%

### **Strategies:**

- Literacy blocks Grade1-7 with daily opportunities for shared and independent reading and writing
- Big Buddies for reading and writing
- Reading and writing workshop Grades 4-7 based on Fountas and Pinell Guided Reading 3-6
- Whole school home reading program with continued incentives and expectations communicated to both students and parents.
- Use of Performance standards with students and teachers
- Preschool Initiatives
  - Books for Bedtime
  - Ready Set Learn
  - Durieu Little Readers
- Homework Backpacks K-1
- Continue to purchase high quality children's literature for library and classrooms
- consistently communicate expectations for achievement to parents
- continue to provide opportunities for students to receive instruction in structured writing techniques (paragraphing, grammar and vocabulary Grades 4-7)
- involve students in creating criteria for their writing and provide opportunities for self-assessment
- familiarize students with BC performance Standards and exemplars of student writing
- school wide and district wide writes
- teachers to continue to investigate different writing models and assessments (6 traits writing etc)

### **Structures:**

- materials, continue to allocate funding towards the purchase of guided reading books, classroom libraries and library books.
- continue to provide timetabling to accommodate literacy blocks
- continue to encourage teachers to attend early success and late literacy sessions
- continue to support teacher pro-d related to the school growth plan with Staff Development funds.
- continue to encourage team approach and teacher sharing of successful strategies in after school sessions.

**Goal 2:** To improve students' critical and creative thinking and problem solving skills in numeracy.

**Rational:** FSA data indicates the need to continue to focus on and strengthen students' problem solving skills. While our targets were met and exceeded in both grades 4 and 7 FSA results, we recognize the need to continue to improve student achievement in numeracy.

**Objectives:**

- To teach students strategies to solve problems
- To reinforce and practice math basics regularly
- To expose students to authentic math problems regularly
- To continue to align math resources across the grades and introduce Math Makes Sense materials

<p><b>Performance Indicators</b></p> <ul style="list-style-type: none"> <li>-FSA Numeracy grades 4 and 7</li> <li>-Report Card comments and grades</li> <li>-Satisfaction Surveys</li> <li>-BC Performance Standards, math</li> <li>-GNAP assessment instrument, grade 5</li> </ul>
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<b>Performance Targets (Expected Results):</b>						
<b>Evidence</b>	<b>2001/02 Baseline</b>	<b>2002/03 Target</b>	<b>Target Met</b>	<b>2003/04 Target</b>	<b>Target Met</b>	<b>2004/05 Target</b>
<b>FSA Gr. 4</b>	93%	100%	Met	100%	Met (71%)	75%
<b>Gr. 7</b>	75%	50%	Not Met*	60%	Met (91%)	Maintain

\*The 2002/03 School Year was very unsettled for this group of students. Staffing issues were such that the class went through 4 different teachers. Behaviour was also a huge impediment to learning.

<b>Numeracy Performance Standards</b>				
	<b>Baseline 2002/03</b>	<b>Target 2003/04</b>	<b>Target Met</b>	<b>Target 2004/05</b>
<b>Gr. 4</b>	100%	100%	NY	100%
<b>Gr. 7</b>	90%	90%	NY	90%

**Strategies:**

- Use of Math Makes Sense materials, grades 1-3 and gradually introducing other grades
- Problem solver math series in all grades
- Kim Sutton materials in use across the grades
- Math to the Max grades 4-6
- Trevor Calkins strategies and resources including Math Basics
- Staff Development in numeracy
- Daily problem solving
- Use of BC Performance Standards

**Structures:**

- Pro-d related to math contained in Staff Development Plan
- Timetable change to continue, allowing for longer morning blocks prior to lunch when students are fresher.
- Inventory and organize math resources and manipulatives in the school.
- District Math Scope and Sequence Involvement grades 6-8
- Piloted Grade 5 Math Performance Task Assessment (GNAP 5)

**Goal 3:** To develop and strengthen social responsibility skills

**Rationale:** parent satisfaction surveys indicate this is a concern for parents. Staff has also recognized the need to promote social responsibility with our students. The Ministry of Education is promoting safe and caring schools and has asked all schools to have a clear Code of Conduct in place. “Get Caught Being Good” program has been very successful in recognizing and promoting positive behaviour.

**Objective 1:** Continue implementation a Code of Conduct for our school.

**Objective 2:** Focus on expected behaviour with specific whole school and classroom teaching of expected behaviour with positive reinforcement (Effective Behaviour Support).

**Objective 3:** Continue whole school/whole staff emphasis on common language to reinforce student behaviour and problem solving using 3 choices:

- 1) assert yourself
- 2) ignore
- 3) get help from and adult

**Performance Indicators:**

- Parent/Staff/Student surveys
- Social Responsibility Performance Standards
- Office referrals/citations
- Suspension data
- Establish baseline data for suspensions and citations
- Review office referrals in terms of frequency and nature

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<b>Performance Targets: Expected Results</b>					
<b>Evidence</b>					
<b>Satisfaction Survey: Safety</b>	<b>2001/02</b>	<b>2003/03 Baseline</b>	<b>2003/04 Target</b>	<b>Target Met</b>	<b>2004/05 Target</b>
<b>Gr. 4 Students</b>	<b>83%</b>	<b>83%</b>	<b>85%</b>	met	maintain
<b>Gr. 7 Students</b>	<b>82%</b>	<b>78%</b>	<b>85%</b>	met	maintain
<b>Parents</b>	<b>81%</b>	<b>63%</b>	<b>80%</b>	met	maintain
<b>Staff</b>	<b>100%</b>	<b>92%</b>	<b>95%</b>	met	maintain

<b>Evidence</b>	<b>2003/04 Baseline</b>
<b>Office Referrals</b>	<b>75</b>
<b>Suspensions</b>	<b>11</b>

**Social Responsibility Performance Standards**

<b>Evidence</b>	<b>Spring 2005 Baseline</b>
<b>Meeting Expectations</b>	

**Strategies:**

- Use of 3 choices language by all staff
- Clarify staff expectations for respectful, responsible and safe student behaviour
- Continue to review code of conduct with staff frequently
- Circulate code of conduct to parents at the start of the school year and discuss in newsletters and at PAC meetings
- Students and their parents will sign a behaviour contract in September which will be kept on file in the office.
- Student reflection sheets (yellow sheets) will be used in place of formal citations to place the onus of reflection on the student. These sheets will go home for parent signatures and will be kept in the office.
- Review expectations for behaviour in monthly assemblies regularly
- Regular student self-evaluations using the Performance Standards for Social Responsibility
- Teach and reteach expected behaviour
- Recognition of positive behaviour
- Use of "Get Caught Being Good" tickets and monthly draws
- Communicate with parents regularly in the monthly newsletter and PAC meetings regarding school-wide progress in maintaining a safe and caring school.

**Structures:**

- Code of Conduct in place
- Transition to Traditional School Model
- Regular monthly assemblies
- Student leadership program
- Get Caught Being Good Program
- Purchase literature with Social Responsibility theme
- Social Responsibility professional development for staff
- Review Maurenn Dockendorf materials with class during staff meetings
- Big Buddy programs in place

**Signatures of School Planning Council:**

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**Principal:**

**Teacher:**

**Parent:**

**Parent:**

**Parent:**