

## School Growth Plan

October 2010

SCHOOL NAME: Lake Hill Elementary

GRADE CONFIGURATION: K-5

ENROLMENT NUMBERS: 156 FTE

### School Context:

Lake Hill Elementary School is located in a residential area of North Quadra in the Greater Victoria School District and is surrounded by various community parks and trails. The parent community is involved with school events and highly supportive of classroom and school wide initiatives.

Lake Hill staff is dedicated to meeting the vastly differentiated needs of our students. Our professional learning community believes and supports honest and open communication in a collaborative work environment.

At Lake Hill School we believe that meaningful and effective learning occurs when staff, students, parents and the community are all working closely together. We strive for a high level of academic achievement, participation in health and fitness, development of leadership skills and involvement in fine arts for each of our students, Together we create a positive and caring school environment through learning about and following our Ten Shared Values, which were identified collectively by students, staff and parents.

### Summary of Progress 2009/10 Goals:

#### Goal #1

##### To increase student achievement in writing.

Guided Reading Groups were continued in 4 out of 5 of Grade 1-5 classrooms with a focus on the Reading/Writing Connection. *(goal in progress with a target of 100% classes participating in Guided Reading/Writing Group activities)*

Grade 1 Early Intervention Initiative continued with 70% of Grade 1 students participating in a small group (3 students) 6 week intervention block with our Learning Support Teacher. Each of these students demonstrated an increase in reading skills and progressed from 1-4 reading levels (from Fountas and Pinnell reading assessment A-Z). 20% of at risk Grade 2 students were also supported through this program and each also demonstrated progression in his/her instructional and independent reading levels. *(goal targets set for 2010-11 school year to have 75% of Grade 1 students supported through Early Intervention)*

Words Their Way Program shifted from a whole school project to specific teacher/class rooms. *(goal for 100% of classrooms continuing to participate not achieved – goal discontinued)*

Our plan to implement a structured format of Boy Smarts Strategies that engages boys in writing is in progress. We will carry this into our current year Growth Plan for improvement in reading and writing. (*goal in progress*)

Student modeling of the writing process occurred through displays of inside and outside classrooms (i.e. bulletin boards, oral presentations of student writing, assembly presentations). In our current year Growth Plan we will strive to model the writing process by including more staff examples and extension of student opportunities. (*goal in progress*)

Literacy/Numeracy .1 time was budgeted for release of grade and school level teams to focus on planning strategies and assessment practices that focus on student achievement in writing. It was determined through our .1 sharing that we needed to fine tune and commit to a consistent school-wide assessment model. This was developed with 100% commitment from teaching staff and will be implemented in 2010-2011 school year. (*goal in progress*)

School Wide Write was completed only once during the 2009-2010 school year. (*goal not met*) The importance of data over time to inform our teaching practices was the topic of .1 discussions and 100% of teaching staff have now committed to complete three assessments (K-5) during the 2010-2011 school year. (*goal in progress*)

Teaching staff collaborated to determining the need for a school wide 2010-2011 K-5 professional development focus for writing. Two professional development, *Achieving Excellence in Writing*, sessions with Susan Augustyn have been booked for November 2010 and January 2011. (*goal established*)

Through our .1 Literacy/Numeracy meetings, we initiated the development of a School Wide Assessment plan for reading using Fountas and Pinnell to obtain instructional and independent levels for each of our students in Grades 1-5. Multi-leveled classroom and home reading materials were provided to meet individual needs and to foster the reading/writing connection (based on differentiated student need). (*goal in progress*)

We continued to focus on the establishment of classroom practices, service models, support schedules, and the allocation of available resources to meet the differentiated needs of our learners. Learning Support moved further into the classroom with pull out being limited to one on one assessment, language based groups (ESL and Talking Tables), and Grade 1 Reading Intervention. (*goal in progress*)

We continued on our goal to create a system of shared resources with sufficient materials to provide leveled “just right” text for classroom use and for our home reading programs. This year we completed leveling all Book Room resources using Fountas and Pinell A-Z system.

We will continue with our writing goal, adding reading this school year, as we move into the second year of our three year plan to increase student achievement in literacy.

## Goal #2

### To increase students ability to self regulate and demonstrate socially responsible actions in school, community and the environment.

