



École Mission Central Home of the Wildcats

Growth Plan 2010-2011



(painted by parent K. Goodsell)



School and Community Context

Unique Features:

École Mission Central Elementary is a dual track school, offering an Early French Immersion program as well as a regular elementary program for grades K - 7. Our school enrolls a diverse ethnic population with a thirty-five percent Aboriginal population. Central offers a well balanced academic, athletic, cultural, music and community programs. We are pleased to offer a breakfast and lunch program that all students are eligible to participate in. Mission Central is a dynamic, vibrant and engaging school. We have a warm and welcoming school that is kept vibrant with a skilled, dedicated staff that work hard to meet the needs of all learners.

Community Partnerships/Initiatives:

Mission Central has the feel of a community hub with many partnerships housed right in the school. Siwal Si'wes (Aboriginal Education) office and staff, StrongStart and Club Kids call Mission Central home. As well we have partnered with Roots of Empathy, Mission Restorative Resolutions, RCMP, Fruit and Veggie Program, Fraser House and Xyohemeylh to offer a variety of healthy choice programs to cultural programs. Our school is active in the Books for Breakfast/Brunch program, DARE, Little Readers, Riot of Reading, Me To We and an In-School Recycling program.

Parent Involvement:

We have a very active PAC group that meets regularly to provide opportunities for our students; these opportunities include, but are not limited to, giving financial support to classroom teachers for enhancing the quality of their educational programs, sponsoring fine arts presentations, and bringing in guest speakers, just to name a few. Our School Planning Council (SPC) is involved in the development our Staff Development Plan as well as our Growth Plan.

We also have a number of parents who volunteer in the school on a regular basis. Our breakfast program is run by volunteers as is the lunch program and we have parents in our classrooms that listen to students read and assist wherever necessary. There are welcome back barbeques and pancake breakfast that are hosted by our Parents. As well, we have a First Nations Parents club that is actively partnering with the school and is inclusive of all. Parents are always welcome and present at Mission Central.





Assessment: Alpha-Jeune

May 2009 Kindergarten Alpha-Jeune Results

Kindergarten	Not Yet Meeting	Meeting or Exceeding
All Students	35%	65%
<i>Female</i>	50%	50%
<i>Male</i>	50%	50%
<i>Aboriginal</i>	33%	77%

May 2009 Grade 1 Alpha-Jeune Results

Kindergarten	Not Yet Meeting	Meeting or Exceeding
All Students	13%	87%
<i>Female</i>	11%	89%
<i>Male</i>	14%	86%
<i>Aboriginal</i>	50%	50%

May 2009 Grade 2 Alpha Jeune Results

Kindergarten	Not Yet Meeting	Meeting or Exceeding
All Students	9%	91%
<i>Female</i>	14%	86%
<i>Male</i>	0%	100%
<i>Aboriginal</i>	0%	100%



May 2009 Grade 7 DART Results

	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Female	MSK	MSK	MSK	MSK	13 (62%)	MSK	0	0
Male	MSK	MSK	7 (37%)	MSK	9 (47%)	MSK	0	0
Total Participation #	7 (18%)	MSK	11 (28%)	MSK	22 (55%)	MSK	0	0



May 2009 Grade 7 ELOC Results

	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Female	0	0	MSK (22%)	MSK (50%)	MSK (22%)	0	5 (56%)	MSK (50%)
Male	0	0	MSK (14%)	0	MSK (71%)	MSK (100%)	0	0
Total Participation #	0	0	MSK (20%)	MSK (33%)	7 (47%)	MSK (33%)	5 (33%)	MSK (33%)

Assessment: Foundation Skills Assessment (FSA)

May 2009 Grade 4 Reading Comprehension Results

	Not Yet Meeting	Meeting	Exceeding
All Students	20 (55%)	15 (41%)	MSK (5%)
Female	8 (47%)	9 (53%)	0
Male	12 (63%)	6 (32%)	MSK (5%)
Aboriginal	11 (100%)	0	0

May 2009 Grade 7 Reading Comprehension Results

	Not Yet Meeting	Meeting	Exceeding
All Students	MSK (38%)	MSK (52%)	MSK (10%)
Female	7 (37%)	11 (58%)	MSK (5%)
Male	MSK (40%)	MSK (40%)	MSK (20%)
Aboriginal	6 (55%)	MSK (27%)	MSK (18%)



Trends Over Time – ELOC Grades 3-7

Grade	2007	2008	2009	2011 Target (% Meeting)
3	90	90	92	Maintain
4	90	67	100	Maintain
5	94	90	100	Maintain
6	60	94	90	Maintain
7	95	100	100	Maintain

Trends Over Time – FSA Reading Comprehension Grades 4 & 7

Grade	2007	2008	2009	2011 Target (% Meeting)
4		65	47	85
4 (Ab)		54	0	85
7		78	62	85
7 (Ab)		75	45	85

Evidence of Change:

Trends - For the fourth year in a row we are maintaining in two areas – the DART 3-6 and the ELOC 3-7.

Comment / Summary of Progress:

Although our reading results have fluctuated at each grade level from year-to-year, if the same cohort group is followed over a three year period, there have been some gains; and if Aboriginal students are extrapolated from within those cohort groups, there has been some gains made from Kindergarten to Grade 3.

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

Continuing Practices that are working well in our school

- Continue to have reading buddies
- Continue to have administrative teaching support for vulnerable learners
- Continue to encourage teachers to attend District Early Success meetings
- Continue to focus on Early Success strategies – Reading Power (English & French)
- Continue to encourage teachers to attend District Late Literacy meetings
- Continue literacy programs such as Ready-Set Learn, Raise-a-Reader Day, and Little Readers
- Continue to involve StrongStart program and parents in school literacy activities and assemblies

What things will we do differently?

