



South Poplar Traditional Elementary

School Plan for Student Success

2011/12

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:

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, east, 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 and this partnership 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 skills 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 projections for the 2010/11 school year are to add two more divisions to our school. This will see our student enrollment climb to 275 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

The traditional schools of S.D. #34 have developed ten tenets which serve to guide our beliefs and philosophies and help us define the structures and 'visuals' 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 | | | | | | | |
| | 05/06 | 06/07 | 07/08 | 08/09 | 09/10 | 10/11 | |
| Average Daily Attendance | 94.67 | 94.13 | 94.67 | | 96.09 | 96.65 | |
| Percentage of Students Using School's LA Services | 14 | 15 | 15 | 15 | 15 | 15 | |
| Discipline Data | | | | | | | |
| Number of In-School Suspensions | 0 | 0 | 1 | 0 | 0 | 0 | |
| Number of Out-of-School Suspensions | 1 | 0 | 4 | 0 | 0 | 0 | |
| Survey Data | | | | | | | |
| Student Satisfaction Survey Item: 14 | 84 | 100 | 97.8 | 97.4 | 97 | 92 | |
| Student Satisfaction Survey Item: 20 | 98 | 98 | 100 | 100 | 100 | 100 | |
| Demographic Data | | | | | | | |
| Overall Enrolment | 254 | 261 | 250 | 262 | 252 | 253 | |
| Percent using the School Meals Program: | 0 | 0 | 0 | 0 | 0 | 0 | |
| Percent Mobility/Transiency: | 9.84 | 10.73 | 13.6 | 1.53 | 1.19 | 0.4 | |
| Percent Special Education | 3.8 | 4.26 | 1.85 | 3.11 | 3.19 | 3.17 | |
| Percent ESL | 21.94 | 23.4 | 26.39 | 22.57 | 26.69 | 28.97 | |
| Percent Aboriginal | .84 | .85 | 1.39 | 1.56 | 1.99 | 1.59 | |

3. Leadership/Teamwork:

In our plan we have a common goal for the administrator, teachers, parents and students and it 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. Teachers have scheduled time in the week to collaborate on ideas and plan for instructional activities
2. Teachers 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 programs between primary and intermediate grades in the school
2. Student leaders serve as MC's at Student of the Month assemblies and teach the student body goal related strategies. Each class acknowledges at least one student with the success they are having with writing.

4. Communication:

1. 2011/12 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 writing 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 writing.*
- ***Electronic surveys** will be used to evaluate the success of the information we are providing to parents. This will give the parents an opportunity to share the successes they are having with supporting their child in writing.*

4. Classroom newsletters

- *Each class will publish at least a monthly newsletter that contains information about what they are teaching in writing and how parents can support their child in writing.*

5. Mail outs to parents and staff via AbbyNet e-mail

- *Invitations to Writing 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 support the school plan.*

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 in writing.*

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 at home to support their child with developing his/her writing.*

10. Parent/Teacher meetings and evenings

• *Teachers and parents will discuss the 'strength' in the home-school connection to writing.*

11. Student agendas

• *Home writing logs placed in all planners - alignment of accountability for writing practice at each grade level*

12. Parent representatives for each division.

• *At PAC meetings throughout the year, classroom parent reps will report out on the opportunities that are presented in each class to help students achieve success in writing .*

13. Open House 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.*

14. School Plan Staff Committee

• *We will have a number of staff members who will head a committee to be responsible for leading staff through professional development opportunities which focus on our school goal.*

5. Goal

To improve personal written responses of all our students.