We continued our involvement with the district supported Positive Behaviour Support model and our PBS team was responsible for leading our school in several new or expanded strategies for supporting our students to develop their abilities to self regulate behaviour. These included:

- Entire Lake Hill staff attended September 21, 2010 GVSD Workshop, *Designing School Wide System for Student Success*, with Kent McIntosh. (*goal met*)
- PBS team representatives (admin, teacher and educational assistant) attended *Making Connections* Conference in Vancouver, November 2009. (*goal met*)
- Revision of Lake Hill Behaviour Incident report forms and intervention flow chart for behaviour incidents. (*goal met*)
- Staff consistently reported and recorded minor and major student behaviour incidents as they occurred in all areas of the school community. (*goal continued*)
- Data from completed Lake Hill Behaviour Incident report forms was entered monthly into SWIS data system to provide tracking of student behaviour incidents. (*goal continued*)
- Development of running documentation tick lists for designated or high frequency students and use of this with 100% of identified students. (*goal in progress*)
- Implementation of Lake Hill Lightning Action tokens for positive behaviour recognition. These were completed by staff and students throughout the year to recognize the positive actions of each other and were read on our morning announcements. (*goal met and revised for 2010-11 school year to fit new matrix*)
  
- Participated in SET (School Evaluation Tool) completed by Kent McIntosh (UBC) to provide feedback for Lake Hill on our implementation of PBS model (please see report under Evidence section). From this report we determined that our previously used C.A.R.E. grid was too complex for our K-5 learners and therefore was not being used by staff. We therefore moved to the development of our F.A.C.E (Focused, Alert, Calm and Engaged) acronym and matrix for implementation in the 2010-11 school year.
  
- Continued WITS Program K-3. (*goal in progress*)
  
- Continued Lake Hill 10 Values assembly focus and student recognition and expanded this to a more specific focus on teaching and recognizing monthly values in formal and informal situations. (*goal in progress*)
  
- Continued Student Leadership -100% of Grade 5 students were involved with Student Leadership and 100% of Grade 4 students trained in May and June. Student roles were expanded to develop peer modeling with a stronger focus on Grade 4-5 Playground Mentors. (*goal achieved*)
  
-

End of year Student Report Card data shows the following growth in student cohorts meeting or exceeding expectations for social responsibility:

- 19% increase in current Grade 3 cohort,
- 6% increase in current Grade 4 cohort

We will continue with this goal moving into the second year of our three year plan to increase students ability to self regulate and demonstrate socially responsible actions in school, community and the environment.

## Our School Goals 2010/11 School Year

### **GOAL #1**

**To increase student achievement in reading and writing.**

#### **RATIONALE:**

This goal, implemented May 2009 as part of our three year plan, was expanded this school year to include reading.

We have not seen significant gains in our students' achievement in writing and need to continue with this priority. Attention needs to specifically target our boys, especially at the Grade 4 and 5 levels (2009-10 year end report data showed only 30% and 38% meeting/exceeding expectations in writing). We will continue to focus on this goal for the 2010-11 school year with a collaborative whole school plan and commitment to meeting measurable targets for student success in writing.

An overall decline in percentage of students meeting/exceeding expectations for Reading in Grades 1 through 5 is showing in our 2009-2010 year end school wide report data. During the 2009-2010 school year we implemented school wide use of Fountas and Pinnell reading assessment and are making it a priority to provided instruction, resources and practice materials to meet the individual instructional and independent reading levels of our students. It was acknowledged by staff that our work on literacy, both reading and writing, is significant and that setting goals and tracking success is important for monitoring our students' progress in this area. For this reason we have added a reading goal to our three year plan.

#### **ACTIONS:**

<b>New or Ongoing Initiatives</b>	<b>Methods of Monitoring and Evaluating Success</b>
<p>Follow through on school wide commitment to 3 school wide writes (October, February and May) in 100% of K-5 classes.</p> <p>100% of Teaching and Educational Assistant staff to attend two sessions with Susan Augustyn "Achieving Excellence in Writing".</p>	<p>K-5 School Wide Write held 3x during the school year (October, February and May). Use Grade Level Performance Standards Quick Scale to evaluate. Data from these will be used to inform teaching practice and identify student support needs. Include copy of writing sample and</p>

