



School District #75 (Mission)

**SCHOOL
GROWTH
PLAN
FOR**

WINDEBANK

**ELEMENTARY SCHOOL
APRIL 2005 – JUNE 2008**



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MINISTRY OF EDUCATION

Province of British Columbia

MISSION

“The purpose of the British Columbia school system is to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.”

GOALS

- Intellectual development;
- Human and social development; and
- Career development

ATTRIBUTES

- Accessibility;
- Relevance;
- Equity;
- Quality; and
- Accountability

OVERVIEW

Goal

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Goals

Goal 1: *Improve student achievement in Numeracy*

Goal 2: *Improve student achievement in Literacy*

Objectives

Goal 1: *Improve student achievement in Numeracy*

Objective 1: *To continue student improvement in problem solving abilities*

Objective 2: *To continue student improvement in mathematics skill development*

Rationale

- *Analysis of FSA results indicate the meeting of the 2002 –2004 growth plan Numeracy goals, yet there is a need for establishing that this trend is an accurate analysis, rather than an achievement anomaly*
- *The FSA Distribution of Results Over Time indicates a shift of student achievement toward meeting expectations and exceeding expectations. There is a need to continue this trend to further increase the number of students that fully meet and exceed expectations*
- *For the 2003/04 year, grade 4 results indicated an unusual, statistically significant increase to 98% meeting or exceeding expectations, while the provincial achievement was at 88%*
- *For the 2003/04 year, grade 7 school results of 80% were not statistically significant from the provincial results of 83%.*
- *The school-based grade 3-7 Criterion Reference Mathematics Test analysis indicates a significant increase in student achievement over time. The average student achievement on this assessment still needs to be improved. The average percent scored for the grade 3-7 student body in the 2003/04 year was 68.4%. This will be the baseline, with a target increase of 4% per year*

Performance Indicators/Evidence

Objective 1 Target: To continue student improvement in problem solving abilities

- *Numeracy FSA results Grades 4 and 7*

Objective 2 Target: To continue student improvement in mathematics skill development

- *School-based Criterion Reference Mathematics Test Grades 3-7*

Performance Targets (Expected Results)

Performance Target 2005/06:

- 1a. Meeting or surpassing provincial FSA Numeracy results
- 1b. Increase grade 4 student achievement in the FSA of Meeting Expectations to Meeting/Exceeding Expectations by 5% to achieve 21.28%
- 1c. Increase grade 7 student achievement in the FSA of Does Not Meet Expectations to Meets Expectations by 5% to 55%
2. Increase grades 3-7 student achievement in the Criterion Reference Mathematics Test by 4 % to a school average of 71.4 %

Results:

- 1a.
- 1b.
- 1c.
- 2.

Strategies and Structures

Strategies and Structures – Objective 1: To continue student improvement in problem solving abilities

- Direct instruction in problem solving strategies
- Integration of consistent problem solving activities within individual teachers' units and lessons
- Use of consistent problem solving program through the grades
- Continue school-wide implementation of problem solving assessment rubric
- Math problems in the school newsletter

Strategies and Structures – Objective2: To continue student improvement in mathematics skill development

- Implementation of a school-wide Mathematics program (Math Makes Sense Textbooks)
- Role modeling and math games with buddy classes
- Mathematics themed posters throughout the school
- Teacher professional development

Goals and Objectives

Goals

Goal 1: *Improve student achievement in Numeracy*

Goal 2: *Improve student achievement in Literacy*

Objectives

Goal 2: *Improve student achievement in Literacy*

Objective 1: *To improve reading comprehension within the student body*

Objective 2: *To increase and maintain interest in reading for grades 3 to 6 boys*

Rationale

- *Analysis of FSA results indicate the meeting of the 2002 –2004 growth plan Literacy goals, yet there is a need for establishing that this trend is an accurate analysis, rather than an achievement anomaly*
- *The FSA Distribution of Results Over Time indicates a shift of student achievement toward the meeting expectations and exceeding expectations. There is a need to continue this trend to further increase the number of students that fully meet and exceed expectations*
- *In the 2002/03 FSA Reading results indicated a significant difference between the performance of males and females.*
- *Library circulation records indicate lower circulation numbers for male students that are observed as low/at risk readers*
- *Implementation of the Men With Books program appears to have increased the book circulation of low/at risk male readers. It has yet to be determined if the impacts of the program were short term in nature or lasting*

Performance Indicators/Evidence

Objective 1 Target: To improve reading comprehension within the student body

- *Reading FSA results Grades 4 and 7*
- *DART results Grades 3-7*
- *DRA results Grades K-2*

Objective 2 Target: To increase and maintain interest in reading for grades 3 to 6 boys

- *Reading FSA results Grades 4 and 7*
- *DART results Grades 3-7*

- *Library Circulation Records*

Performance Targets (Expected Results)

Performance Target 2005/06:

- 1a. Meeting or surpassing provincial FSA Reading results
- 1b. Increase grade 4 student achievement in the FSA of Does Not Meet/Meets to Meets by 5% to 68.64%
- 1c. Increase grade 7 student achievement in the FSA of Does Not Meet/Meets to Meets by 5% to 55%
- 2a. Increasing the book circulation of low/at risk readers
- 2b. Maintaining “no significant difference” between males and females in FSA Reading results

Results:

- 1a.
- 1b.
- 1c.
- 2a.
- 2b.

