



**CHERRY HILL ELEMENTARY
GROWTH PLAN 2009-2010**
“A GREAT PLACE TO LEARN AND GROW”

School and Community Context

Unique Features:

Cherry Hill Elementary School is located in a culturally, ethnically and socio-economically diverse neighbourhood. We have a significant rate of transiency as families move in and out of our area. At the end of January 2010 there was a 13.3% transiency rate. This includes a population of International students who come and go throughout the school year. We have worked hard to celebrate our diversity by recognizing and honouring different cultures. Events such as Aboriginal Day and Diwali celebrations have given students and staff a chance to learn about and experience the colourful diversity of our community. This connection between students has led to a caring student culture. We celebrate this culture of caring and success by displays and activities that promote achievements as well as cooperation and respect. Restorative justice principles are used to resolve student conflict. We also enjoy honouring current and former soldiers in our interactive Remembrance Day Assembly and celebrating Christmas with a fun and engaging Christmas concert at the Clarke Theatre.

Cherry Hill has strong academic and athletic programs. We have successful school-wide reading programs that involve all students and staff. Our parents also support our literacy programs by reading with their children and helping keep track of time spent reading. We provide many opportunities for student leadership, including Student Council, Me-To-We, Reading SWAT (peer -tutoring) and Peer Counselors. Our school operates with a shared school leadership model where several staff members fill leadership roles on the School Improvement Team, Teachers in Charge, staff meetings, professional collaboration and development of school vision and goals.

We also support student learning in creative ways, such as intervention time which allows teachers to tutor small groups of students. In addition, many of our students are enthusiastically involved in athletic activities. This year sees the introduction of cheer team and ball hockey. As well, our school participates in many district competitive leagues.

Preparing our future students for success is provided in a variety of ways. Our school supports district initiatives such as Books for Bedtime, Books for Breakfast and Strong Start. The Strong Start program is in its second year and is expanding with an increasing participation rate over last year. There has been an average of 22 children attending each day. It also serves our diverse ethnic population and provides a warm introduction to our school community.

Community Partnerships/Initiatives:

Cherry Hill Elementary School partners with various community groups and organizations to provide diverse learning opportunities for our students. We have worked with Siwal Si'wes to run school-wide Aboriginal Days as well as smaller projects. Cherry Hill supports the DARE Program with the RCMP and has used counselors from Fraser House to provide important information about drugs and alcohol. Our school programs have supported other community organizations including continuing partnerships such as the Mission Record Christmas writing program, Mission Springs Christmas tree contest and the Mission Christmas Bureau. Some new initiatives this year are an October Food-Drive for Halloween, Literacy Bus donations of books, and Haven in the Hollow where we collected warm clothing and toiletries. We are also involved in community environmental programs with the Salmonid Enhancement program and recycling of bottles and paper. Our school has also participated in national programs such as the Terry Fox Run and Jump Rope for Heart which promotes healthy active living. On a global level, our school is in its second year supporting two Rwandan children and raised over \$1,200.00 for Haitian relief. Staff and students continue to raise money and awareness of these children with craft sales, bottle recycling and spirit days.

Parent Involvement:

Parents are greatly involved around Cherry Hill. Our PAC runs several fundraising projects as well as providing many other services such as book fairs and lice checks. Parents are invited to special events and assemblies throughout the year. We receive tremendous support from them for special celebrations from our Welcome Back Barbeque, Diwali, Aboriginal Day, Sports Day and Grade 7 Leaving Ceremony. PAC applies yearly for funds to enhance programs and this year the PAC has made significant funds available for our students to access Accelerated

Reading tests online as well as the initial subscription. PAC is a creative force. Currently, they are exploring developing a PAC Face Book page and developing a system of class parent representatives.

Goal: Literacy

Goal 1: To maintain and improve student literacy, grades K - 7.

Objectives:

Objective 1: To improve reading comprehension for all students.

