

School District No. 34



South Poplar Traditional Elementary

School Plan for Student Success

2010-2011

*'Our Students ... Our Community ... Our Future'*

Name of School: South Poplar Traditional Elementary

The purpose of our school is to see to it that all our students learn at high levels, and the future of our students depends on our success. We must work collaboratively to achieve that purpose, because it is impossible to accomplish if we work in isolation. And we must continually assess our effectiveness in achieving our purpose on the basis of results – tangible evidence that our students are acquiring the knowledge, skills and dispositions we feel are essential to their future success. ~ On Common Ground

1. Mission Statement:

At South Poplar Traditional Elementary School we will endeavour to:

- Empower children to become contributing, productive citizens through a consistent structured environment.
- Emphasize basic skills and the achievement of curricular outcomes in an environment based on the traditional values of citizenship, responsibility, and respect.
- Ensure a shared sense of mission and purpose among staff, parents, and students.

2. School Context:

**Strengths – Effective School**

Nestled on the corner of Gladwin and Huntingdon Road, South Poplar Traditional provides all the elements of an effective school. Overlooking the beautiful mountains that surround our school from the north and south students are able to enjoy a safe and caring learning environment. Students are offered the highest level of instruction by our dedicated and committed teachers. Differentiated instruction to meet the needs of all learners is the way we address every learning target that we want our students to achieve. Our teachers realize and encourage the importance of a strong home-school connection by inviting our parents to play a major role in classroom activities. Parents work alongside our teachers to help in many ways which provides a very dynamic and special place for children to grow academically and socially.

Some essentials of our effective school are:

1. A safe and orderly school environment
2. Collaboration - PLC initiative
2. Parent involvement
3. High expectations to exceed and compete
4. Outstanding leadership
5. Practice-oriented staff development
6. An emphasis on basic skill acquisition
7. Appropriate monitoring of student progress (balance of formative and summative assessment)
8. Focus on essential outcomes in the curriculum

## Unique – Traditional

Starting as a one-room schoolhouse in 1933, South Poplar Traditional has evolved to have 10 classrooms with 260 students. The building has grown but the tradition for respect has remained the same. The three R's are still the foundation upon which students build their academic success. South Poplar Traditional is very proud to be one of three traditional elementary schools in School District 34.

### Ten Tenets

Our traditional schools developed ten tenets to guide our beliefs and philosophies of defining structures within each of the traditional schools.

#### Traditional Choice in Education

##### The Ten Basics

1. Consistent structured approach that maximizes class time
2. Strong focus on academic achievement
3. Teacher directed instruction
4. Regular skills assessment
5. An emphasis on solid literacy skills
6. A regular homework policy
7. A clearly defined code of behaviour
8. A dress code
9. A safe environment
10. Parents as partners

## Demographics

A Data Picture of <u>South Poplar Traditional</u>							
Student Engagement Data							
	04/05	05/06	07/08	08/09	09/10	10/11	
Average Daily Attendance	94.69	94.67	94.13	94.67	94.70		
Percentage of Students Using School's LA Services	13	14	15	15	24		
Discipline Data							
Number of In-School Suspensions	0	0	0	1	0		
Number of Out-of-School Suspensions	4	1	0	4	0		
Survey Data							
Student Satisfaction Survey Item: 14	93	84	100	98	98		
Student Satisfaction Survey Item: 17	98	98	100	100	100		
Demographic Data							

Overall Enrolment	246	237	235	247	257		
Percent using the School Meals Program:	0	0	0	0	0		
Percent Mobility/Transiency:	2.71	9.84	10.73	13.6	15.44		
Percent Special Education	4.88	3.8	4.26	2.83	3.11		
Percent ESL	22.36	21.94	23.4	26.39	22.39		
Percent Aboriginal	.81	.84	.85	1.39	1.54		

### 3. Leadership/Teamwork:

In our plan we have a common goal as administrators, teachers, parents and students and that has to do with building excellence of relationships with one another.