Strategies and Structures

Strategies and Structures – Objective 1: To improve reading comprehension of the student body

- Direct instruction of reading comprehension strategies, such as those in Reading 44, reading logs, etc.
- Continued implementation of the Reading Performance Standards assessment tool
- Use computer software to support primary readers
- Author presentation to students
- Buddy reading classes
- Continued use of home reading programs, which include parent involvement
- Early Literacy programs such as Books for Breakfast and Ready Set Learn
- Parent facilitated early literacy reading club
- Purchase books on tape of current novel sets
- Display the easy chapter books in order to emphasize their covers

Strategies and Structures – Objective 2: To increase and maintain interest in reading of grades 3 to 6 boys

- Men with Books program grades 3-6
- Increasing the library inventory to include more non-fiction and books of interest for boys
- Teacher professional development (Raising Boys' Achievement: Barry McDonald)

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Signature of School Planning Council:

Principal: _____

Teacher: _____

Parent: _____

Parent: _____

Parent: _____

Board Approval:

Superintendent: _____

Board Chair: _____

Date: _____

Windebank Data for 2005/06 Growth Plan

Goal 1: Improve Student Achievement in Numeracy

Grade 4 Numeracy FSA : % of Students Meeting and Exceeding Expectations

	99/00	00/01	01/02	02/03	03/04
Windebank	63	90	83	88	98
Province	80	84	85	87	88

Grade 7 Numeracy FSA: % of Students Meeting and Exceeding Expectations

Year	99/00	00/01	01/02	02/03	03/04
Windebank	89	83	70	83	80
Province	80	81	82	84	83

Windebank 2003/04 Grades 4 & 7 Numeracy FSA: Percent of Student Achievement in a Five Point Scale

	DNM	DNM-M	M	M-E	E
Grade 4	2.33	2.33	72.09	16.28	6.98
Grade 7	7.41	20.37	50.00	18.52	3.70

DNM Does Not Meet Expectations
 DNM-M Borderline Between Does Not Meet Expectations and Meets Expectations
 M Meets Expectations
 M-E Borderline Between Meets Expectations and Exceeds Expectations
 E Exceeds Expectations

Mathematics Criterion Reference Test: Grades 3-7 Combined Average Percent

98/99	99/00	00/01	01/02	02/03	03/04
49.8	55.0	58.0	57.6	64.4	68.4

Goal 2: Improve Student Achievement in Literacy

Grade 4 Reading FSA : % of Students Meeting and Exceeding Expectations

	99/00	00/01	01/02	02/03	03/04
Windebank	74	80	73	70	93
Province	79	78	80	77	80

Grade 7 Reading FSA : % of Students Meeting and Exceeding Expectations

	99/00	00/01	01/02	02/03	03/04
Windebank	84	63	65	80	80
Province	81	76	76	77	80

Windebank 2003/04 Grades 4 & 7 Reading FSA: Percent of Student Achievement (in a Five Point Scale)

	DNM	DNM-M	M	M-E	E
Grade 4	4.55	15.91	63.64	15.91	0.00
Grade 7	12.96	20.37	50.00	16.67	0.00

DNM Does Not Meet Expectations
 DNM-M Borderline Between Does Not Meet Expectations and Meets Expectations
 M Meets Expectations
 M-E Borderline Between Meets Expectations and Exceeds Expectations
 E Exceeds Expectations

Windebank Spring 2003/04 Grades 3-7 DART: % of Student Achievement

	NYW	MM	FM	E
Grade 3	9.52	26.19	61.90	2.38
Grade 4	19.05	47.62	30.95	2.38
Grade 5	2.00	54.00	34.00	10.00
Grade 6	8.62	22.41	41.38	27.59
Grade 7	1.89	20.75	41.51	32.08

Windebank Grades K-2 DRA: Fall 2003 vs. Spring 2004

	At or Above Grade Level		At Risk	
	Fall 2003	Spring 2004	Fall 2003	Spring 2004
Kindergarten	83.78	86.05	16.22	13.95
Grade 1	59.52	91.67	40.48	8.33
Grade 2	83.67	89.55	16.33	10.45

Sept. 2004-April2005 Library Circulation: Percent of Books Signed Out by
Category

Category	Percent
Non-fiction	30.22
Picture Books	18.71
Paperback Fiction	18.02
Easy Chapter Books	10.50
Standard	4.34
Men With Books	3.59
Average of the Remaining 22 Categories	0.67

Men with Books: Library Circulation

In the three months following the 2003/04 'Men with Books' project and the addition of their book purchases to the library:

1. 13 of the 27 'Men with Books' participants increased the number of books that they signed out of the school library.
2. Of 14 low reading level 'Men with Books' participants 8 increased the number of books they signed out of the school library.
3. Books Purchased by the 'Men with Books' participants
 - a. 15 of the 165 books were not signed out
 - b. 74 of the 165 books were signed out 1 to 4 times
60 of the 165 books were signed out more than 5 times