



School and Community Context

Unique Features:

Durieu Elementary is located on the east side of Mission in the beautiful Hatzic Prairie Community. The school was built in 1982 and connects families from a wide area. Durieu is a traditional school that serves 84 students from Kindergarten to Grade 7. Our children come from diverse backgrounds from lower income single parent families to more affluent professional two parent families. Many of our students are cross boundary students who have chosen to make Durieu their school. Approximately 75% of our students take Mission Public School transportation.

Community Partnerships/Initiatives:

Durieu is well supported by the community. The Sons of Norway are strong supporters of our school. Because of their support the school has taken the Viking as our school symbol. They give us funding and help us out with special activities such as Sports Day.

The North Fraser Fire Department donates money for groceries for our more needy families at Christmas. The Agassiz Sasquatch Lions Club are supporters of the school, making annual donations to go towards a school project designed to benefit our students.

Durieu Elementary School is a proud supporter of community groups such as The Terry Fox Foundation, The Heart and Stroke Foundation, The Christmas Bureau, Me to We Day and World Vision.

Parent Involvement:

The School Planning Council includes three parents and is an important advisory committee at the school. They provide input and suggestions on a variety of issues that impact the school's goals.

Durieu Elementary has a dedicated Parent Advisory Committee that works hard to contribute and support the culture and learning of the students at the school. The PAC provides a number of opportunities for the students throughout the year, both with their time and their generous monetary commitments. They are the driving force behind our participation in the Act Now B.C. School Fruit and Vegetable Program, supporting our foster child through World Vision, and fundraising activities to cover field trip costs and those of other activities for the students. PAC parents make sure the students have healthy food choices by providing home-made lunches on a monthly basis and a turkey soup lunch in January. In December the parents cook and serve a turkey dinner to the whole school.



At Durieu Elementary School parent support is welcomed. We work as a team to benefit the children. We truly emulate the idea of a “family” at the school.

Mission Statement:

The mission of Durieu Elementary is to provide a caring, safe and positive learning environment that encourages students to acquire the knowledge, skills and attitudes that will enable them to become responsible, lifelong learners.

Motto: Striving for excellence.

Current Data & Evidence of Change

Goal: Literacy: To improve all students’ abilities in reading comprehension

Objective:

- o Students will strengthen strategies used to read for understanding such as guided reading, levelled reading and literature circles
- o Students will demonstrate their understanding of literacy in a variety of ways

Rationale:

We want to raise the performance level of all students by 2010/11. Disaggregating the data to establish a focus group is a challenge with a small school population and much of the data masked. When looking at the evidence presented through the data included, there are some commonalities and some inconsistencies.

The Benchmark assessment indicates a general improvement in Kindergarten students at risk when following students’ results of the same group. The number of at risk students entering Kindergarten is generally improving with a one year exception in the data. It is thought that the pre-kindergarten programs run such as Little Readers and Books for Breakfast have contributed to this in part.

The DART assessment indicates a general improvement of students, decreasing the “not yet within” category and increasing achievement in the “minimally and fully meets” categories. We hope for improvement in moving achievement from the “minimally meets” to “fully meets.”

Foundation Skills Assessment shows a significant decline in grade 4 & 7 reading comprehension abilities over four years. This evidence is inconsistent with other sources, and is an area that raises much concern. With a comprehension goal it is hoped that improvement will be noted in the coming cycle of school improvement.

Data Sources:

NOTE: "all students" include Aboriginal. Aboriginal results were not shown separately, as they are masked.

School / District Based Assessment

Assessment: Benchmark Kindergarten to Grade 2 2006 - 2009

Percent of Students Meeting Expectations

Year	Kindergarten			Grade 1			Grade 2		
	06/07	07/08	08/09	06/07	07/08	08/09	06/07	07/08	08/09
%	50	80	82	75	33.3	63	94.1	88.9	66

Assessment: DART Grades 3-7 2008 - 2009 Percent of Student Achievement

	Not Yet Meeting	Minimally Meeting	Fully Meeting	Exceeding
Grade 3	Msk	20	70	10
Grade 4	Msk	56	37	6
Grade 5	Msk	66	25	6
Grade 6	Msk	30	40	30
Grade 7	Msk	44	25	31

Assessment: WRITING Grades 1-7 2008 - 2009 Percent of Student Achievement

	Not Yet Meeting	Minimally Meeting	Fully Meeting	Exceeding
Grade 1	18	27	46	9
Grade 2	Msk	37	38	25
Grade 3	10	30	20	40
Grade 4	Msk	38	32	30
Grade 5	Msk	50	50	Msk
Grade 6	Msk	20	60	20
Grade 7	13	63	24	Msk



Provincial Assessment

Assessment: Reading Foundation Skills Assessment Grade 4 Percent of Achievement

Year	Not Yet Meeting				Meeting or Exceeding			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
All Students	41	33	n/a	76	59	67	94	24
Female	37	40	n/a	86	63	60	Msk	14
Male	44	Msk	n/a	70	56	Msk	Msk	30
Total Participation #	18	9	n/a	13	18	9	n/a	4

Assessment: Reading Foundation Skills Assessment Grade 7 Percent of Achievement

Year	Not Yet Meeting				Meeting or Exceeding			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
All Students	60	Msk	n/a	50	40	100	90	50
Female	Msk	Msk	n/a	67	50	Msk	Msk	33
Male	Msk	Msk	n/a	29	Msk	Msk	Msk	71
Total Participation #	10	6	n/a	8	10	6	n/a	8

Evidence of Change:

Long term Benchmark results show an improving trend in Kindergarten achievement (50%, 80% and 82%). Benchmarks for grade one show a varying trend (75%, 33% and 63%) for the last few years and grade two shows a declining trend (94%, 89%, 66%). Our participation rates for the grade seven FSA declined last year. DART results also show an improving trend for grade 3 – 7.

