

School Growth Plan May 2009

SCHOOL NAME: Lake Hill Elementary School

GRADE CONFIGURATION: K-5

ENROLMENT NUMBERS: 141 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 very involved with school events and highly supportive of classroom and school wide initiatives.

Lake Hill staff is highly dedicated to meeting the vastly differentiated needs of our students. Our professional learning community encourages 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 believe in supporting a high level of academic achievement, participation in health and fitness and involvement in fine arts. We strive to 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 2008/09 Goals:

Goal #1 – Literacy and Numeracy

This year in Literacy:

- ↻ 100% of the Grade 1-5 teachers assess students using ORCA (Gr. 3-5) or PM Benchmarks (Gr. 1 -2) twice a year and School Wide Write once a year.
- ↻ 100% of Grade 1 – 5 classes participates in Guided Reading sessions.
- ↻ Our Educational Assistants continue to participate as Guided Reading facilitators under the direction of the classroom teachers and/or Learning Support teacher.
- ↻ 100% of Grade 2-5 teachers attended District Learning Initiative Team Guided Reading Workshop Series.
- ↻ The purchase of Literacy Place Early Years/Moving Up guided reading resources is now complete for grades Kindergarten through Five.
- ↻ Teaching staff are working through sorting our learning resources and are creating a leveled Literacy Resource Room and a Math/Science/Social Studies Shared Resource Centre.
- ↻ .1 Lit/Num time is used to hold teacher planning sessions – with focus sessions on; assessment of/for/as learning, exploring/determining assessment tools, leveled reading resource selection, creating criteria checklist for student assessment folders
- ↻ 100% of classes participate in a Home Reading Program.
- ↻ 100% of Grade 1-5 classes participate in Words Their Way spelling program pilot (our ALART project).

- ↺ Each student in kindergarten was screened by the Speech Pathologist and referrals for intervention have been made where appropriate.
- ↺ We have shifted from *pull out* to *in class* learning support for the majority of learning support. Learning Support teacher works with students, and provides consultation to teacher and EAs within the classroom learning environment.
- ↺ Our Grade One teacher and Learning Support Teacher work collaboratively on the Early Intervention Initiative project (working with 3 grade students at a time to develop literacy skills).
- ↺ 100% of K-5 classes practice oral language skills through assembly presentations and each of our Grade 5 students host at least two assemblies.

This year in Numeracy:

- ↺ 100% of Grade 2-5 classes assess students twice a year using VIDMA.
- ↺ We continue with implementation of Early Numeracy Profile as an ongoing assessment tool for Grades K-2 students. (This tool requires further development)
- ↺ .1 Lit/Num time is used to hold teacher planning sessions – our focus has been; assessment of/for/as learning, exploring/determining assessment tools, creating criteria checklist for student assessment folders
- ↺ We continue to take part in the Network of Performance Based Schools. Our Key Element Kits are complete for grade one and have been aligned with Performance Standard Outcomes for Grade 1 Math. Our Grade 1 teacher hosts weekly *drop in* sessions for students and their parents to work with the kits and hosted a Parent Math Information session with Ken Harper.

Goal #2 – Social Responsibility

This year in Social Responsibility:

- ↺ 10 Shared Values for Lake Hill School were identified through surveying students, staff and parents. One value is represented and taught to each month at our Value Assemblies. Students who have been exemplary models for monthly value receive certificates at our monthly Recognition Assemblies.
- ↺ Our Belief Statement: *At Lake Hill School, we believe that meaningful and effective learning occurs when staff students, parents and the community are all working closely together.*
- ↺ 100% of classes present at our monthly Value Assemblies.
- ↺ 100% of students participate in the monthly Healthy Snack days.
- ↺ All students from K – Grade 5 participate in WITS program.
- ↺ Grade 5 Student Leadership Club continues to operate successfully and was expanded to include Grade 4 students. Regular leadership roles include; Juice box Squad, Office Monitor, Lunch Monitor, Patrols, Playground Mentors, Library Monitor, Hosts for Ready Set Learn and various social events.
- ↺ All staff attended Reynolds Family Boy Smarts Workshop.
- ↺ We take part in a number of initiatives to make community connections: Terry Fox Run, Cops for Cancer Run, Coats for Kids, Giving Tree/Hampers, Jump Rope for Heart, Whole School Community Earth Day Walk, Ready Set Learn, and Bike “Roadeo”. We continue to be part of and promote the Aboriginal Champions project and hosted several Aboriginal artists and performers (Art Napolean, Auggie Thomas, Gallery in the Schools (aboriginal focus))
- ↺ Students represent Lake Hill School through; Remembrance Day, Christmas and Spring whole school performances (K-5 participation), Singing at City Hall, Esquimalt Harbour Christmas Light Up, Victoria Sings and Victoria Music Festival (Senior Choir), District Strings and Victoria Music Festival (Strings), Science Fair (Grades 4-5, 7 students advanced to the Regional Science Fair).

- ↪ Piloted Drug Awareness presentation for Grades 4-5 by Crystal Meth Society. Students, parents and staff provided feedback on this presentation for the Crystal Meth Society.

Goal #3 – Refining Structures and Strategies in Special Needs Service

This year in Refining Structures and Strategies in Special Needs Service:

- ↪ We have discussed and further explored the idea of creating our 10 Most Powerful Strategies List. It was determined collectively by staff that the widely diverse needs of our special needs students required a more individualized focus.
- ↪ Our intervention model has been restructured to provide support at the classroom as well as individual student level. We have made a conscious move from *pull out* to providing *in class* support.
- ↪ We have discussed the use of program binders for low incidence students (last year's goal) and it is collectively determined that our special needs students will be included in our development of student assessment files. Each of our low incidence students has a structured day plan coordinated with his/her IEP.
- ↪ All staff attended after school workshop with Allison Adams from POPARD.
- ↪ We have identified that our documentation process needs to be a focus and are exploring the use of a standard check list for documenting ongoing student recurring behaviour in the classroom. We will continue to use our Behaviour Incident Report for specific incidents in school and on the playground.

The data we use to guide our decision making process is as follows:

- 📊 Ongoing Anecdotal Reports by Teachers and Educational Assistants
- 📊 Literacy, Numeracy and Social Responsibility results collected at each reporting period
- 📊 FSA results
- 📊 Satisfaction Surveys
- 📊 School Wide Write
- 📊 PM Benchmark/ORCA results
- 📊 Early Numeracy/VIDMA results
- 📊 Kindergarten Readiness Assessment
- 📊 Student Incident Reports and Behaviour Checklists
- 📊 Staff Meetings and Discussions (formal and informal), School Based Team, 0.1 Meetings
- 📊 PAC, School Planning Council Meeting, Parent Feedback (formal and informal)
- 📊 Student Leadership Meetings, Student Feedback (formal and informal)
- 📊 Student Led Conferences and Parent Teacher Interviews

Our Goals 2009/10

GOAL #1

GOAL:

To increase student achievement in writing.

RATIONALE:

Our Grade 4 FSA results for 2009 show that writing scores have been steadily decreasing over the past three years. This year 71% of students were meeting expectations, most of these scoring on the minimal end of meeting (0% exceeding). 43% of our boys are meeting in comparison to 93 % of girls.

Itemized Level Response Report for 2008 Grade 4 FSA results identifies the following as areas requiring improvement:

- Students should pay attention to writing conventions such as spelling and punctuation.
- Students need to formulate a good beginning and a solid ending.
- Students should avoid overuse of listing in their stories.
- Students should write in the required format (personal response rather than story).

Report card data from Term Two this school year shows that, on average, students in Grades 2-5 are fully meeting and/or exceeding expectations significantly less in writing than in reading (Grade 2 – 22% less, Grade 3 – 4% less, Grade 4 – 10% less, Grade 5 – 19% less)*note that students on modified programs have not been included in these totals.