Objective 2: To increase the interest in reading for all students.

Objective 3: To improve school wide writing results for all students.

Objective 4: To continue the implementation of interventions to reduce any male-female and Aboriginal differences in reading and writing performance.

Rationale:

- We have many at risk students in Kindergarten and the early grades. While existing interventions have improved student literacy results by grade 7, we feel this is an area that needs continued attention. Previously we identified two grades that need additional support and by supplying additional support to these classes we have been able to raise the results in these classes. In addition, over time our boys have been weaker in writing and reading than our girls. Aboriginal boys have been improving in reading and writing mirroring the general population. Still a gap persists and needs to be addressed.
- STAR is a computer-based diagnostic tool which complements our Accelerated Reader Program. It gives us information that helps us identify students' reading levels, match them to books of an appropriate level and to track changes in student performance. By helping students easily access books at the right level it reduces frustration and increases motivation. In combination with our AR comprehension work and reward system it gives us quick individual and systemic information on student reading activity, performance, and by extension, motivation. STAR results have improved this year. However, at the Not Yet Meeting level, boys are still significantly over represented. It is encouraging to note that the gender gap has diminished in the Meeting to Exceeding categories. Further, our Aboriginal students have shown marked improvement as well.
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- School-wide write results have declined somewhat. DART continued to show significant gains this year. Overall, FSA Reading results were almost identical to last year's. Writing on the FSA declined which is consistent with this year's Writing assessment.

Data Sources:

Assessment: STAR Reading Grades 2 – 7 June 2009

NOTE: “all students” include Aboriginal

Teacher Based Assessment

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female</i>	12	Msk	25	4	36	6	38	6
<i>Male</i>	33	Msk	23	1	41	3	28	4
<i>Total Participation #</i> (N=236)	45	5	48	5	77	9	66	10

(optional)

Note for STAR Data: Eg. Grade 3 NY = less than 2.5, MM = 2.5-3.4, FM = 3.5-4.9, Exceed = 5.0 +

Assessment: School Wide Write Grades 1 – 7 June 2009

NOTE: “all students” include Aboriginal

School / District Based Assessment Writing

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Male</i>	15	Msk	65	Msk	44	3	9	0
<i>Female</i>	4	Msk	46	8	55	4	16	Msk
<i>Total Participation #</i> (N=277)	23	4	120	11	108	7	26	1

Assessment : School Wide Write Grades 1-7

Year by Year Based Assessment Writing

# at each level	2009 Base Line				
	NY	MM	FM	EX	Aboriginal
<i>Gr 1 (N=39)</i>	0	16	17	6	2
<i>Gr 2 (N=47)</i>	4	20	19	4	2
<i>Gr 3 (N=21)</i>	1	13	13	3	1
<i>Gr 4 (N= 36)</i>	3	16	16	1	4
<i>Gr 5 (N=45)</i>	9	24	11	1	2
<i>Gr 6 (N= 33)</i>	0	11	17	5	1
<i>Gr 7 (N= 43)</i>	6	19	13	5	0

# at each level	2010				
	NY	MM	FM	EX	Aboriginal
<i>Gr 1</i>					
<i>Gr 2</i>					
<i>Gr 3</i>					
<i>Gr 4</i>					
<i>Gr 5</i>					
<i>Gr 6</i>					
<i>Gr 7</i>					

Assessment: DART Year by Year Grades 3 – 7 June 2009

NOTE: “all students” include Aboriginal

School / District Based Assessment Reading (DART)