<p>School Wide Write genres to parallel topics of Susan Augustyn workshops.</p> <p>Use .1 Literacy/Numeracy meeting time to collaborate on assessment and plan teaching strategies.</p> <p>Continue Guided Reading/Writing Group activities in 100% of K-5 classrooms as appropriate for Grade level. Focus on pre-write and writing process and integrate strategies learned through Susan Augustyn ProD workshops.</p> <p>Form a teacher work group to further explore and present (at .1 meetings and/or staff meetings) ways to implement Boy Smart strategies to improve student achievement in writing.</p> <p>.1 teacher facilitator to involve Learning Initiatives team in supporting our writing goals as appropriate and/or as needs are identified by teaching staff.</p> <p>Continue with Grade 1 Early Intervention Program. Target 75% of current Grade 1 cohort will participate.</p> <p>Continue with Talking Tables groups for K-2 students to develop language and vocabulary skills in our younger at risk learners.</p> <p>Continue with ESL Reading/Writing/Social development groups to develop language skills with our ESL/ESD designated students K-5 (17% of current student population is designated ESL/ESD).</p> <p>Implement Student Leadership Communication Board for students to communicate in writing to Lake Hill School community.</p> <p>Implement Students Page in monthly school newsletter for submission and publication of student writing K-5.</p> <p>Grade 5 Students to participate in writing, editing and reading of scripts for 2X/month school assemblies.</p> <p>Continue to build Book Room resource inventory that</p>	<p>performance standard quick scale in report cards and student folders each reporting period to communicate to parents and to track student achievement.</p> <p>Continue to track student results through Grade 1 Early Intervention program.</p> <p>Continue to assess and track student instructional and independent reading levels through Fountas and Pinnell assessments (September for all new students, October for current Grade 1's , February (all students Grades 1-5) and May (all students K-5)</p> <p>Continue to track school report card data for reading and writing and consolidate year end data as evidence for setting goals in the development of the 2011-12 Lake Hill School Growth Plan.</p> <p>Use .1 meeting time to discuss reading and writing progress by sharing ongoing classroom teacher observations and student assessments.</p> <p>Continue to draw qualitative data from formal and informal discussions with students, staff and parents.</p> <p>Review FSA reading and writing results for Grade 4 cohort.</p>
--	---

<p>meets student reading and interest levels, with a particular focus on resources for our boys reading in the H-P levels.</p>	<p><b>Target</b> 80% of Lake Hill School students in each of Grades K-5 will be meeting/exceeding expectations for reading and writing by June 2011.</p>
--	--

## **GOAL #2**

**To increase students ability to self regulate and demonstrate socially responsible actions in school, community and the environment.**

### **RATIONALE:**

Ongoing as part of three year goal plan implemented May 2009. The 2009-10 school year marked the beginning of our involvement in GVSD Positive Behaviour Support model program. As a school community we saw positive change through less frequent occurrence of major and minor behaviour incidents and collectively feel this is a goal we can continue to work toward with our students to further develop a positive school culture.

### **SUMMARY OF PROGRESS**

Please see Summary of Progress 2009/10 Goals

### **ACTIONS:**

<b>New or Ongoing Initiatives</b>	<b>Methods of Monitoring and Evaluating Success</b>
<ul style="list-style-type: none"> <li>● Implement teaching and adopted use of new Lake Hill acronym F.A.C.E. (Focused, Alert, Calm and Engaged)</li> <li>● Create a K-5 friendly matrix using F.A.C.E. acronym to identify positive classroom and school wide behaviour expectations.</li> <li>● Teach behaviour expectations and how F.A.C.E. looks in the classroom, inside/outside school and in the community.</li> <li>● Implement the use of F.A.C.E. matrix at the classroom , inside/outside school and community levels to help students learn to self regulate.</li> <li>▪ Continue WITS Program K-3.</li> </ul>	<p>Continue to use SWIS for data analysis and representation of minor and major student behaviour incidents.</p> <p>Track individual student incidents and common behaviour concerns for at risk students using Student Incident Tracking Sheets developed to reflect individual student need and/or IEP goals.</p> <p>Implement 3X/year assessment using Quick Scale for Social Responsibility for all students K-5.</p> <p>Continue to track school report card data for social responsibility.</p> <p>Continue to draw qualitative data</p>

<ul style="list-style-type: none"> <li>▪ Continue Student Leadership and expand to provide greater training in peer mentoring and problem solving strategies.</li> <li>▪ Police Liaison officer to train all Grade 5 Student Leadership team in WITS language for supporting younger students on the playground and in the school.</li> <li>• School counsellor to train all Grade 5 Student Leadership team in friendship skills and problem solving strategies.</li> <li>▪ Continue Lake Hill 10 Value focus and expanded this to a more specific focus on teaching language and student recognition of values in formal and informal situations.</li> </ul>	<p>from formal and informal discussions with students, staff and parents.</p> <p>Satisfaction Survey Results.</p> <p>School Based Team notes.</p> <p><b>Target</b> 80% of Lake Hill School students in each of Grades K-5 will be meeting/exceeding expectations for social responsibility by June 2011.</p>
--	--

## Appendix 1

### EVIDENCE

#### 2010 Year End School Wide Report Card Data For Reading

#### 2010 Year End Fountas & Pinnell Reading Assessment Results

Highlighted indicates meeting 2010-2011 school target of 80% meeting and/or exceeding expectations.

