



School and Community Context

Unique Features:

Silverdale Elementary School is a rural school with a student population of approximately 167 students located in a scenic setting on the west side of Mission in the heart of the Silverdale community. The school has experienced significant growth due to the closure of Stave Falls Elementary in June of 2008. Silverdale Elementary also shares its facilities with Summit Learning Center, Mission Public School's distributed learning program. Both schools have benefited by being connected in this way. We are very pleased that Silverdale has been selected as a full day Kindergarten site for the 2010 school year. Silverdale also has a thriving "StrongStart" program to provide early learning opportunities for preschoolers and their parents/caregivers which is held every Tuesday and Thursday morning. We are continuing to focus on building a new sense of community in our recently amalgamated school population.

Community Partnerships/Initiatives:

Our senior intermediate students are very actively involved in the "Me to We" program that focuses on changing the world through activities that benefit both the community and global concerns. Silverdale Elementary welcomes and benefits from the support of a variety of community organizations such as Fraser House, Mission RCMP, The Mission Foundation, and Fisheries and Oceans – Salmon Enhancement Program. The school models giving back to the community through our work for the following organizations: The Terry Fox Foundation, The Heart and Stroke Foundation, The Mission Christmas Bureau and UNICEF. Silverdale Elementary School is committed to supporting our students' health and well-being. It is a registered *Action School* that engages students in a variety of physical activities. In addition, Silverdale is a participant in the Act Now BC Fruit and Vegetable Program.

Parent Involvement:

The School Planning Council includes two 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. Silverdale Elementary has a dedicated Parent Advisory Committee that works hard to contribute to and enhance the culture and learning conditions. They provide a number of opportunities throughout the school year in support of the children. At Silverdale Elementary School parent support is welcomed. We work as a team in order to benefit students.



Current Data & Evidence of Change

Goal 1: Literacy

Objective 1:

To improve student reading comprehension for students Kindergarten through Grade 7.

Rationale:

We want to raise the performance level of all students over the next three years. The DRA scores for early primary students in Kindergarten, Grade 1 and Grade 2 indicated a continuation of the historical trend of having high numbers of “at risk” students. The 2009 results indicated that there was a significant increase in the number of “at risk” students. At the Grade 1 level 60% of the total number of students at that grade level showed as “at risk” which was significantly elevated from previous years and above District comparisons for Grade 1 students. The number of students “at risk” in Kindergarten was slightly elevated from previous years. At the Grade 2 level, the number of “at risk” students was comparable to previous years and District comparisons. Scores for the 2009 DART (District Assessment of Reading Test) indicated that 11.54% of students in Grade 3, 12.50% of students in Grade 6 and 4 % of students in Grade 7 exceeded expectations. However there is concern that both Grade 7 DART and FSA results indicate that less than 55% of our students were fully meeting expectations. The results for the majority of students in Grade 4 (72 %) and Grade 5 (70.37%) indicated that they were meeting expectations. Due to the amalgamation of Silverdale and Stave Falls in September 2008, we are using Spring 2009 results as our baseline data.

Data Sources:

Assessment: DRA results for students at risk – K-2 Reading – Spring 2009

	Kindergarten	Grade 1	Grade 2
District	29.41 %	32.95 %	25.98 %
School (N=46)	23.08 %	60.00 %	22.22 %
Males(K=8,1=8,2=10)	37.50 %	75.00 %	10.00 %
Females(K=5,1=7,2=8)	0.00 %	42.86 %	37.50 %
Aboriginal (N=4)	66.67 %	100.00 %	0.00 %
Ab. Males (K=1,1=1,2=0)	100.00 %	100.00 %	0.00 %
Ab. Females (K=2,1=0,2=0)	0.00 %	0.00 %	0.00 %
ESL (N=0)	0.00 %	0.00 %	0.00 %



Data Sources:

Assessment: DART Grades 3-7 – Spring 2009

<u>Grade</u>	<u>Not Yet Meeting</u>	<u>Meeting</u>	<u>Fully Meeting</u>	<u>Exceeding</u>
Grade 3	0.00 %	23.08 %	65.28 %	11.54 %
Grade 4	4.00 %	72.00 %	24.00 %	0.00%
Grade 5	3.70 %	70.37 %	25.93 %	0.00 %
Grade 6	0.00 %	21.88 %	65.63 %	12.50 %
Grade 7	28.00 %	52.00 %	16.00 %	4.00 %
	<u>Not Yet Meeting</u>	<u>Meeting</u>	<u>Fully Meeting</u>	<u>Exceeding</u>
School 2009	6.67 %	46.67 %	40.74 %	5.93 %
District 2009	6.66 %	41.84 %	44.19 %	7.31 %