	Not Yet Meeting	Minimally Meeting	Fully Meeting	Exceeding
At each level	All Students	All Students	All Students	All Students
GRADE 3 - 2005	7.50%	32.50%	57.50%	2.50%
GRADE 3 - 2006	4.76%	38.10%	50.00%	7.14%
GRADE 3 - 2007	24.14%	34.48%	41.38%	0.00%
GRADE 3 - 2008	10.00%	20.00%	56.67%	13.33%
GRADE 3 - 2009	0.00%	5.88%	26.47%	67.65%
GRADE 4 - 2005	15.56%	60.00%	22.22%	2.22%
GRADE 4 - 2006	16.28%	30.23%	48.84%	4.65%
GRADE 4 - 2007	8.82%	50.00%	41.18%	0.00%
GRADE 4 - 2008	9.52%	57.14%	33.33%	0.00%
GRADE 4 - 2009	2.70%	29.73%	48.65%	18.92%
GRADE 5 - 2005	29.55%	31.82%	34.09%	4.55%
GRADE 5 - 2006	19.15%	57.45%	21.28%	2.13%
GRADE 5 - 2007	0.00%	45.24%	54.76%	0.00%
GRADE 5 - 2008	15.63%	50.00%	34.38%	0.00%
GRADE 5 - 2009	0.00%	63.83%	36.17%	0.00%
GRADE 6 - 2005	5.41%	45.95%	35.14%	13.51%
GRADE 6 - 2006	4.44%	60.00%	33.33%	2.22%
GRADE 6 - 2007	19.15%	51.06%	21.28%	8.51%
GRADE 6 - 2008	0.00%	36.59%	58.54%	4.88%
GRADE 6 - 2009	0.00%	30.30%	57.58%	12.12%
GRADE 7 - 2005	3.64%	58.18%	36.36%	1.82%
GRADE 7 - 2006	10.53%	42.11%	42.11%	5.26%
GRADE 7 - 2007	11.90%	57.14%	28.57%	2.38%
GRADE 7 - 2008	0.00%	60.47%	39.53%	0.00%
GRADE 7 - 2009	23.26%	48.84%	23.26%	4.65%

School / District Based Assessment Reading (DART)

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Male</i>	10	0	37	Msk	33	Msk	18	Msk
<i>Female</i>	1	0	29	Msk	36	Msk	16	Msk
<i>Total Participation # (N=204)</i>	11	0	74	8	73	4	36	2

DRA K-2 Reading – At Risk students %
Trends Over Time

	2005	2006	2007	2008	2009
K (all)	13	19	34	11	7
Male		25	38	5	16
Female		14	32	19	0
Ab		0	0	0	0
ESL		50	100	0	0
Gr 1 (All)	22	32	18	34	21
Male		31	29	50	6
Female		33	8	15	35
Ab		0	20	25	100
ESL		60	25	50	33
Gr 2	10	5	19	15	18
Male		0	22	20	29
Female		11	15	11	8
Ab		33	0	40	14
ESL		0	20	50	0

Same colour (not white) indicates a positive trend for the same cohort group from one year to the next.

DRA results (as shown on the graph) indicate that we have seen a positive trend in previous years in reducing the number of at risk students. However, for the past two years we have seen an increasing number of at-risk pupils in grade one. To address this, we ensure that Learning Assistance time is given to these at-risk students. The staff is also using guided reading practices, as well as Reading Power strategies, to improve our primary students reading ability. Our 2010 target for DRA scores is to aim for reducing the number of at-risk students through their K-2 years.

Assessment: Reading FSA, Grades 4 and 7 February 2009

Provincial Assessment

	Not Yet Meeting		Meeting or Exceeding	
	Gr 4	Gr 7	Gr 4	Gr 7
All Students	9	11	25	32
<i>Male</i>	6	7	14	19
<i>Female</i>	3	4	11	13
<i>Aboriginal</i>	Msk	Msk	6	Msk
<i>Total Participation #</i> <i>(N=37 & 44)</i>	37	44	37	44

Assessment: Writing FSA, Grades 4 and 7 February 2009

Provincial Assessment

	Not Yet Meeting		Meeting or Exceeding	
	Gr 4	Gr 7	Gr 4	Gr 7
All Students	10	9	24	33
<i>Male</i>	7	6	13	19
<i>Female</i>	3	3	11	14
<i>Aboriginal</i>	Msk	Msk	Msk	Msk
<i>Total Participation #</i> <i>(N=38 & 44)</i>	37	44	37	44