6. Rationale:

Over the past few years our school has been very successful in improving our students' reading comprehension. Even though we have a substantial number of ESL students, the structure of having our PLC's operate at each grade level has made it possible to provide the necessary support to have all our students succeed. We have created a common language in reading through the use of Adrienne Gear's and Stephanie Harvey's fiction and non-fiction reading strategies. We are going to continue to keep our focus on reading but would rather not formalize it in our plan. The rationale for this is we believe the structures, supports, relationships, purpose and dialogue for reading are now valued in our school. Our staff is committed to continuing the work in our PLC's to improve reading comprehension. We will continue to track evidence that is formative and summative. We will continually adjust, reflect and refine our skills to meet the needs our students have in reading. We have decided to formalize our plan for next year to improve our students' writing skills. We would like to see if improving their writing skills will result in their personal written responses reflecting a greater understanding of the skills and strategies they are learning (i.e. Reading Power). We have noticed that when our students are asked to respond to questions about their learning they are highly successful when recording their oral output (ie. through the use of iPods). Once their writing skills have improved, we are expecting that their written output will become closer or equivalent to their oral language output.

District and Provincial Evidence

| Indicator | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 |
|--|-------|-------|-------|-------|-------|-------------|
| Grade 3 Writing (% Fully meeting/exceeding) | 60.2 | 59.1 | 64.4 | 60.6 | 61.9 | In progress |
| FSA – Grade 4 Writing (% Fully meeting/exceeding) | 92.3 | 96.6 | 85.1 | 95 | 100 | In progress |
| Question #3 Parent Satisfaction Survey – Are you satisfied with the development of your child’s writing skills at school? (% All of the time/many times) | 86 | 80 | 95 | 74 | 94 | 86 |
| Percentage of Students Using School’s LA Services | 14 | 15 | 15 | 15 | 15 | 15 |
| Percentage of Students using School’s English Second Language Services : | 21.94 | 23.4 | 26.39 | 22.57 | 26.69 | 28.97 |

Classroom Data – November 2010/March 2011

| Indicator | K | Gr. 1 | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 |
|-----------------------------------|-----|-------|-------|-------|-------|-------|
| Term 1(% Fully meeting/exceeding) | 100 | 73 | 44 | 57 | 48 | 56 |
| Term 2(% Fully meeting/exceeding) | 91 | 73 | 39 | 61 | 66 | 83 |

7. Objective:

Objective 1: To improve the written response ability of all K-3 students so they will be able to:

Kindergarten

- C1 create simple messages using a combination of pictures, symbols, letters, and words to convey meaning
- C2 recognize that writing can be “talk written down” and that print carries a constant message
- C3 show an interest in, and a positive attitude toward, writing and representing

Grade One

- C1 create straightforward **personal writing** and representations that express simple ideas, feelings, likes, and dislikes, featuring
 - – **ideas** represented through words, sentences, and images that connect to a topic
 - – developing **sentence fluency** by using **simple sentences** that relate to each other
 - – developing **word choice** by attempting to use descriptive words and interesting details
 - – developing **voice** by showing some evidence of individuality
 - – an **organization** that follows a **form** or **text** presented or modeled by the teacher, such as a list, card, or letter

Grade Two

- C1 create **personal writing** and representations that express connections to personal experiences, ideas, likes, and dislikes, featuring
 - – **ideas** developed through the use of relevant details that connect to a topic
 - – **sentence fluency** using some variety in sentence length and pattern
 - – developing **word choice** by using some varied and descriptive language
 - – developing **voice** by showing some evidence of individuality
 - – a logical **organization**

Grade Three

- C1 create a variety of clear **personal writing** and representations that express connections to personal experiences, ideas, and opinions, featuring
 - – **ideas** supported by related details
 - – **sentence fluency** using a variety of sentence lengths and patterns
 - – experimentation with **word choice** by using new and different words
 - – an emerging **voice** demonstrating a developing writing **style**
 - – an **organization** that is meaningful and logical

Objective 2: To improve the written response ability of all Grade 4 and 5 students so they will be able to:

Grade Four and Five

- C1 write clear, focused **personal writing** for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring
 - – clearly developed **ideas** using effective supporting details and explanations
 - – **sentence fluency** through a variety of sentence lengths and patterns, with some emerging fluidity
 - – experimentation with **word choice** by using new, different, more precise and powerful words
 - – an authentic **voice** demonstrating a developing writing **style**
 - – an **organization** that is meaningful, logical, and effective, and showcases a central idea or **theme**

8. Performance Indicators and Targets:

Objective 1: Kindergarten – Grade 3

SMART Goal: By June 2012, 90% of students will fully meet or exceed writing expectations by expressing their personal experiences, ideas and opinions in writing.