Assessment: Foundation Skills Assessment – February 2009

FSA Reading Gr. 4

Total # of Students - 25

<u>Reading</u>	<u>NYM</u>	<u>NYM</u>	<u>Meeting</u>	<u>Meeting</u>	<u>Exceeding</u>	<u>Exceeding</u>
	#	%	#	%	#	%
All Students	MSK	16	21	84	0	0
Male	MSK	27	8	73	0	0
Female	MSK	7	13	93	0	0
Aboriginal	MSK	MSK	MSK	MSK	MSK	MSK
ESL	-	-	-	-	-	-
Sp. Needs	MSK	MSK	MSK	MSK	MSK	MSK

FSA Reading Gr. 7

Total # of Students - 25

<u>Reading</u>	<u>PLU</u>	<u>PLU</u>	<u>NYM</u>	<u>NYM</u>	<u>Meeting</u>	<u>Meeting</u>	<u>Exceeding</u>	<u>Exceeding</u>
	#	%	#	%	#	%	#	%
All Students	MSK	12	9	35	12	46	MSK	8
Male	MSK	13	MSK	27	8	73	0	0
Female	MSK	9	MSK	7	13	93	0	0
Aboriginal	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK
ESL	-	-	-	-	-	-	-	-
Sp. Needs	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK

***PLU –Performance Level Unknown**



Evidence of Change:

There is evidence that we are beginning to make a positive difference in reducing the number of “at risk” learners in the primary grades. Students in Kindergarten, Grade 1 and Grade 2 have been focusing on the use of guided reading strategies to ensure daily practice in oral reading and the development of early reading strategies which has resulted in significant progress. Currently, 67% of the students who were “at risk” in Grade 1 in Spring 2009 are now approaching, meeting or exceeding Level 20. The District Early Primary Literacy Support teacher has worked collaboratively with our K/1 and Grade 1/2 teachers on sharing a variety of Reading Power strategies as well as working on Feedback For Learning strategies for beginning writers.

Targets (over 3 years):

Our Grade 7 FSA and DART results will indicate a shift from meeting to at least 85 % fully meeting by 2010/2011.

Maintain or exceed our current level (84%) of Grade 4 students who will meet or exceed expectations on FSA Reading and Writing by 2010/2011.

DRA results for students in K- Grade 2 will indicate that students “at risk” in reading will be no more than 15 % in Kindergarten, grade 1 and grade 2.

Comment / Summary of Progress:

Teachers of students in grades K-7 are also becoming familiar with Reading Power strategies and with the assistance of our teacher-librarian and generous donations from our PAC we are adding to our collection of literature at both the primary and intermediate level to support the on-going development of literacy skills. We are continuing to see the improvement in reading fluency in our primary students through the use of SWAT (Students With an Aptitude for Teaching) to address literacy.



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

- **Continuing Practices that are working well in our school.**
 - SWAT (Students With an Aptitude for Teaching) Older students are trained and buddied with younger students for 15 minutes 3 times per week.
 - Reading Power Strategies
 - Focus on oral language
 - Increased literacy resources and guided reading collection
 - Smart Reading Strategies

- **What things will we do differently?**
 - Become more familiar with Reading Power Strategies and build a collection of resources to enhance the teaching of these strategies
 - Explore the use of Reading Power Strategies for use with non fiction reading materials
 - Continue to make greater use of guided reading resources for primary students
 - Build in collaborative sharing sessions to reflect on classroom practice
 - Early intervention with Kindergarten students

- **How will we provide for staff development and collaboration?**
 - Participation in literacy focussed Pro-D sessions (i.e. Adrienne Gear Reading Power Strategies) as a staff
 - Use staff development funds to provide release time for primary and intermediate teams to meet to share strategies and participate in collaborative planning and sharing sessions
 - Continue to utilize the services of the district literacy helping teacher
 - Participate in Ruth Sutton sessions on Feedback for Learning and action research in connection with our Feedback for Learning grant

- **How will we involve parents?**
 - Consult with the School Planning Council
 - Report to the Parent Advisory Council
 - Offer Books for Breakfast, Ready Set Learn, Little Readers Program
 - StrongStart Program
 - Raz-kids.com reading program at home for Grade 1 and primary at-risk students
 - School-wide reading incentive program (eg: Olympic read-a-thon)
 - Parent volunteers to read with primary students

- **How will we monitor and adjust our actions?**
 - Use the results of the DRA, DART, FSA and classroom assessments (PM Benchmarks) to guide our literacy teaching practice
 - Ensure growth plan goals are addressed at staff meetings
 - Collect and reflect on Spring and Fall DART information



Goal 2: Numeracy

Objective:

To improve students ability to problem solve.

