

School and Community Context

Windebank Elementary School is located in a culturally, ethnically and socio-economically diverse neighbourhood. As the neighbourhood continues to mature, the diversity of the student population continues to change. The school is known for its strong academic program balanced with lots of fine arts activities and tremendous opportunities in both intramural and extramural sports. We strive to be a “caring place” where students, staff and parents have multiple opportunities to show support for various causes and build empathy. In addition, Windebank maintains many strong community links to help service the diverse needs of our students. Parents are also an important part of the Windebank Team. They are involved both in class and in supportive roles outside of class, all helping to build the inclusive culture of the school.

The chart below highlights the diverse nature of what our school has to offer.





Current Data & Evidence of Change

Goal: All students at Windebank will continue to improve their literacy skills.

Objectives:

- Improve the writing skills of our students, moving as many as possible from “minimally meeting” to “fully meeting”.
- Improve the reading skills of our students, moving as many as possible from “minimally meeting” to “fully meeting”.

Rationale:

Windebank has had a history of very strong results in both Reading and Writing assessments. Recently some evidence indicates that both reading and writing results may be starting a slight decline. While our numbers of **Not Meeting Expectations** are low, our numbers of **Minimally Meeting Expectations** trend higher. Our objective is to move as many of these students as possible into the **Fully Meeting Expectations** range. Staff are very interested in working on specific teaching and learning strategies. Staff Development focuses on the specific strategies in Reading Power and Feedback for Learning. Reading Power strategies focus the student on specific thinking while reading. Feedback for Learning strategies include specific ways to help students to understand how they are doing, while they are learning. We believe that having all staff learning and using these strategies will, over time, improve both the reading and writing of our students. The long term power of this will be the consistent application of these strategies over the years the student is in this school. It appears that any differences between male and female results are inconclusive. While some assessments show great differences, results seem to alternate between boys and girls being lower. It appears there may be a clearer difference within specific cohorts; however this will require some further investigation. It also appears there may be some significant differences in the scores of our Aboriginal students. However this cohort is so small, less than 10% of the total population, that caution must be exercised when analyzing.

Data Sources:

Teacher Based Assessment: School Wide Write Fall 2008

# at each level	Not Yet Meeting		Meeting/ Exceeding	
	All Students		All Students	
Female	10	6.3%	150	93.7%
Male	27	15.7%	145	84.3%
Total Participation #	37	10.8%	295	89.2%

“msk” is used to indicate the data is masked because the numbers are so small the specific individuals could be identified.

District Based Assessment: School Wide Write Assessment 2008

% at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Female	2.27	msk	19.89	35.71	53.41	50.00	24.43	msk
Male	7.73	20.00	30.41	msk	51.56	53.33	10.31	20.00
School	5.14		25.41		52.43		17.56	



District Based Assessment: School Wide Write Assessment 2009

% at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Female	6.15	22.22	25.70	22.22	53.63	55.56	14.53	0.00
Male	5.70	0.00	38.86	45.45	47.67	54.55	7.77	0.00
School	5.91		32.53		50.54		11.02	

District Based Reading Assessment: DART 2006 – 2007 - 2008

% at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	District	All Students	District	All Students	District	All Students	District
2006	6.43	12.35	41.07	47.34	44.29	34.95	8.21	5.35
2007	2.15	8.32	46.24	46.42	45.88	39.79	5.73	5.47
2008	5.59	7.32	45.45	47.40	44.06	40.58	4.90	4.70

District Based Reading Assessment: DART 2009

% at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Female	6.52	18.18	42.75	45.45	46.38	36.36	4.35	0
Male	15.28	25.00	47.22	33.33	36.11	41.67	1.39	0
Total Participation	10.99		45.04		41.13		2.84	
District	6.66		41.84		44.19		7.31	

DART 2009

% Not Meeting
at each level

	All Students
Grade 3	0%
Grade 4	6.52%
Grade 5	3.92%
Grade 6	6.25%
Grade 7	28.57%



Provincial Assessment: Foundation Skills Assessment for Writing for Gr. 4 and 7 2008

	Not Yet Meeting		Meeting or Exceeding	
	4	7	4	7
All Students #	0	9	45	44
<i>Female</i>	0	17%	96%	83%
<i>Male</i>	0	17%	96%	83%
<i>Aboriginal</i>	Msk	Msk	Msk	Msk

Provincial Assessment: Foundation Skills Assessment for Writing for Gr. 4 and 7 2009

	Not Yet Meeting		Meeting or Exceeding	
	4	7	4	7
All Students #	19	17	28	43
<i>Female</i>	43%	9%	57%	69%
<i>Male</i>	38%	31%	62%	42%
<i>Aboriginal</i>	Msk	Msk	Msk	Msk

Provincial Assessment: Foundation Skills Assessment for Reading for Gr. 4 and 7 2008

	Not Yet Meeting		Meeting or Exceeding	
	4	7	4	7
All Students #	10	15	35	38
<i>Female</i>	30%	20%	70%	80%
<i>Male</i>	21%	39%	79%	61%
<i>Aboriginal</i>	Msk	Msk	Msk	Msk

Foundation Skills Assessment for Reading for Gr. 4 and 7 2009

	Not Yet Meeting		Meeting or Exceeding	
	4	7	4	7
All Students #	17	12	30	50
<i>Female</i>	33%	6%	67%	74%
<i>Male</i>	38%	22%	62%	53%
<i>Aboriginal</i>	Msk	Msk	Msk	Msk

Evidence of Change:

Targets (over 3 years)

In both the District Writing assessment and District Reading Assessment, (DART), we will strive to maintain our low percentage of students Not Yet Meeting, keeping it under 7%. We want to move some of our Minimally Meeting to Fully Meeting so that the total in Fully Meeting and Exceeding is 70%.