Formal and informal staff discussions identify writing skills as a need focus throughout the grades.

ALART Team identified a need for improvement in conventions of writing. Spelling will therefore be addressed through Words Their Way Program.

ACTIONS:

New or Ongoing Initiatives	How are you or will you monitor and evaluate success? What are your targets?
<p>Continue Guided Reading Groups with focus on the Reading/Writing Connection.</p> <p>Continue Grade 1 Early Intervention Initiative.</p> <p>Words Their Way Program (ALART Project) to address conventions in writing (spelling).</p> <p>Implement Boy Smarts Strategies that engage boys in writing.</p> <p>Staff and student modeling of the writing process inside and outside classrooms (i.e. bulletin boards, oral presentations of student writing, Staff Book Review Display).</p> <p>Continue to develop an assessment cycle for each classroom and support program in order to assess student achievement for/as/of learning.</p> <p>Establish classroom practices, service models, support</p>	<p><u>Monitor/Evaluate:</u> 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 to inform teaching and identify student support needs. Include copy of writing sample and 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 school report card data for writing.</p> <p>Use .1 meeting time to discuss writing progress by sharing ongoing classroom teacher observations and student assessments.</p>

<p>schedules, and the allocation of available resources to meet the differentiated needs of our learners.</p> <p>Literacy/Numeracy .1 time budgeted for release of grade and school level teams to focus on planning strategies and assessment that focus on student achievement in writing.</p>	<p>Continue to draw qualitative data from formal and informal discussions with students, staff and parents.</p> <p>FSA writing results.</p> <p><u>Targets:</u> All students meet or exceed grade level expectations for writing. Focus Learning Support intervention on most vulnerable learners with Learning Support consultation structure in place at classroom level.</p>
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GOAL #2

GOAL:

<p>To increase students ability to self regulate and demonstrate socially responsible actions in school, community and the environment.</p>
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RATIONALE:

<p>Staff meeting discussions and planning sessions consistently address a shared desire to focus on guiding our students to develop self awareness and to self monitor their behaviours. Research shows that helping students regulate their behaviour and emotions is key to success and that self-regulation is a skill that needs to be taught.</p> <p>Our Student Incident tracking sheets indicate the majority of student incidents have a connection to difficulty with self-regulation.</p> <p>We also see a need to help our students develop skills and strategies to be a respectful and empowered community contributor.</p> <p>Student Report Card data from term two shows that only 50% of our Grade 2 students, 70% of our Grade 3 students and 75% of our Grade 5 students are meeting or exceeding expectations for social responsibility.</p> <p>Staff, students and parents have collectively identified our 10 Shared Values (Respect, Fun, Friendship, Trust, Honesty, Caring, Learning, Sharing, Safety and Kindness). We realize that in creating a community where these values are honoured we must have structures in place where they are taught, spoken to and celebrated.</p>

ACTIONS:

<p style="text-align: center;">New or Ongoing Initiatives</p>	<p style="text-align: center;">How are you or will you monitor and evaluate success? What are your targets?</p>
<p>Continue with implementation of School-wide system of student success through Positive Behaviour Support initiative.</p> <p>Explore strategies, resources, guides and Pro D options for developing a program to teach self-regulation with the focus of developing school wide plan.</p>	<p><u>Monitor/Evaluate:</u> Track individual student incidents and common behaviour concerns through classroom checklist documentation and Student Incident tracking sheets.</p> <p>Continue to track school report card data for social responsibility.</p>