Rationale:

We want to raise the performance level of all students over the next three years. The 2009 GNAP scores for Grade 5 students indicated that 15.38% of students at Silverdale were not yet meeting grade level expectations and 57.69% are meeting expectations. The 2009 FSA results indicated 32% of Grade 4 students and 42% of Grade 7 students were not meeting expectations. The scores on both assessments indicate the need to remain focused on numeracy and problem solving at all grade levels. The school is continuing to focus on the implementation of Math Makes Sense in Kindergarten through Grade 7. Due to the amalgamation of Silverdale and Stave Falls in 2008, Spring 2009 results are being used as our baseline data.

Data Sources:

Assessments:

Assessment: GNAP Grade 5 Spring 2009

	<u>Not Yet Meeting</u>	<u>Meeting</u>	<u>Fully Meeting</u>	<u>Exceeding</u>
District	17.54 %	44.55 %	36.49 %	1.42 %
School	15.38 %	57.69 %	26.92 %	0.00 %
Female –School (N=15)	12.00 %	40.00 %	40.00 %	0.00 %
Male – School (N=11)	9.09 %	81.82 %	9.09 %	0.00 %
Female Aboriginal (N=2)	50.00 %	50.00 %	0.00 %	0.00 %
Male Aboriginal (N=1)	0.00 %	100.00 %	0.00 %	0.00 %



Assessment: Foundation Skills Assessment for Grade 4 and Grade 7 – February 2009

FSA Numeracy Gr. 4

Numeracy	NYM		Meeting		Exceeding	
	#	%	#	%	#	%
All Students	8	32	17	68	0	0
Male	MSK	18	9	82	0	0
Female	6	43	8	57	0	0
Aboriginal	MSK	MSK	MSK	MSK	MSK	MSK
ESL	-	-	-	-	-	-
Sp. Needs	MSK	MSK	MSK	MSK	MSK	MSK

FSA Numeracy Gr. 7

Numeracy	PLU		NYM		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
All Students	MSK	15	11	42	11	42	0	0
Male	MSK	13	5	33	8	53	0	0
Female	MSK	18	6	55	MSK	27	0	0
Aboriginal	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK
ESL	-	-	-	-	-	-	-	-
Sp. Needs	MSK	MSK	MSK	MSK	MSK	MSK	MSK	MSK

*PLU –Performance Level Unknown

Evidence of Change:

We are continuing to look for an increase in the use of Mathematics language and problem solving skills. We have had several staff members attend a variety of provincial and district math focused professional development sessions.

Targets (over 3 years):

85% of Grade 4 and 7 students will meet or exceed expectations as measured by the FSA by 2010/2011

85% of Grade 5 students will meet or exceed expectations as measured by the GNAP by 2010/2011

Comment / Summary of Progress:

While we see that students are becoming more familiar with problem solving language and strategies, we hope to see greater improvement in application of these skills. We are concerned about the increase in the number of students who are not yet meeting expectations at the Grade 7 level. We are seeking to develop and implement common language for math throughout the school to enable our students to move more successfully in their acquisition and application of mathematical strategies.



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

- **Continuing practices that are working well in our school.**
 - To become more familiar with and fully implement the Mathematics IRP
 - Continue to implement Math Makes Sense: Kindergarten to Grade 7
 - Use manipulatives to develop conceptual understanding

- **What things will we do differently?**
 - Begin to use exemplars as a problem solving assessment for each grade level for administration in the Fall and the Spring
 - Use numeracy quick scales to assess problem solving
 - Use student math attitude surveys to assess student's problem solving levels

- **How will we provide for staff development and collaboration?**
 - Build in collaborative sessions to reflect classroom practice
 - Grade 4 and 5 teachers will attend Carol Saundry math sessions

- **How will we involve parents?**
 - Consult with the School Planning Council
 - Report to the Parent Advisory Council
 - Homework activities and learning basic facts (i.e.: math question/problem in newsletter)

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



Goal 3: Social Responsibility

- Objectives:**
- To provide opportunities for our students to participate in more local and global activities.
 - To promote inclusion of all students as we continue to develop our school community of existing Silverdale students, former Stave Falls students and those who are new to Silverdale.