Evidence of Change:

- Over the past three years, this school has registered many students identified as “at risk” by the DRA in Kindergarten. Last year we had a significantly larger group “at risk” boys in K than the district average. Despite this, our percentage of students in grade one and two identified by DRA as “at risk” remains at or below the district average. It should be noted that significantly more of our boys are “at risk” on the DRA than our girls.
- Last year’s DART results for Cherry Hill improved back to where they had been three years previously and were slightly better than the district average. Within this data it appears that the gap between boys and girls and, between Aboriginals students and the general population is still decreasing. This continues to be promising. It appears that last year’s grade 4 and grade 5 students continue to be of concern and should be targets for support.
- Our writing results on the District Wide Write dipped again after the slight improvement last year. There is a small improvement in the Not Yet Meeting category, which relates to the growth in the Minimally Meeting category (School 43.4 % and District Average 37%). Declines in the Fully

Meeting and Exceeding areas are, we feel, also related to growth in the Minimally Meeting categories. A change to an earlier date for the District Writing Assessment may have influenced the results especially at the early grades. Writing at our school is of concern as we are at or below the school district average.

- Using last year's FSA data as baseline data our students performed fairly well on the Reading and our performance declined on the Writing FSA at both grade levels. The gender gap for Reading and Writing has reappeared with boys being weaker. Our Aboriginal students have continued to improve. All grade four Aboriginal students were "Meeting" or "Exceeding" in Reading and Writing. There was virtually the same percentage of grade seven Aboriginal "Not Meeting" as the general student population in both Reading and Writing.

Comparison to an International Reading Benchmark – Our school's FSA Grade 4 Reading results have been aligned with the most recent Progress in International Reading Literacy Study (PIRLS). Our school performed at or above the International Benchmark.

Targets (over 3 years):

The following targets were set in 2008 as goals to be achieved over the next three years:

STAR – We set the three year goal of reducing the percentage of students in the Not Yet category, (reading level 2 years below grade level) to 4%. Even though this data slipped back somewhat this year, we believe this is still an attainable goal by 2011.

DART – Number of females in the Not Yet category to 1% and reduce the gap between boys and girls to less than 5% of the total participating at each grade level. The gap now is 8.5% in the DART.

District Write – The three year goal was to reduce the number of students in the Not Yet category to 4% and reduce the gap between boys and girls to less than 5%. The gap is currently 8%. Data is now disaggregated for the past year and will be displayed in coming years in this fashion.

FSA – The three year goal of getting the percentage of students in the Not Yet category in both Reading and Writing to 4% and reduce the gap between boys and girls to less than 5% of. The gap is currently 10% in Reading and 14% in Writing.

Comment / Summary of Progress:

In the second year of our three year target of getting the percentage of females in the Not Yet category of the STAR Test to 4%, we are meeting our targets with less than 3% of females and have reduced the gap between the total number of boys and girls to 6% which is off target by 1%.

DART results are improving and while both the gaps between boys and girls, and between Aboriginals and the general population are still there, they are diminishing. This data also shows that grade 4 girls and grade 5 boys seem to be groups that are weaker and continue to require additional support.

The baseline data provided by last year's FSA also gives us reason to believe our students are improving in Reading, but the decline in Writing is of concern.

Action Plan: These are the actions we believe will accomplish our objectives...