“The nature of the relationships among the adults who inhabit a school has more to do with the school’s quality and character and with the accomplishments of its pupils than any other factor.” Roland Barth

#### Administrator

1. Schedule time for teachers to meet as PLC’s and/or grade groups (i.e.. extra prep time, staff meetings).
2. Allocate budget for the purchasing of resources necessary to support the explicit teaching of reading strategies
3. Aligning schedules so that instructional time is protected
4. Provide professional development opportunities for staff (i.e.. PLC meetings, conferences, staff meetings etc...)
5. Organize committees that support the teaching of literacy (i.e.. Literacy Study Group, Pro-D, etc...)

#### Teachers

1. Teacher(s) have scheduled time in the week to collaborate on ideas and plan for instructional activities
2. Teacher(s) and administrator use staff meetings and professional development opportunities to grow as a team
3. The teacher experts, learning service team and administrator will lead the staff in study group sessions designed to challenge and stretch the growth of teacher leadership
4. PLC’s will share out the progress of their projects during staff meetings and professional development opportunities

#### Parents

1. Parents are encouraged to participate in classroom and school activities which support the goals

2. The SPC will meet each term to review the plan. SPC members will be encouraged to come to staff functions (i.e.. Staff meetings, Pro-D etc...)
3. SPC and PAC work with the principal, teachers and staff to assist in carrying out our plan

#### Students

1. Big buddy reading programs between primary and intermediate grades in the school
2. Student leaders MC Student of the Month assemblies and teach goal related strategies each class acknowledges at least one student with the success they are having with reading comprehension

#### 4. Communication:

1. 2010-11 South Poplar Parent Handbook
  - *It will include a section that has information to parents about our goal and how they can support it*
2. Newsletters – Traditional Times
  - *Each biweekly newsletter will contain a section that provides parents with an update on the reading strategies that are being taught*
3. South Poplar Website
  - *There will be a page on our website with the PDF format of our plan. There will also be downloadable documents that give parents helpful hints to support their child with home reading.*
  - *Electronic surveys will be used to evaluate the success of the information we are providing parents with. This will give the parents an opportunity to share the successes they are having with supporting their child in reading.*
4. Classroom newsletters
  - *Each class will publish at least a monthly newsletter that contains information about what they are teaching in reading and how parents can support their child in reading.*
5. Mail outs to parents and staff via AbbyNet e-mail
  - *Invitations to literacy nights will be sent out by mail and e-mail to all our parent community*
6. Staff meetings
  - *At one staff meeting a month grade groups will report out on their progress in implementing our school plan*
7. PLC's
  - *PLC's will decide their focus for supporting their students in literacy.*
8. School Planning Council meetings
  - *Each term the S.P.C.members will meet to review the plan. They will be invited to staff functions to participate in discussions that relate to student achievement levels in reading.*
9. PAC meetings

- *We will report out at each PAC meeting on the progress of our school plan. This will include information for parents to use to support their child at home with their reading comprehension.*
10. Parent/Teacher meetings and evenings
    - *Teachers and parents will discuss the 'strength' in the home-school connection to reading.*
  11. Student agendas
    - *Home reading logs placed in all planners - alignment of accountability for home reading at each grade level*
  12. Parent representatives for each division.
    - *At PAC meetings throughout the year parents will report out on the opportunities that are presented in each class to help students achieve success in reading.*
  13. Open House Nights (ie. Meet the Teacher, Literacy Nights)
    - *We will provide an open house at the beginning of the year to parents, students and staff. This will provide all our parents and students with a clear picture of the goals for each grade level with respect to our school plan.*

## 5. Goal and Objective(s):

5.1 Goal: To increase student reading comprehension

5.2 Rationale for the Goal:

- South Poplar Traditional has over 20% of its students (54.5) receiving ESL services. When analyzing our data we have learned that a significant number of these students are not reading at grade level.
- Our PM Benchmark assessment shows that 14% of our Grade 1, 43% of our Grade 2 and 50% of our Grade 3 ESL students are reading at grade level.
- If we take our ESL students out of the reading comprehension data we have over 70% of our students reading at their grade level.
- Our FSA scores for Grade 4's in May of 2009 showed that 85.7% (83.3% 2008) of our Grade 4 ESL students were meeting grade level expectations in reading.
- If we take our ESL students out of our reading data we have over 95% of our students at South Poplar Traditional who are reading at grade level.