The change in the timing of the Foundation Skills Assessment, (FSA) makes it difficult to compare to previous years. (The FSA was moved from late May to early February.) We saw a huge decline in our writing results but less of a dip in reading. We hope that this year's FSA data will help us to establish a reasonable baseline so this data will have greater use and meaning.

Comment / Summary of Progress:

The district writing assessment continues to have a very low percentage of students in the Not Yet Meeting range. The district reading assessment did show some slippage this past year with the total percentage in the Not Yet Meeting range being double what it had been in any of the previous three years. A closer investigation reveals that all of that slippage appears to have been in last year's grade 7 cohort. Staff discussions indicate that there were numerous social reasons for this change unrelated to the reading skills of the group.

This year one hundred percent of the staff is involved in the staff development plan which is moving towards building a common set of instructional strategies and instructional language for reading and writing based upon Reading Power and Feedback for Learning. This comprehensive buy-in will start to show result changes over the next years if we can maintain this momentum.

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

- Continuing Practices that are working well in our school (*list one to three*)
 1. Several staff involved in district professional development activities, and action research opportunities related to reading and writing.
 2. Most classes involved in buddy reading or buddy writing programs where a younger and older class get together to improve skills.

- What things will we do differently? (*List one to three strategies, resources, structures, partnerships, etc.*)
 1. All staff involved in staff development plan focussed on specific teaching strategies from Reading Power and Feedback for Learning.
 2. Two days of collaborative time built into the normal schedule for each teacher to work with a peer on these specific teaching and learning strategies
 3. Each after-school staff meeting focussing on peer pairs reporting on their professional development and sharing specific stories and artefacts from their collaborative time.

- How will we provide for staff development and collaboration? *(brief overview of staff development plan connected to this goal one to three strategies, resources, structures).*

The Staff Development Plan is comprised of three main sections. The largest, over 50%, is targeted for staff mentoring, collaboration and peer coaching time. All of these are aimed specifically at learning and practicing teaching strategies from Reading Power and Feedback for Learning. This provides approximately two full days for each teacher to collaborate with a peer during the normal working day. The second largest section is allocated to allow teachers to attend district based professional development opportunities directly related to our school goals. After either peer collaboration time or attending a district workshop, staff report back and share information at the next staff meeting. The third section is targeted at buying specific teacher resources for them to focus on during their collaboration time. This year each teacher choose between a copy of Reading Power or Non-Fiction Reading Power.

- How will we involve parents?

Windebank Elementary will keep parents informed by sending home monthly newsletters. These newsletters are sent home either on paper or electronically via email or our web site. The web site also has a variety of up to date information pertaining to the school, including such sections as upcoming events, newsletters, code of conduct and the school growth plan. In addition each monthly PAC meeting has a report from the Principal outlining current school and district events as well as our progress on our goals. The School Planning Council (SPC) spend time deliberating over, and analyzing school data then reporting back to the PAC.

At Windebank parents are also encouraged to be a part of the school. In addition to the normal parent teacher report card interviews, we have many parents attend monthly Student of the Month Assemblies as well as special fine arts performances.

Our future parents are invited to attend two Ready Set Learn (RSL) programs, Books for Breakfast and Books for Bedtime. These programs get parents with pre-school children into the school so that they can get familiar with us and what we have to offer. They also offer a number of tips for starting their children off on the right foot so they are as prepared as possible when they enter kindergarten.

- How will we monitor and adjust our actions?

This year we have reduced our goals from three to two. With a new administration coming into the school, a different format for student discipline has been implemented. While we will continue to focus on improving student social responsibility in a variety of ways, the staff agreed that our main focus would be specific teaching and learning strategies related to literacy and numeracy.

Our monitoring this year is primarily done through staff discussion and presentation. Each after-school staff meeting focuses on presentations from staff members on their collaboration time or professional development attended. This sharing of ideas and strategies will help all staff to monitor and adjust their actions.

Goal: All Windebank students will improve their numeracy skills.

Objective:

- Improve problem solving skills by improving the reading skills.
- Improve number facts skills by focusing on it in class

Rationale:

Our GNAP (Grade 5 Numeracy Assessment Project) results over the past two years show significantly fewer of our students **Not Yet Meeting Expectations** than district average. However we do have a large percentage in the **Minimally Meeting** range, making the sum of our **Not Yet** and **Minimally Meeting** ranges only near district average. While the number in **Not Yet Meeting** is low, we want to strive to reduce it and at the same time move as many of the **Minimally Meeting** students into the **Fully Meeting** range.