Continuing Practices that are working well in our school:

- Cherry Hill utilizes a school-wide reading program called Accelerated Reader. We have heavily invested time and money in this program and it pays dividends in motivating students to read. Children are given a reading test on the computer regularly so that they know their reading level. Over 120,000 the online tests are available and our library has many titles. The librarian has put a reading level on the spine of AR books so that students choose books at their level. After reading a book, students take a short test on the computer to check for comprehension. They are automatically awarded points from the test. These accumulate towards reading goals they set each term. Along the way, they earn ribbons and prizes and at the end of each term those that reach their goal have a special reward.
- Cherry Hill also participates in an Early Intervention Program. Kindergarten and grade one students identified as “at risk” students are provided with Learning Assistance intervention targeted at building key reading skills, (alphabet, letter sounds, oral language and print awareness). Their progress is monitored throughout the year and throughout their primary grades.
- This school has had a long tradition of students helping students. Our SWAT Program, (Students with an Aptitude for Tutoring) involves many older students working on buddy reading with younger students who are struggling. For fifteen minutes every day these students work together and both gain from it. We have seen buddy reading, buddy writing and even buddy computer use, springing up around the school. We also encourage students and parents, who arrive early to come into the school and read.
- The EMRT, (Early Morning Reading Time) gives especially primary students an additional fifteen to thirty minutes of reading a day.
- As last year, much of our Staff Development Plan involves the utilization of Literacy Collaboration Days. Teachers get to take half or full days with a same or near grade partner teacher where they work together on specific literacy topics. The school uses a program called “Reading Power” to directly teach skills to help with reading comprehension. It is based on Adrian Gear’s book, Reading Power – Fiction. Each teacher has a copy of this book and many of the staff worked collaboratively to plan lessons, implement strategies and following the lessons met to discuss their effectiveness. This year all staff members have been given the book, Reading Power-Non-Fiction, as a guide. Together we are studying the methods in it at the second staff meeting each month. The school has supported several staff members to attend the Adrienne Gear workshops sponsored in our district. All staff members have “Reading Power” posters in their classrooms to help remind both teacher and student of the strategies. Thanks both to a district study grant, and our staff development plan, all staff can access some collaborative time where together with a colleague, they study a specific reading comprehension strategy, then plan and implement a lesson using that strategy. These collaborative pairs will report back to staff what they did and evaluate how it worked. The key change involves extending the study to include nonfiction texts. There is some evidence to suggest this will help us target reading strategies to which our boys will respond.
- In addition, our teachers are working together to learn and practice more Feedback for Learning, (FFL) strategies. Staff has again attended Ruth Sutton workshops. We have identified and purchased some resources to enable these teachers to practice these strategies. A Document Image Camera and projector enable teachers to give instant feedback on writing. Resource materials

such as the 6 + 1 Traits of Effective Writers Kits have been acquired for all grades to provide additional support for teachers in this strategy. Feedback for Learning is a topic on staff meeting agendas so teachers can share one new strategy. Some staff members use their Literacy collaboration time from a District Feedback for Learning Grant, combined with our Staff Development Plan to work on increasing their skills in FFL. We are continuing to identify and purchase other specific tools that will help implement FFL ideas.

- Our Strong Start program continues to grow and is very popular in our community. It gives preschool children and parents from our neighbourhood a great introduction to learning by play at school. This program combined with our already strong Ready Set Learn activities of “Books for Breakfast” and “Books for Bedtime” will help to ensure that as many Kindergarten students as possible are ready to start reading when they arrive at school.
- This year is our third year of a program called, “Men-With-Books”. The Principal along with four boys will again spend four afternoons in the local library and local bookstores. They will explore all the sections of the facilities and then spend time reading titles and book covers to identify books likely to appeal to boys. After checking that the school library doesn’t already own these books, each boy will be allowed to pick out books that we will purchase. They get to be the first to read these books and then the books will become part of the school library, highlighted for all boys to read. This is designed to target specifically, but not exclusively, readers who are below grade level and attempt to instill a greater interest in reading. It is also hoped that it will in a small way, combined with efforts of the librarian, make the library more “boy friendly”.