Targets

Benchmarks Kindergarten: 85% meeting expectations
 Benchmarks Grade 1: 85 % meeting expectations
 Benchmarks Grade 2: 85 % meeting expectations

DART Grades 3-7: 85% meeting or exceeding

FSA Grade 4: 85 % meeting or exceeding
 FSA Grade 7: 85 % meeting or exceeding



Comment / Summary of Progress:

We are a very small school but we are seeing improvement with our most vulnerable students. It should be noted that the staff at Durieu has changed significantly this year. Three out of four teachers are new and administration at both the principal and vice principal level has also changed. Therefore it is hard to determine if strategies that are in place are having an effect.

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

- Continue practices that are working well in our school
 - Guided & Buddy Reading
 - Levelled Reading & Literature Circles
 - Continue to use encouragement of reading through families with the following programs: home reading, SMART, Ready, Set, Learn and Reading Link Challenge
- What things will we do differently
 - Instead of a variety of reading comprehension strategies we will focus on school wide use of encouraging common strategies and common language amongst students
 - We will put a reading challenge board up in the hallway where we will display students reading for each month. They will be rewarded with certificates at each monthly assembly and books at the end of the year for most minutes read.
- How will we provide for staff development and collaboration
 - Provide funding for attendance at Ruth Sutton and Jeffrey Wilheims professional development sessions
 - Increase the engagement in best practice dialogue at staff meetings
 - Utilize services of the district literacy helping teacher
- How will we involve parents?
 - Consult with the School Planning Council
 - Report to the Parent Advisory Council
 - Team with parents through the home reading program, Ready Set Learn and Reading Link Challenge
- How will we monitor and adjust our actions?
 - Use the results of Benchmarks, DART, FSA, and classroom based assessments to guide our literacy teaching practice
 - Keep track of students using the at-home reading program, display the names on the bulletin board and award certificates at assemblies to those meeting the reading goals for the month
 - Ensure growth plan goals are addressed at staff meetings



Goal: Numeracy: To improve all students' numeracy skills.

Objective:

- Students will improve in their basic facts and computation skills from Kindergarten to Grade 7
Students will improve in their problem solving processes, strategies, and comprehension

Rationale:

Through classroom assessment, teachers noticed that students were in need of improving their basic computation skills and were also concerned about their problem solving abilities. In addition, Grade 4 FSA results indicate a decrease in the achievement in numeracy with the exception of the recent year. The grade 7 FSA shows an increase in achievement over time, in addition to the grade 5 GNAP increase over time. The staff believed it would be beneficial to seek additional assessment at the school level and establish starting points for data assessment. This led to the initial use of Problem Solving Exemplars in the fall of 2008. With unusually low Grade 4 and 7 FSA participation rates for the 2008/09 school year, the use of this additional measure of achievement will be very helpful.

Data Sources:

NOTE: "all students" include Aboriginal. Aboriginal data was not shown separately, as it is masked.

School / District Based Assessment

Assessment: Grade 5 Numeracy Assessment (GNAP) 2008 Percent of Achievement

Table with 5 columns: Achievement Level (Not Yet Within, Minimally Meeting, Fully Meeting, Exceeding) and Total Percent (17.0, 42.0, 42.0, Msk).



Provincial Assessment

Assessment: Numeracy Foundation Skills Assessment Grade 4 Percent of Achievement

Year	Not Yet Meeting				Meeting or Exceeding			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
All Students	18	Msk	Msk	76	82	100	90	24
Female	28	Msk	Msk	86	72	100	Msk	14
Male	12	Msk	Msk	70	88	Msk	Msk	30
Total Participation #	17	9	n/a	13	17	9	n/a	4

Assessment: Numeracy Foundation Skills Assessment Grade 7 Percent of Achievement

Year	Not Yet Meeting				Meeting or Exceeding			
	05/06	06/07	07/08	08/09	05/06	06/07	07/08	08/09
All Students	11	Msk	Msk	63	89	100	100	37
Female	20	Msk	Msk	89	80	Msk	Msk	11
Male	Msk	Msk	Msk	29	Msk	Msk	Msk	71
Total Participation #	9	6	n/a	10	9	6	n/a	6

Evidence of Change:

Throughout our focus on Numeracy to the 2010/11 school year, we will be looking for improvement in our baseline data on problem solving. We will also be looking for improvement in our GNAP and FSA results.