<p>Initiate School Wide Environmental focus through Habitat Acquisition Team project (HAT).</p> <p>Continue to involve students with PAC funded Lake Hill Playground plan to coordinate with HAT project.</p> <p>Continue WITS Program K-3 and begin WITS LEADS with Grade 4/5 students.</p> <p>Continue Lake Hill 10 Value assembly focus and student recognition and expand this to a more specific focus on teaching and recognizing monthly values in formal and informal situations.</p> <p>Continue Student Leadership and expand to develop stronger focus on Grade 4-5 Playground Mentors.</p>	<p>Continue to draw qualitative data from formal and informal discussions with students, staff and parents.</p> <p>Satisfaction Survey Results.</p> <p>School Based Team notes.</p> <p><u>Target:</u> All students meet or exceed grade level expectations for Social Responsibility.</p>
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Appendix 1

EVIDENCE

Report Card Data Term 2 (2008-2009 School Year)

2008: GRADES K – 5

- Includes the number of **ALL** enrolled students in that grade level
- Does not include Low Incidence students on a modified program
- Meeting expectations means a report card mark of **“C”** or above in Grades 4 - 8
- Meeting expectations means **“Fully”** or **“Exceeding”** in Grades K-3

READING			
	Total number of ALL enrolled students (include Aboriginal)	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations (calculated automatically)
Kindergarten	32	25	78%
Grade 1	22 21	21	100%
Grade 2	19 18	13	72%
Grade 3	24 23	17	74%
Grade 4	37 34	29	95%
Grade 5	17 16	15	94%

ABORIGINAL - READING			
	Total number of enrolled Aboriginal students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations (calculated automatically)
Kindergarten	1	1	100%
Grade 1	0		
Grade 2	0		
Grade 3	1	1	100%
Grade 4	3	3	100%
Grade 5	0		

WRITING			
	Total number of ALL enrolled students (include Aboriginal)	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations (calculated automatically)
Kindergarten	32	25	78%
Grade 1	22 21	21	100%
Grade 2	19 18	9	50%
Grade 3	24 23	16	70%
Grade 4	37 34	29	85%
Grade 5	17 16	12	75%

ABORIGINAL - WRITING			
	Total number of enrolled Aboriginal students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations (calculated automatically)
Kindergarten	1	1	100%
Grade 1	0		
Grade 2	0		
Grade 3	1	1	100%
Grade 4	3 2	2	0%
Grade 5	0		

CLASSROOM/SCHOOL DATA - NUMERACY END OF YEAR REPORT CARD

2008: GRADES K – 8 (double-click in each data box to activate Excel)

- Includes the number of **ALL** enrolled students in that grade level
- Does not include Low Incidence students on a modified program
- Meeting expectations means a report card mark of “C” or above in Grades 4 - 8
- Meeting expectations means “Fully” or “Exceeding” in Grades K-3

NUMERACY			
	Total number of ALL enrolled students (include Aboriginal)	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations (calculated automatically)
Kindergarten	32	30	94%
Grade 1	22 21	21	100%
Grade 2	19 18	14	78%
Grade 3	24 23	21	91%
Grade 4	37 34	29	85%
Grade 5	17 16	12	75%
ABORIGINAL - NUMERACY			
	Total number of enrolled Aboriginal students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations (calculated automatically)
Kindergarten	1	1	100%
Grade 1	0		
Grade 2	0		
Grade 3	1	1	100%
Grade 4	3	1	33%
Grade 5	0		

SOCIAL RESPONSIBILITY			
	Total number of ALL enrolled students (include Aboriginal)	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations (calculated automatically)
Kindergarten	32	28	88%
Grade 1	22 21	21	100%
Grade 2	19 18	9	50%
Grade 3	24 23	16	70%
Grade 4	37 34	30	88%
Grade 5	17 16	12	75%

ABORIGINAL - SOCIAL RESPONSIBILITY			
	Total number of enrolled Aboriginal students	Number of students meeting and/or exceeding expectations	Percentage of students meeting and/or exceeding expectations (calculated automatically)
Kindergarten	1	1	100%
Grade 1	0		
Grade 2	0		
Grade 3	1	0	0%
Grade 4	3	1	33%
Grade 5	0		