Things we will do differently:

- This year we did not undertake a lot of changes. Our plan in the coming year is to continue to work with the Adrienne Gear series and continue to work on Feedback for Learning. We have added hundreds of titles to our book collection to support our “Reading Power” program and have a lot of work to do to support staff in using them. We observed a dip in the strength of writing, so we are incorporating, 6 + 1 Writing Traits of Effective Writers workshops into our collaboration plan and sending a teacher to the International Reading Association Conference for professional development.
- We feel significant gains can be made by our students through the use of technology. We have a new portable lab of 30 Netbook computers. We are just beginning to tap into its potential and our goal is to work to have this resource utilized most effectively. To do this, we are purchasing additional projectors, Smartboards or similar technologies. Our PAC has also purchased a set of six iPods with recording devices that can be used to capture the students’ oral ideas. It is hoped that by recording their talk, the students can replay their discussions and use their oral talk to facilitate their writing activities. The iPods have also been used to develop fluency in early readers. Students can record themselves as they read aloud, then can listen back to their reading and self-assess their fluency, speed and expression.

How we will provide for staff development and collaboration:

- The Staff Development Plan has been augmented this year and will be again in the coming year by two district grants. The two grants have provided extra money that we roll into our staff development plan. The plan itself is tied directly to our two goals. Most of the money in the plan is targeted for staff mentoring, collaboration and peer coaching time aimed specifically at learning and practicing Reading Power and Feedback for Learning Strategies. This is complimented by our staff study group working with the Adrienne Gear, Reading Power. The remaining money in our plan is used to allow as many staff as possible to attend district teams, projects and professional development sessions learning about the connection between technology, literacy and numeracy.

How we will involve parents:

- Cherry Hill Elementary will keep parents informed by sending home monthly newsletters. These newsletters are sent home both as paper and electronically from our web site. It has information pertaining to the school, including recent and upcoming events, newsletters, annual report, school growth plan, code of conduct and SPC reports. All this useful information is valuable and easily accessible by parents.
- At Cherry Hill parents are encouraged to come into the school even before their children are enrolled. Our Strong Start room is the centre for welcoming new families. The program has attracted as many as fifty people on several occasions with the average being around thirty pre-schoolers and parents. This program is run by a trained ECE teacher who helps parents help their children get “Kindergarten Ready.” It is wonderful to have parents, grandparents and young children feeling at home here. In addition, we also offer the “Ready Set Learn”, (RSL) program “Books for Bedtime”, to get parents with pre-school children into the school and a little familiar with what we have to offer. This program offers parents a number of tips for getting their children started reading on the right foot.
- Cherry Hill also encourages parents of current students to participate in the Accelerated Reader, (AR) program and the Early Morning Reading Time. Parents are offered the chance to help with the AR tests and to read to their children in the morning.
- In summary, Cherry Hill keeps communication open between parents and teachers with the help of student planners, our school web site as well as the principal’s email list.

How we will monitor and adjust our actions:

- This year we have kept our data closely focussed on the learning related to our two main goals. We will continue to monitor this information as a School Planning Council and have results discussed regularly at staff meetings. We are excited to be getting our FSA data in a much, more, timely manner again this year and hope that we can use that data while we still have those students in the same grade. Finally, the underpinnings of our whole school plan are rooted in our Literacy Plan. We are working together as a staff to improve our collective skills in specific strategies for teaching reading and writing as well as providing students with feedback for their learning. Both of these are premised on the need to constantly be monitoring student learning and adjusting the lessons within the classroom based on the student understanding. It is a natural extension that as this becomes a solid part of the foundation of each classroom we will monitor and adjust in the school as a whole.

Goal: To improve student Numeracy skills, grades K - 7

Objectives:

Objective 1: To raise the percentage of students meeting or exceeding expectations in Numeracy K-7

Objective 2: To improve the problem solving skills of all students.

Objective 3: To improve the computational skills of all students.

Objective 4: To provide support for students, parents and teachers working with the new curriculum.