Reading All Students			
Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten	26	22	85%
Grade 1	31	21	68%
Grade 2	24	20	83%
Grade 3	16	10	63%
Grade 4	25	16	64%
Grade 5	33	28	85%

\* plus 3 students on modified programs

--	--	--	--

Fountas & Pinnell Reading Assessment End of 2009-10 Results All Students			
Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten			
Grade 1	30	20	67%
Grade 2	20	13	65%
Grade 3	11	8	73%
Grade 4	23	14	61%
Grade 5	26	16	62%

--	--	--	--

Reading Boys			
Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten	14	13	93%
Grade 1	17	9	53%
Grade 2	15	13	87%
Grade 3	8	4	50%
Grade 4	10	5	50%
Grade 5	15	11	73%

\* plus 2 students on modified programs

**Fountas & Pinnell Reading Assessment End of 2009-10 Results Boys**

Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten			
Grade 1	19	10	53%
Grade 2	9	5	56%
Grade 3	7	5	71%
Grade 4	9	5	56%
Grade 5	13	8	62%

**Reading Girls**

Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten	12	9	75%
Grade 1	14	12	86%
Grade 2	9	7	78%
Grade 3	8	6	75%
Grade 4	15	11	73%
Grade 5	18	16	89%

\* plus 1 student on modified program

**Fountas & Pinnell Reading Assessment End of 2009-10 Results Girls**

Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten			
Grade 1	11	10	91%
Grade 2	11	8	73%
Grade 3	4	3	75%
Grade 4	14	9	64%
Grade 5	13	8	62%

## 2010 Year End School Wide Report Card Data For Writing

Writing All Students			
Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten	26	21	81%
Grade 1	31	24	77%
Grade 2	24	21	88%
Grade 3	16	8	50%
Grade 4	25	16	64%
Grade 5	33	22	67%
* plus 3 students on modified programs			
Writing Boys			
Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten	14	11	79%
Grade 1	17	11	65%
Grade 2	15	13	87%
Grade 3	8	3	38%
Grade 4	10	3	30%
Grade 5	15	9	60%
* plus 2 students on modified programs			
Writing Girls			
Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten	12	10	83%
Grade 1	14	11	79%
Grade 2	9	8	89%
Grade 3	8	5	63%
Grade 4	15	13	87%
Grade 5	18	13	72%
* plus 1 student on modified program			

## February 2010 Grade Four FSA for Reading, Writing and Numeracy

Grade 4 Reading % Meeting/Exceeding Expectations All Students		
Lake Hill	District	Province
76%	66%	68%
Grade 4 Writing % Meeting/Exceeding Expectations All Students		
Lake Hill	District	Province
64%	63%	69%
Grade 4 Numeracy % Meeting/Exceeding Expectations All Students		
Lake Hill	District	Province
52%	61%	63%
Grade 4 Reading % Meeting/Exceeding Expectations Boys		
Lake Hill	District	Province
70%	63%	64%
Grade 4 Writing % Meeting/Exceeding Expectations Boys		
Lake Hill	District	Province
50%	57%	64%
Grade 4 Numeracy % Meeting/Exceeding Expectations Boys		
Lake Hill	District	Province
40%	62%	63%
Grade 4 Reading % Meeting/Exceeding Expectations Girls		
Lake Hill	District	Province
80%	69%	71%
Grade 4 Writing % Meeting/Exceeding Expectations Girls		
Lake Hill	District	Province
74%	69%	74%
Grade 4 Numeracy % Meeting/Exceeding Expectations Girls		
Lake Hill	District	Province
60%	60%	65%

## 2010 Year End School Wide Report Card Data For Numeracy

Numeracy			
Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten	26	24	92%
Grade 1	31	26	84%
Grade 2	24	23	96%
Grade 3	16	11	69%
Grade 4	25	18	72%
Grade 5	33	29	88%
* plus 3 students on modified programs			