Targets:

Problem Solving Exemplars: to be determined in 2010/2011 school year.

Grade 5 GNAP: 85%

Grade 4 FSA: 85%

Grade 7 FSA: 85 %

Comment / Summary of Progress

Grade 4 FSA results indicated a decreasing achievement in numeracy (82%, 100%, 90%, 24%). The grade 7 FSA shows an increasing achievement over time with the exception of the last year results (89%, 100%, 100%, 37%). However, it is difficult to know how accurate these results are due to the low number of students who wrote the



FSA in the 08/09 school year. The grade 5 GNAP shows an variable trend in achievement.

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

- Continuing Practices that are working well in our school
 - School wide use of Math Makes Sense
 - Emphasis on Math Language/Vocabulary
 - Math Facts/Computation Activities such as Mad Minutes

- What things will we do differently?
 - Implement a Fall/Spring Problem Solving Assessment for grades 1 to 7 to use as a guide for instruction
 - Use basic math and problem solving activities
 - Collect baseline data in problem solving to chart our progress

- How will we provide for staff development and collaboration
 - Provide Staff Development Allocation Funding for teacher professional development and teaming
 - Increase engagement in best practices dialogue

- How will we involve parents?
 - Consult with the School Planning Council
 - Report to the Parent Advisory Council
 - Host a Mathematics Fun Night

- How will we monitor and adjust our actions?
 - Use the results of the GNAP, FSA, and Problem Solving Assessment to guide our teaching practice
 - Ensure growth plan goals are addressed at staff meetings



Current Data & Evidence of Change

Goal: Social Responsibility: All students will improve their social responsibility skills

Objective :

- Students will improve in social interactions amongst their peers
- Students will improve in the individual choices made to do the right thing

Rationale:

Ensuring the safety of students is a priority for Durieu. Students are more successful when they can learn in a positive, safe, and caring environment. Durieu Elementary School has put increased focus on social responsibility. Satisfaction surveys indicate that most students are having a positive experience socially. A group of students have indicated a need for further understanding of the school's expectations of behaviour. It has also been noticed that a few students are in need of particular attention in terms of their interactions with others. Programs have been introduced that are run by the RCMP and Fraser House and deal with these issues. There is also a Girl's Club that looks at the issues of bullying and positive interactions. This will be continued and an emphasis will be put on Durieu's code of conduct to increase student awareness of the language and behaviour expectations for our school.



Data Sources:

NOTE: “all students” include Aboriginal. Aboriginal data was not shown separately, as it is masked.

Teacher Based Assessment

Assessment: Percent of Students Following Durieu’s Code of Conduct
(baseline data will be collected for 2010/2011)

Provincial Assessment

Assessment: Student Satisfaction Survey Response Percent Response of “All of the Time or Many Times”

	2003/2004		2004/2005		2005/2006		2006/2007		2007/2008		2008/2009	
	Grade 4	Grade 7	Grade 4	Grade 7	Grade 4	Grade 7	Grade 4	Grade 7	Grade 4	Grade 7	Grade 4	Grade 7
Do you know how the school expects students to behave?	100	100	92	100	89	80	89	100	89	92	n/a	n/a
At school are you bullied, teased, or picked on?	Msk	Msk	8	Msk	26	Msk	Msk	Msk	10	8	n/a	n/a
Do you respect people who are different from you...?	90	43	100	100	79	100	90	100	90	77	n/a	n/a

Evidence of Change:

Targets

We are looking for increases in the number of students demonstrating socially responsible behaviour. We also anticipate being able to observe a more positive atmosphere throughout our focus on this goal area to 2010/11.

We are hoping to see office referrals/suspensions decrease over time (keeping in mind the school population fluctuations).

We would like to see an improvement of 5% on our Satisfaction Surveys



Comment / Summary of Progress:

Our student Satisfaction Survey indicates that we have done well in previous years, but do need to continue to work on ensuring all students are clear of the behaviour expectations and what is appropriate behaviour. There was a decrease in office referrals indicating an improvement in social behaviour.

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

- Continuing Practices that are working well in our school.
 - Staff engaging in common language with students
 - All staff support all students
 - Recognition and instruction of appropriate behaviour
 - SHARP
 - Caught Being Good
 - Reflections
 - Code of Conduct
 - Participation in the Me to We Day activities and follow up activities

- What things will we do differently?
 - Investigate strategies to support students
 - Track student improvement twice each year for pre and post measures for the purpose of guiding our instruction

- How will we provide for staff development and collaboration
 - Participation in professional development activities related to Social Responsibility
 - Continue utilizing support from the school counsellor
 - Release time for teachers to research and plan sessions

- How will we involve parents?
 - Utilize the School Planning Council
 - Invite parents to the monthly assemblies
 - Communication with parents in student planners
 - Team with parents in addressing social development of their child

- How will we monitor and adjust our actions?
 - Utilize school referral information (incident reports, suspensions, Principal referrals) to help determine student needs
 - Ensure growth plan goals are addressed at staff meetings
 - Include all staff at staff meetings to engage all contributors in this goal area
 - Maintain communication amongst staff regarding students at risk