Objective 5: To start to investigate strategies to improve the performance of girls in Numeracy up to the level of the boys.

Rationale:

- We want to continue to raise the performance level of all of our students over the next year as the last year of our three year plan. The GNAP results were not strong two years ago, as nearly one third of the students tested were “Not Yet Meeting”. Where last year we were pleased nearly all grade five students were at least minimally meeting on the GNAP, this year the results were not as promising with 69% at least Minimally Meeting.
- Grade 4 FSA results have shown a slight growth with 89% of students at least Minimally Meeting. Boys’ performance on these tests showed that this group is slightly stronger than the Girls. Grade 7 FSA results have also continued with on an upward trend. This year both grade 4 and 7 results were higher than the District average. Overall boys appeared stronger on the numeracy FSA though no Aboriginal difference was evident.
- We are encouraged by these results.

Data Sources:

Assessment: District GNAP Grade 5 2009

NOTE: “all students” include Aboriginal

School / District Based Assessment

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Male</i>	7	Msk	11	Msk	5	0	0	0
<i>Female</i>	7	Msk	12	Msk	3	0	0	0
<i>Total Participation # (N=45)</i>	14	Msk	23	Msk	8	0	0	0

Assessment: FSA Numeracy, Grades 4 and 7 February 2009
Provincial Assessment

	Not Yet Meeting		Meeting or Exceeding	
	Gr. 4	Gr. 7	Gr. 4	Gr. 7
All Students	4	7	30	35
<i>Male</i>	2	6	18	19
<i>Female</i>	2	1	12	16
<i>Aboriginal</i>	Msk	Msk	Msk	5
<i>Total Participation #</i> <i>(N= 37 & 44)</i>	37	44	37	44

Evidence of Change:

- The baseline data from the District GNAP from two years ago has been dramatically improved on this year. As previously mentioned the uneven number of boys and girls masks any boy girl difference on this assessment. Also the sample of Aboriginals in the group is too small to draw any conclusions. It will be very interesting to see if the gains made this year hold for another cohort of students.
- On the provincial Foundations Skills Assessment, (FSA) our students' results were well above both district and provincial averages. This is the second year of stronger results after two years of weaker results especially at the grade four level. As we go through the struggle of implementing a new math program, it appears that our students are already doing better than ever. It is evident that there are more boys "Meeting" on the Numeracy FSA. This trend will have to be followed and considered in our strategies. The number of Aboriginals in this sample is too small to draw any conclusions.

Targets (over 3 years):

The following targets were set last year as goals to be achieved over the next three years:
 GNAP - Last year we set the three year goal of having all of our grade five students meeting or exceeding expectations on the district GNAP.

FSA - Last year we set the three year goal of having our entire groups of grade four and seven students meet or exceed expectations on the provincial FSA. This goal was somewhat inflated by some excellent results two years ago. As such we are revising our target to reach 85% Meeting or Exceeding in two years. We also want to reduce the gap between the boys and the girls to 5% in the same time.

Comment / Summary of Progress:

There is a slight downward trend in the results of GNAP compared to the cohort results of the FSA of the previous year (2008). This group that is now in Grade 6 has been identified as a group requiring extra support in Numeracy. As compared to provincial averages, FSA results confirm that our students are making good gains in Numeracy. In addition we have identified what may be one more cohorts (current Grade 4 students) coming through that will need focussed intervention to be successful.

Action Plan: These are the actions we believe will accomplish our objectives...