--	--	--	--

Numeracy Boys			
Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten	14	14	100%
Grade 1	17	14	82%
Grade 2	15	14	93%
Grade 3	8	5	63%
Grade 4	10	4	40%
Grade 5	15	13	87%
* plus 2 students on modified programs			

--	--	--	--

Numeracy Girls			
Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten	12	11	92%
Grade 1	14	12	86%
Grade 2	9	9	100%
Grade 3	8	6	75%
Grade 4	15	14	93%
Grade 5	18	15	83%
* plus 1 student on modified program			

## 2010 Year End School Wide Report Card Data For Social Responsibility

Social Responsibility			
Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten	26	21	81%
Grade 1	31	23	74%
Grade 2	24	20	83%
Grade 3	16	11	69%
Grade 4	25	19	76%
Grade 5	33	28	85%
* plus 3 students on modified programs			

--

Social Responsibility Boys			
Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten	14	10	71%
Grade 1	17	14	82%
Grade 2	15	11	73%
Grade 3	8	5	63%
Grade 4	10	4	40%
Grade 5	15	11	73%
* plus 2 students on modified programs			

--

Social Responsibility Girls			
Grade Level	Total number of enrolled students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations
Kindergarten	12	11	92%
Grade 1	14	9	64%
Grade 2	9	9	100%
Grade 3	8	6	75%
Grade 4	15	15	100%
Grade 5	18	16	89%
* plus 1 student on modified program			

--

## School-wide Evaluation Tool (SET) Report

Name of school: Lake Hill Elementary Date: 10 May 2010

District: Victoria School District Province: BC

The School-wide Evaluation Tool (SET) is a research-validated external evaluation of implementation of the critical features of school-wide behaviour support. The process involves a site visit, a review of behaviour support materials, and interviews of administrators, school personnel, and students.

SET results are used to:

1. assess which features of effective systems are in place
2. determine annual goals for school-wide behaviour support
3. evaluate on-going efforts toward school-wide behaviour support
4. design and revise procedures as needed
5. compare school-wide behaviour support efforts from year to year

Research evaluating the SET indicates that schools meeting two criteria (80% or more in the Expectations Taught feature and 80% or more Implementation Average) are implementing enough critical features of school-wide positive behaviour support that improved student outcomes are likely.

**Results of the SET administration indicate that the school's implementation is below the criterion for teaching expectations and nearing the criterion for implementation of school-wide positive behaviour support.**

### **School-wide Systems Strengths**

1. **Documentation of school-wide systems in a common handbook.** Existing resources and materials (e.g., sample lesson plans for teaching expectations, descriptions of acknowledgement and behaviour violation procedures) are nicely compiled into a handbook. Providing the CARES matrix and lesson plans (plus information about the acknowledgement and consequence systems) in a handbook to all staff members when implementation occurs school-wide in September may be a helpful resource to promote use of the system by the staff.
2. **Use of school-wide data for decision-making.** The use of school-wide data (from SWIS) was a clear strength. The regular entry and reporting of data by the team to the school faculty was a standard way of doing business.
3. **School PBS team leadership.** The results indicate strong direction from the school-wide team and regular meetings and activities to accomplish school-wide goals.
4. **Agreement on office vs. classroom-managed behaviour.** There was strong agreement across school personnel interviewed on what types of incidents should be handled in the classroom as opposed to referred to the office for support.

## School-wide Systems Suggestions for Action Planning

1. **Focus on familiarity of the matrix for staff and students.** Students and staff interviewed had difficulty recalling all of the CARES expectations, and often confused the CARES expectations with the 10 school values. It may be beneficial to integrate the 10 school values into the five CARES expectations.
2. **School-wide teaching of expectations.** There is a clear system in the handbook for teaching students the school-wide CARES expectations. Teaching these expectations is planned for September, and it may be beneficial to teach the expectations both at the start of the year and as data indicates the need to review them.
- 3 **Posting school-wide expectations in common rooms and classrooms.** The CARES expectations were well posted in the hallways, but less present in other areas observed (e.g., classrooms, gym). It may be worthwhile to provide additional matrices for posting, or better yet, have students create their own classroom CARES expectation posters as a class wide activity.

Overall, results show that the school-wide system has a strong foundation and will benefit students even more as expectations are taught. It was a pleasure to visit Lake Hill School for the SET.