Use of quickscales to assess and evaluate -

- Writing activities in our PLC's
- School wide Writes twice a year
- Grade 3 District Write results
- Classroom writing activities
- *Please note all scores will be disaggregated according to grade, gender, FN, ESL, At Risk, students enrolled for full year, etc. as per sample chart below.*

Objective 2: Grade 4 -5

SMART Goal: By June 2012, 90% of students will fully meet or exceed writing expectations by expressing their personal experiences, ideas and opinions in writing.

- Writing activities in our PLC's

- School wide Writes twice a year
- Grade 4 FSA Write results
- Classroom writing activities
- *Please note all scores will be disaggregated according to grade, gender, FN, ESL, At Risk, students enrolled for full year, etc. as per sample chart below.*

Objective 1 and 2 Grade Group Write - Collected in our PLC's – Starting Sept. 2011

| Cohort | Not Yet % | Approaching % | Meeting % | Exceeding % |
|---------|-----------|---------------|-----------|-------------|
| Grade 1 | | | | |
| Grade 2 | | | | |
| Grade 3 | | | | |
| Grade 4 | | | | |
| Grade 5 | | | | |

Objective 1 and 2 Grade Group Write - Collected in our PLC's – May 2012

| Cohort | Not Yet % | Approaching % | Meeting % | Exceeding % |
|---------|-----------|---------------|-----------|-------------|
| Grade 1 | | | | |
| Grade 2 | | | | |
| Grade 3 | | | | |
| Grade 4 | | | | |
| Grade 5 | | | | |

9. Actions:

- Teachers will teach the 5 Writing Power strategies and align strategies with essential outcomes
- Teachers will teach specific writing strategies for ESL students (i.e.: Supporting ELLs' Language Proficiency & Academic Achievement)
- Teachers will differentiate instruction when teaching writing strategies
- Teachers will parallel and team-teach writing strategies with learning services team
- All teachers will participate in a PLC at their grade level
- Time will be scheduled each week for PLC's to meet
- Explicit teaching of writing 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)
- Professional Development using Writing Power, Write Traits, PM Benchmark Writing and Developing Writer as resources for developing strategies and lesson presentations
- Time dedicated at the second staff meeting of each month to focus on professional development of writing ideas/strategies/ successes/pitfalls
- Teachers, in collaboration with students, will develop self-assessment tools for their students.
- TAs working with students during the day with an emphasis on writing using PM Benchmark Writing Resource- specifically recount, descriptive, informational, narrative, procedure, exposition, explanation and discussion
- Teachers will use the classroom assessment models from the Ministry of Education's English Language Arts document to establish baselines for data and to drive instruction.
- Teachers will continue to use Performance Standards Quick-scales for Writing to help assess student learning and plan for instruction.

- Teachers will continue to use iPod audio recording to enhance writing output. Administration will support the introduction of this strategy to the school with appropriate funding.
- Administrator and PAC will provide funds for new teacher resources to support the instruction of the Writing Power strategies

10. Progress/Results Related to Objective:

This is a new goal area for South Poplar Traditional for the year 2011/2012. The success we have had in the past with using our PLC's as the structure to teach a common language in reading will now be replicated for teaching writing. We will collect grade groups' Write evidence at the beginning of the year. This information will become our benchmark for creating a comprehensive instructional plan around writing during our PLC time. Learning Services and classroom teachers will continue to work together to provide the scaffolds that will best meet the needs of our at risk students. Building a common language of instruction for writing and using assessment tools to gather evidence, we are hopeful that we will begin to see the success we have had in reading filter into our students' writing.