Continuing Practices that are working well in our school:

- Last year we worked with Mission Secondary School on a program that accelerated the work done by some of our advanced math students. These students were able to complete work on the 8th grade course and enter this fall in grade 9 math. This program will continue in the coming year.
- We have been able to keep a small amount of our Learning Assistance time for a unique classroom teacher driven intervention program. We identified classes that were in greater need of support and then while most of the class was taken for extra time in music or library, the teachers were able to keep a few students who they knew were struggling in specific concepts and give them additional help exactly where they needed it. We are hoping to continue to see results from this intervention.
- We continue to implement the math program, “Math Makes Sense”. It has been very powerful to have some teacher leaders who were ahead of others in adopting the new program. These teachers became valuable resources for other teachers as they went through the trials of understanding the new program. This collaborative support is built into our Staff Development Plan and is an integral part of our Numeracy success.
- We have started providing support to parents to help them understand this program. The Math Makes Sense Program involves such a different approach that parents will need background information to become better able to assist their children. This year we ran our first Numeracy Night with a guest speaker at a PAC meeting. The speaker, a talented high school teacher, presented three lessons in the Math Makes Sense style. She showed the connection of early numeracy concepts to high school math. She showed the power of using Smartboard technology to teach these concepts at a variety of grade levels.
- The use of FFL techniques as we teach math is starting to take hold. We have staff members attending in-service focusing on FFL and mathematics. They are sharing the information from the in-service training with their collaboration team members and so we see in many classes teachers are regularly checking for understanding and modifying the next section of the lesson based on the student understanding they are shown. As a staff we are committed to learning and using more FFL techniques in numeracy as well as the previously mentioned literacy.

Things we will do differently:

- One crucial step needed is to bring all staff on board with the new math program so that students can move even more smoothly towards secondary school. Most teachers are using some units out of the new program, but with the new curriculum becoming no longer optional, it will be important for all teachers to work towards full implementation.
- Technology is a valuable tool in the teaching of numeracy and the motivation of children. We will expand our collection of Smartboards or similar technology to help staff provide interactive lessons and facilitate the use of Feedback for Learning. Part of this process entails building of a list of computer programs and quality web sites that staff can access with the touch of a button. This type of instruction will help our students make the transition from concrete manipulatives to the abstract. It has great potential for engaging reluctant learners.

How we will provide for staff development and collaboration:

- As previously discussed, our staff development Plan provides staff members with collaboration time within the regular school day which they use to discuss the numeracy curriculum. In addition, Cherry Hill teachers regularly contact the district Helping Teacher and some have brought her in for consultation or to partner teach in some of the more challenging areas of the new math program. It is our intention to make it possible for teachers to take advantage of as many numeracy based professional development opportunities as possible. As part of collaboration, we will take advantage of staff with expertise within the building both in staff meetings and lesson study groups.

How we will involve parents:

- Plans are underway for additional “Numeracy Nights” at Cherry Hill. We will host a series of presentations on problems solving, the development of parent friendly math rubrics, and a guided evening with parents working one on one with their child. The PAC has already agreed to be involved and will help to make the evening fun as well as educational.





How we will monitor and adjust our actions:

- This year we have kept our data closely focused on the learning related to our two main goals. We will continue to monitor this information as a School Planning Council and have results discussed regularly at staff meetings. We are excited to be getting our FSA data in a much, more, timely manner again this year and hope that we can use that data while we still have those students in the same grade. Finally the underpinnings of our whole school plan are rooted in our Staff Development Plan. We are working together as a staff to improve our collective skills in specific teaching strategies as well as providing students with feedback for their learning. Both of these are premised on the need to constantly be monitoring student learning and adjusting the lessons within the classroom based on the student understanding. As this becomes a solid part of the foundation of each classroom, we will monitor and adjust across the school as a whole.

Submitted by:

Cherry Hill Elementary School Planning Council

This school growth plan has been written, reviewed and supported by:

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Mrs. Jennifer Gossen, Parent	Signature	April 15, 2010 Date
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Mrs. Leona Karlander, Parent	Signature	April 15, 2010 Date
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Ms. Alicia Morton, Parent	Signature	April 15, 2010 Date
_____		_____
Mr. Daryl C. Anderson, Principal	Signature	April 15, 2010 Date

_____	_____	_____
Superintendent	Board Chair	Date