### 1. **Strategies to support the success of each student**

- ↪ Implement plan for consistency of use of student data tracking tools (Year End Numeracy Summary Checklist, Fountas and Pinnell Reading assessment levels for independent and instructional reading levels, School Wide Write quick scales, Social Responsibility Quick Scales). Each of these to be kept in purple student folders as assessment samples for each student K-5.
- ↪ Continue to work on the development of a Lake Hill Data Grid for teachers to input data directly on shared folder.
- ↪ Support a continuous assessment cycle model through use of assessment for/of/as learning strategies in classrooms.
- ↪ Continuing to support and promote a focus on differentiated learning both in the classroom and through our in class Learning Support model.
- ↪ Continue to provide opportunities for staff to share strategies through our 0.1 Literacy/ Numeracy meetings, Staff meetings and EA team meetings.
- ↪ Continue Grade 1 Early Intervention program with Learning Support Teacher.
- ↪ Continue involvement with PBS model and integrate use of FACE matrix for behaviour expectations in school, on the playground and in the community.
- ↪ Continue tracking student behaviours using SWIS and sharing data with staff at monthly staff meetings.

### 2. **Strategies to enhance the success of aboriginal learners**

We continue to identify and support the needs of our small percentage of Aboriginal learners through the structures we have in place for all students such as class screening, School Based Team and common assessments strategies. We provide school wide cultural teachings and exposure to storytelling and arts through performances and guest visits with our first people at the classroom and whole school levels. We continue to expand our collection of resources through the purchase of library materials and leveled reading materials which have and Aboriginal focus or which were written by our first people.

**3. Communication: *How are you communicating your goals and progress to parents and the wider community?***

- ↪ School goals are communicated to staff, parents, students and the community through newsletters, student agendas, school handbook, website and bulletin boards.
- ↪ Our involvement with district projects such as the ALART, Waste Management Project, and Positive Behaviour Support Model provides opportunity to share our work with schools throughout our district.
- ↪ Our school goals are shared at our Ready, Set, Learn afternoon and New Kindergarten orientation.
- ↪ Reynolds' Family of Schools administrators meet monthly to share what is happening at our schools and work together to plan events for our families and professional development opportunities for our staffs.

Our students have represented their school and modeled progress outside the school or for community events through:

- Fine Arts events (Choir singing at Victoria City Hall and Saanich Municipal Hall, Victoria Music Festival (Primary and Senior Choirs and Strings), District Strings performances at Mt. Douglas Secondary and University of Victoria, Choir visits to local Senior Centres)
- Athletic Events (Reynolds Basketball Jamboree and Soccer Tournament, Cedar Hill Floor Hockey Tournament, District Cross Country and Track Meets)
- Student Leadership Activities (Hosting Ready Set Learn)
- Fund Raising Events (Cops for Cancer, Terry Fox Run, Christmas Coin Caper, Haiti Fundraising Team, Jump Rope for Heart)

**4. Lake Hill Green Initiatives.**

Lake Hill School is proud of our involvement with the GVSD Waste Management Pilot project and of the work we do to make our school grounds and community more environmentally friendly.

We have a Green Team led by one of our very keen Educational Assistants and supported by our Custodian, Staff, Leadership Students and Parent volunteers who help with weekly sorting. Students from Kindergarten through Grade 5 have the opportunity to participate on Green Team. The Green Team also coordinates school initiatives and awareness in regards to Reducing, Reusing, Recycling and Eliminating Waste. Members of the Green Team present at our school assemblies and arrange for guests such as The Return It Man to educate us further on initiatives to help our environment. The team is also working with the Habitat Acquisition Trust group on developing school green space.

We have run a successful juice box return program with our Green to Team and Garth Homer Society. Last school year funds from this were used to support Green Team outings, such a trip to Glendale Gardens. This year funds will be directed to a co-fundraising project with Garth Homer Society to sponsor Mary's Therapeutic Farm.

**5. SCHOOL PLANNING COUNCIL:**

Jody Waldie	X
PRINCIPAL	
Cindy Harte	X
REPRESENTATIVE	
Laura Paterson	X
REPRESENTATIVE	
Rachelann Nordstrom	X
REPRESENTATIVE	
Sarah Dodds	X
REPRESENTATIVE	
October 15, 2010	
DATE	

**APPROVAL OF PLAN:**

Tom Ferris	X
BOARD CHAIR	
John Gaipman	X
SUPERINTENDENT	
Sherri Bell	X
ASSOCIATE SUPERINTENDENT	
DATE	