5.3 Objectives:

### **Objective 1 Improve reading comprehension in K – 2 in the following areas:**

*By the end of Grade 3, South Poplar students will be able to:*

- 1) *Retell beginning, middle, and end of story*
- 2) *Make connections to personal experiences while reading fiction/nonfiction text*

- 3) Visualize pictures in the mind while reading fiction/nonfiction text
- 4) Ask deep thinking questions while reading fiction/nonfiction text

#### 5.4 Performance Indicators for Objective 1

##### PM Benchmark Assessment tracked by cohorts (2004 – Present)

% Fully Meeting and Exceeding	%Grade 1	%Grade 2	%Grade 3
Cohort 1 (2004)	61.5	76.7	66.7
Cohort 2 (2005)	75.6	75.6	84.4
Cohort 3 (2006)	76.1	82.2	68.3
Cohort 4 (2007)	65.9	72.5	65
Cohort 5 (2008)	73.2	66.7	100 target
Cohort 6 (2009)	53.3	90 target	100 target
Cohort 7 (2010)	90 target		

##### Grade 3 RAD Assessment

Reading Comprehension	Strategies		Comprehension		Analysis	
	Fall	Spring	Fall	Spring	Fall	Spring
2007	77%	95%	71%	91%	67%	87%
2008	78%	94%	73%	92%	65%	90%
2009	77%	93%	82%	98%	64%	83%
2010						

##### Satisfaction Survey Data – Reading

	Survey Data				
	05/06	06/07	07/08	08/09	09/10
Staff Satisfaction Survey Item: Are you satisfied with the development of students' reading and writing skills at your school? (%Many times/All of the time)	Msk	Msk	Msk	Msk	100
Parent Satisfaction Survey Item: Are you satisfied with the development of your child's reading at school? (%Many times/All of the time)	77	85	83	90	100
Student Satisfaction Survey Item: Are you getting better at reading?	93	90	88	98	100

#### 5.5 Actions for Objective 1:

- Teachers will align Reading Power strategies with outcomes
- Teachers will teach the 5 Reading Power strategies (connect, question, visualize, infer, transform)

- Teachers will teach specific reading strategies for ESL students (i.e.: Supporting ELLs' Language Proficiency & Academic Achievement)
- Teachers will differentiate instruction when teaching non-fiction and fiction text (Guided Reading)
- Teachers will parallel and team-teach non-fiction and fiction reading strategies with learning services team
- Teachers will all participate in a PLC at their grade level
- Time will be scheduled each week for PLC's and grade groups to meet
- Explicit teaching of fiction or non-fiction strategies at least twice a week (once with the learning service teacher (i.e.. small group, co-teaching, differentiated) and one by the classroom teacher)
- Full time teaching assistant in place for support with reading instruction
- Administrator and PAC will provide funds for new teacher resources to support the instruction of the Reading Power strategies
- Administrator and PAC will provide funds to the school and classroom libraries so that students have access to a wide variety of literature for them to practice the Reading Power strategies

#### 5.6 Results – Progress towards Targets for Objective 1

To this date, at grade levels Kindergarten to Grade 3, we see our primary students not fully meeting the target we have set for them. If we break our PM Benchmark data down even further we see our ESL and boys being the biggest concern. In most grades both of these cohorts are hovering between 50 - 60% meeting or exceeding in reading comprehension. Our girls and designated students, however, are meeting the targets we have set for them and at some grade levels are closing in on 100% meeting expectations. Change we know, however, takes time and we find at each of our primary grades the comfort level of implementing the reading strategies is varied. We now have all our primary grades planning and assessing the progress they are making with the strategies through the PLC initiative. These PLC's will all target the explicit teaching of the Reading Power strategies. We are hopeful that the proficiency and frequency of teaching explicitly reading strategies will continue to increase over the course of the next year. This will provide us with a greater range of both formative and summative assessment that targets these specific strategies. In turn, we believe this should have a greater impact on the success our primary students are having with reading comprehension.