- Implementation of a school wide reading program as planned by the Literacy Goal Committee
- The Literacy Committee will seek support from the District's Helping Teacher on an ongoing basis



Goal: Social Responsibility

To continue to develop socially responsible students

Objectives:

1. Continue to improve student behaviour
2. Continue to maintain a safe and positive school environment

Rationale:

- Performance indicators used to date show improvement; however, there is a need to continue to implement planned strategies and structures in order to maintain progress in this area
- It's critical that we prepare students to become global citizens who will work toward making a difference in the world we live in.

Current Data – February 2010

Data Source - Survey

Two years ago we introduced a new conflict resolution strategy, called W.I.T.S. Using W.I.T.S. (walk away, ignore, talk it out and seek help) we believed that there would be a reduction of office referrals by giving students a successful strategy to assist them in resolving conflict. We administered a survey to grades 1 through 7 students in order to determine their use of WITS as a strategy for reducing conflict.

Assessment: Survey Question - When there is a problem in the classroom, I use my W.I.T.S.

All students	Not Yet Meeting	Minimally Meeting	Meeting or Exceeding
Female	0	38 (36%)	69 (64%)
Male	0	30 (29%)	75 (71%)
Participants & Percent	0	68 (32%)	144 (68%)

Assessment: Survey Question - When there is a problem outside - before school, recess, lunch, after school, I use my W.I.T.S.

All students	Not Yet Meeting	Minimally Meeting	Meeting or Exceeding
Female	0	30 (30%)	70 (70%)
Male	MSK (2%)	38 (31%)	81 (66%)
Participants & Percent	MSK (2%)	68 (30%)	151 (68%)



I can recite the definition of WITS

Grades	2007 Baseline	2008	2009	2011 Target (% Meeting)
1	29	66	68	85
2	8	73	64	85
3	80	60	78	85
4	65	81	92	85
5	89	87	97	Maintain
6	52	79	98	85
7	30	81	95	85

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

Evidence of Change:

This is the third year that we have collected data and we are confident that within the next two years, we will achieve a response rate of 90% in the meeting/exceeding category in the questions that were asked of the students.

Comment / Summary of Progress:

We are pleased to note that the survey results indicated that overall more students were practicing using their W.I.T.S. than the preceding year. We will continue to make W.I.T.S. a major component of our intervention strategy for all of our students, with an emphasis placed upon our upper intermediate students.

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

Continuing Practices that are working well in our school

- Reinforcement of W.I.T.S. by all staff, thus giving the students a common language
- Positive recognition of SUPER (Safety, Unity, Participation, Excellence, Respect & Responsibility) behaviour
- Continue Roots of Empathy Program

What things will we do differently?

- Teachers will direct teach conflict resolution skills...specifically what appropriate behaviour looks like
- A chant/song for SUPER/WITS will be developed
- Create large posters of SUPER/WITS for display throughout the school

How will we provide for staff development and collaboration?

- Using part of our curriculum staff meeting for discussion around Social Responsibility
- Administration pays for registration costs associated with after school dinner meetings
- Collaborative teacher teams discuss strategies for furthering our Social Responsibility goal via our Social Responsibility Committee



Goal: Numeracy

To improve student numeracy achievement

Objectives:

1. Improve student knowledge of basic facts
2. Improve success in numeracy – specifically enhance word problem solving strategies

Rationale:

- Trends in FSA data for grades 4 and 7 indicate our target of 85% achievement has not been reached
- Trends in FSA for aboriginal students show a significant gap between Aboriginal student achievement and the rest of the student population
- Teacher observations regarding students lack of knowledge of basic math facts and problems solving skills
- GNAP results require a word problem focus

Data Sources:

Assessment: GNAP & FSA

May 2009 Grade 5 GNAP Results

	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Female	MASK (20%)	MSK (20%)	MSK (30%)	MSK (20%)	5 (50%)	MSK (60%)	0	0
Male	MASK (23%)	MSK (29%)	MSK (23%)	MSK (29%)	7 (54%)	MSK (43)	0	0
Total Participation	5 (22%)	MSK (25%)	5 (25%)	5 (25%)	12 (52%)	6 (10%)	0	0

May 2009 Grade 4 FSA Numeracy Results

	Not Yet Meeting	Meeting	Exceeding
Female	7 (44%)	9 (54%)	MSK (3%)
Male	10 (53%)	8 (42%)	MSK (3%)
Aboriginal	9 (82%)	MSK (18%)	0
Total Participation	17 (49%)	17 (48%)	MSK (3%)

May 2009 Grade 7 FSA Numeracy Results

	Not Yet Meeting	Meeting	Exceeding
Female	MSK (50%)	MSK (50%)	0
Male	MSK (30%)	MSK (30%)	MSK (40%)
Aboriginal	6 (60%)	MSK (30 %)	MSK (10%)
Total Participation	12 (40%)	12 (40%)	MSK (20%)



Mission
Public Schools

Elementary Growth Plan
École Mission Central
2010 – 2011



School Planning Council

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

<u>CAROLINE GALLAN</u> Parent Member's Name	<u>Caroline H. Gallan</u> Signature	<u>2010-03-15</u> Date
<u>Caroline Lapierre</u> Parent Member's Name	<u>[Signature]</u> Signature	<u>2010-03-15</u> Date
<u>Karen Wootten</u> Parent Member's Name	<u>Karen Wootten</u> Signature	<u>2010-03-15</u> Date
<u>Brian Barber</u> Principal's Name	<u>[Signature]</u> Signature	<u>2010-03-15</u> Date

Superintendent

Board Chair

Date