Rationale:

Continuing to work toward ensuring the safety of students and developing a sense of community for our recently amalgamated school population is a priority at Silverdale. Students are more successful when they can learn in a positive, caring, and safe environment. Students need to be provided with explicit teaching of expected behaviors throughout the school year. In addition, students require opportunities to demonstrate leadership and engage in socially acceptable activities to shape character and develop citizenship.

Data Sources:

Contributions to the Community

Students in all grade levels contributed by:

- Donating to the local food bank on several occasions throughout the year (World Hunger Day, Thanksgiving, Christmas)
- Collecting and donating new toys for children in need at Christmas
- Collecting and distributing hats, scarves, mittens and gloves to those in need in Mission through Community Services
- Collecting and donating to the Haiti Relief Fund, Jump Rope for Heart, UNICEF and the Terry Fox Foundation

Volunteer/Service

- SWAT (Students With an Aptitude for Teaching) Older students are trained and buddied with younger students for 15 minutes 3 times per week.
- Intermediate students have also assumed roles of responsibility through volunteering to act as office monitors, crossing guards, recycling team members and technical and stage crew for special events throughout the school year.
- “Me to We” team members provided leadership throughout the school year by sharing their knowledge of global and community issues with the entire school population through PowerPoint slide shows, speaking presentations and visits to individual classrooms.

Involvement in School Activities:

- The results from the 2009 Satisfaction Survey showed that 64% of grade 4 students and 72% of grade 7 students participated in activities at school such as sports teams outside of class hours.

Evidence of Change:

- We provided the opportunity for 25 of our grade 6 and 7 students to attend the 2009 “We Day” celebration at GM Place with the principal and intermediate teaching staff.
- All students in Grade 6 and 7 attended the Global Citizenship Fair at Hatzic Secondary to enable them to gain knowledge about and make connections to agencies who provide support to underprivileged countries.
- Leadership from our “Me to We” students inspired our school community to raise \$1700.00 in a few weeks to donate to the Haiti Relief Fund.



- Leadership demonstrated by Grade 6 and 7 students in the roles they have assumed as office monitors, recycling team members, crossing guards and participation in SWAT (Students With an Aptitude for Teaching).
- Intermediate students were enthusiastic about their involvement in school sports teams throughout the year. Our track and field team was the winner of the Small School trophy at the 2009 District Track Meet with 70 of our students participating in events. Basketball and volleyball were equally well received with 4 junior mixed teams and 2 senior boys and 3 senior girls' teams.

Targets:

- Due to the fact that last year was the beginning of our collection of baseline data we would like to see our students to continue to develop their commitment and awareness of community and global issues.
- Maintain the level of commitment that our students have demonstrated through out the 2009/10 school year.

Comment/Summary of Progress:

We are pleased with the level of involvement our students demonstrate through their time commitment and contributions to both community and global causes. As a staff we are continuing to strive to create a cohesive school community where students solve their problems in peaceful ways, make wise socially responsible choices and are welcoming and inclusive to new and existing students.



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

• **Continuing Practices that are working well in our school.**

- Instruction of programs such as DARE (RCMP) and Decision Making (Fraser House)
- Providing Socially Responsible Activities for students to engage in such as Jump Rope for Heart and The Terry Fox Run
- Extracurricular teams
- Allow children to make healthy eating choices through our continued involvement in the Fruit & Vegetable Program
- Attend the 2010 We Day celebration

• **What things will we do differently?**

- Utilize our buddy program to support learning appropriate behaviors
- To revisit our Code of Conduct which will be shared with all staff, students and the community
- Consider/research school-wide interim reports that reflect social responsibility

• **How will we provide for staff development?**

- Workshops provided by “Me to We” coordinators and coaches from the Free the Children organization
- Staff meeting discussions

• **How will we involve parents?**

- Consult with the School Planning Council
- Report to the Parent Advisory Council
- Monthly newsletters and school website

• **How will we monitor and adjust our actions?**

- Discussions at staff meetings
- Discussions and observations taken by teaching staff, counselors and education assistants



Submitted by:

School Planning Council

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

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