CLASSROOM/SCHOOL DATA - ORCA

2008 End of Year ORCA Results

READING - COMPREHENSION			
	Total number of ALL students	Number of students meeting and/or exceeding expectations (3 & 4)	Percent of students meeting and/or exceeding expectations <i>(calculated automatically)</i>
Grade 2	24 24	14	58%
Grade 3	30 30	13	43%
Grade 4	18 18	10	55%
Grade 5	32 32	29	90%

Red numbers indicate total number of students. **Black numbers and percentage** indicate students who wrote ORCA

ORCA - ANALYSIS AND RESPONSE			
	Total number of ALL of students	Number of students meeting and/or exceeding expectations (3 & 4)	Percentage of students meeting and/or exceeding expectations <i>(calculated automatically)</i>
Grade 2	24 24	15	62%
Grade 3	30 30	18	60%
Grade 4	18 18	9	50%
Grade 5	32 32	23	72%

Red numbers indicate total number of students. **Black numbers and percentage** indicate students who wrote ORCA.

Grade Four FSA Results										
Comparison of Students Meeting and Exceeding Expectations										
	Lake Hill 07/08	Dist 07/08	Prov. 07/08		Lake Hill 08/09	Boys 08/09	Girls 08/09			
Reading	87%	82%	74%		96%	100%	93%			
Writing	81%	65%	71%		71%	46%	93%			
Numeracy	94%	74%	70%		85%	92%	80%			

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

- ↪ Creating criteria checklist for student assessment folders and initiate use of these as a K-5 tracking tool for each student.
- ↪ Develop 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 Learning Support model.
- ↪ Create a tiered or pyramid model that identifies target groups and levels of intervention (intervention to involve Learning Support Teacher, Classroom Teacher, EA, Parents)
- ↪ 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 and Grade One Classroom Teachers.
- ↪ Transition to use of a school wide model of Positive Behaviour Support.

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

We are able to identify and support their 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 are fortunate that our Aboriginal Champion is a teacher of aboriginal heritage herself. We provide cultural teachings and exposure to story telling and arts through performances by our first people. We have used Aboriginal funding to add resources to our library.

3. **Communication**

- ↪ School goals are communicated to staff, parents, students and the community through newsletters, student agendas, school website and bulletin boards.
 - ↪ Our involvement with projects such as the Network of Performance Based Schools (numeracy focus) and ALART(spelling conventions through Words Their Way) provides opportunity to share our work with schools both in our district and lower Vancouver Island.
 - ↪ Our school goals are shared at our Ready, Set, Learn afternoon and New Kindergarten orientation.
 - ↪ Reynolds' Family of Schools administrators meet monthly, 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 (Esquimalt Christmas Light Up(Choir), Victoria Sings(Choir), Victoria Music Festival (Choir and Strings)
 - Athletic Events (Reynolds Basketball Jamboree and Soccer Tournament, Cedar Hill Floor Hockey Tournament, Cross Country and Track Meets
 - Leadership Activities (Hosting Ready Set Learn)
 - Fund Raising Events (Cops for Cancer, Terry Fox Run, Giving Tree and Christmas Hampers, Coats for Kids, Jump Rope for Heart)

SCHOOL PLANNING COUNCIL:

Jody Waldie (Principal)	X
PRINCIPAL	
Julie Beaudry (Parent Rep.)	X
REPRESENTATIVE	
Laura Paterson (Parent Rep.)	X
REPRESENTATIVE	
Vanessa Young (Parent Rep.)	X
REPRESENTATIVE	
Cindy Harte (Staff Rep.)	X
REPRESENTATIVE	
May 1, 2009	
DATE	

APPROVAL OF PLAN:

Tom Ferris	X
BOARD CHAIR	
John Gaipman	X
SUPERINTENDENT	
Sherri Bell	X
ASSOCIATE SUPERINTENDENT	
May 1, 2009	
DATE	