#### **Objective 2 Improve reading comprehension in Grades 3- 5 in the following areas:**

*By the end of Grade 5, South Poplar students will be able to:*

- 1) *Retell in detail the beginning, middle, and end of story*
- 2) *Make connections to personal experiences while reading fiction/nonfiction text*
- 3) *Visualize pictures in the mind while reading fiction/nonfiction text*
- 4) *Ask deep thinking questions while reading fiction/nonfiction text*

- 5) *Make inferences while reading fiction/nonfiction text*
- 6) *Transform thoughts while reading/as a result of reading fiction/nonfiction text*

#### 5.4 Performance Indicators for Objective 2

#### FSA Reading Comprehension results for Grade 4

Reading Comprehension	04/05		05/06		06/07		07/08		08/09		09/10		Target %
	#	%	#	%	#	%	#	%	#	%	#	%	
All students	37	86	47	87	23	79	47	91	39	98			95
Male	18	82	29	85	10	71	18	89	18	95			95
Female	19	90	18	90	13	87	29	93	21	100			95
Aboriginal	-	-	-	-	-	-			1	100			
ESL	8	67	12	75	4	50	12	83	6	85.7			95
Special Education	-	-	-	-	-	-	-	-	-	-			
Gifted	-	-			-	-	-	-	-	-			

#### Grade 4 RAD Assessment

Reading Comprehension	Strategies		Comprehension		Analysis	
	Fall	Spring	Fall	Spring	Fall	Spring
2007	77%	91%	71%	90%	67%	90%
2008	67%	90%	65%	88%	57%	88%
2009	70%	100%	46%	97%	62%	76%
2010						

#### Grade 5 RAD Assessment

Reading Comprehension	Strategies		Comprehension		Analysis	
	Fall	Spring	Fall	Spring	Fall	Spring
2008	75%	92%	72%	90%	65%	88%
2009	70%	100%	49%	91%	70%	97%
2010						

## Satisfaction Survey Data – Reading

Survey Data						
	04/05	05/06	06/07	07/08	08/09	09/10
Staff Satisfaction Survey Item: Are you satisfied with the development of students' reading and writing skills at your school? (%Many times/All of the time)	Msk	Msk	Msk	Msk	100	
Parent Satisfaction Survey Item: Are you satisfied with the development of your child's reading at school? (%Many times/All of the time)	77	85	83	90	100	
Student Satisfaction Survey Item: Are you getting better at reading?	93	90	88	98	100	

### 5.5 Actions for Objective 2:

- Teachers will align Reading Power strategies with outcomes (fiction/non-fiction)
- Teachers will teach the 5 Reading Power strategies (fiction/non-fiction)
- Teachers will teach specific reading strategies for ESL students (i.e.: Supporting ELLs' Language Proficiency & Academic Achievement)
- Teachers will differentiate instruction when teaching non-fiction and fiction text (Literacy Circles)
- Teachers will parallel and team-teach non-fiction and fiction reading strategies with learning services team
- Gr. 4 teachers will all participate in a PLC at their grade level
- Time will be scheduled each week for PLC's and grade groups to meet
- Explicit teaching of fiction or non-fiction strategies at least twice a week (once with the learning service teacher (i.e.. small group, co-teaching, differentiated) and one by the classroom teacher)
- Full time teaching assistant in place for support with reading instruction
- Administrator and PAC will provide funds for new teacher resources to support the instruction of the Reading Power strategies
- Administrator and PAC will provide funds to the school and classroom libraries so that students have access to a wide variety of literature for them to practice the Reading Power strategies

### 5.6 Results – Progress towards Targets for Objective 2

To this date, at grade levels four and five, we see our intermediate students showing good progress in reading comprehension. If we break our FSA data down even further we see our ESL and boys are showing steady improvements. Our girls and designated students are continuing to close in on 100% meeting

expectations. We believe the significant change in our results for our FSA data is the result of the collaboration of our teachers to better prepare our students for the transition into the intermediate grades. Our intermediate teachers have made efforts to explicitly teach non-fiction reading strategies (i.e., Literacy Circles). Our intermediate teachers have also begun to integrate non-fiction reading strategies into the Social Studies and Science curriculums. We are fortunate to have a staff that is willing to work together to vertically align their teaching practices to help students achieve success. We believe that the professional development (i.e., Adrienne Gear), resources (i.e., literacy tubs to teach each strategy) and time (i.e., collaboration and PLC time during the school day) we have provided for our teachers we will continue to see our students achieving excellence in reading comprehension.