Our staff see a very direct link between reading skills and problem solving skills. The work our staff is doing with Non-Fiction Reading Power leads directly into specific teaching skills for problem solving. Problem solving has long been highlighted as a relative weakness for all BC students. We hope that by teaching specific reading strategies and transposing them into math problem solving skills we will improve our overall numeracy results.

We also see the need to continue a focus on the development of basic math skills to augment the Math Makes Sense program.

Data Sources:

School / District Based Assessment: GNAP – Gr. 5 2008

% at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Female	9.68	msk	51.61	msk	38.71	0	0	0
Male	11.11	0	66.67	msk	22.22	0	0	0
School Total %	10.34		58.62		31.03		0	
District	19.23		51.01		28.74		1.01	

School / District Based Assessment: GNAP – Gr. 5 2009

% at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
Female	13.04	msk	60.87	msk	26.09	0	0	0
Male	10.71	0	60.71	msk	28.57	0	0	0
School Total %	11.76		60.78		27.45			
District	17.54		44.55		36.49		1.42	



Provincial Assessment: Foundation Skills Assessment for Numeracy for Gr. 4 and 7 2008

	Not Yet Meeting		Meeting or Exceeding	
	4	7	4	7
All Students	11	17	34	36
<i>Female</i>	30%	33%	70%	67%
<i>Male</i>	25%	31%	75%	69%
<i>Aboriginal</i>	msk	msk	msk	msk

Provincial Assessment: Foundation Skills Assessment for Numeracy for Gr. 4 and 7 2009

	Not Yet Meeting		Meeting or Exceeding	
	4	7	4	7
All Students	18	24	29	36
<i>Female</i>	35%	34%	57%	43%
<i>Male</i>	43%	27%	65%	46%
<i>Aboriginal</i>	msk	msk	msk	msk

Evidence of Change:

Targets (over 3 years):

From one point of view our GNAP results appear very strong, but as previously mentioned, we want to move more students from the **Minimally Meeting** range to the **Fully Meeting** range. A reasonable expectation will be for us to move our percentage of **Not Yet Meeting** to under 10%, while reducing our **Minimally Meeting** to the district average of under 50% (average of last two years).

The change in the timing of the FSA makes it difficult to compare this data to previous years. There seems to be a decline in our numeracy results at both the grade 4 and 7 levels. We expect that this year's FSA data will help us to establish a baseline so this data will be more relevant.

Comment / Summary of Progress:

FSA results do not give us much information beyond setting a baseline because of the change in timing of this assessment. As such, the only data we have to consider is the GNAP, which is on a very limited number of students (only grade 5) and gives us no information on specific cohorts and their progress. However, the past two years of GNAP results indicate that most Windebank students are at least minimally meeting expectations in numeracy. There is a strong staff feeling that we will be able to improve our numeracy results by building the problem solving skills of our students through the teaching of specific reading strategies.



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

- Continuing Practices that are working well in our school (*list one to three*)
 1. We will continue with the implementation of the Math Makes Sense Program, supported where appropriate by auxiliary resources.
 2. Continuation of the focus on both improving student ability in problem solving and math facts.

- What things will we do differently? (*List one to three strategies, resources, structures, partnerships, etc.*)
 1. Support our math curricula with the same strategies used to improve reading and writing from non-fiction Reading Power.
 2. After-school staff meetings focus on specific teaching and learning strategies.

- How will we provide for staff development and collaboration (*brief overview of staff development plan connected to this goal one to three strategies, resources, structures*).

As previously discussed under the Literacy Goal, our Staff Development Plan provides staff members with collaboration time within the normal school day to work with a peer teacher. Our staff focus on Non-Fiction Reading Power has direct linkage to problem solving in mathematics. After-school staff meetings provide a place for additional sharing of the strategies tried and their effectiveness.

- How will we involve parents?

Parents will be involved as discussed in this section under the Literacy Goal.

- How will we monitor and adjust our actions?

As previously mentioned under the first goal, our monitoring this year is primarily done through staff discussion and presentation. Each after-school staff meeting focuses on presentations from staff members on their collaboration time or professional development attended. This sharing of ideas and strategies will help all staff to monitor and adjust their actions.



Submitted by:

Windebank School Planning Council

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

<u>Dana Cole</u> Mrs. Dana Cole, Parent	<u>Dana Cole</u> Signature	<u>03/22/10</u> Date
<u>Kevin Jewel</u> Mr. Kevin Jewel, Parent	<u>[Signature]</u> Signature	<u>03/22/10</u> Date
<u>Sandy Kieler</u> Mrs. Sandy Kieler, Parent	<u>[Signature]</u> Signature	<u>03/22/10</u> Date
<u>M. Malfesi</u> Mr. Mike Malfesi, Principal	<u>M. Malfesi</u> Signature	<u>03/22/10</u> Date

_____ Superintendent	_____ Board Chair	_____ Date
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