



# Deroche Elementary School Annual School Growth Plans

April 20, 2012





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## School and Community Context



**Unique Features:** Deroche Elementary is a busy and vibrant learning community. 3 classroom teachers, two non-enrolling teachers, two Educational Assistants and one Aboriginal Support Worker support the success of approximately 55 F.T.E. students. Our school motto is “Deroche Elementary School ... Where Children Are First” and we strive to meet the needs of each student to become a successful learner and a socially responsible citizen. We recognize and honour the culture of our Aboriginal students through Cultural Days facilitated by Siwal Siwes staff, by inviting guest speakers and elders in to our classrooms and through using culturally appropriate materials from the Siwal Siwes collection. Eighteen students receive English as a Second Dialect support each week. Deroche hosts a vibrant Strongstart program three days per week. In addition to supporting our Deroche families, we welcome a number of families from the Dewdney Elementary community who participate in this preschool program. A daily breakfast and lunch program run by parent volunteers supports our school population. Our school hosts a number of community events including movie nights, elders’ brunches, community volleyball, fairs and BBQ’s. Students have the opportunity to participate in a variety of extra-curricular activities including sports, choir, cheerleading and games club. Technology is integrated into every classroom through the use of SMARTboards, IPOD listening centres, document cameras and laptops. Our code of conduct is simple, Respect, Responsibility and Safety and we strive to support students in meeting these goals. At Deroche we use our WITS (Walk Away, Ignore, Talk it Out and Seek Help) as a strategy to solve problems in a peaceful way. When difficulties arise, we take a restorative approach through circles. Students are recognized for their respectful, kind and caring contributions to others with a Parkhouse Quality Award. This award honours the contributions Pat Parkhouse made to the school while she worked here.

**Community Partnerships/Initiatives:** Deroche provides an excellent variety of preschool programs which help support the transition to school. These programs include Ready Set Learn, Books for Bedtime, Strongstart and Mother Bear literacy program. Fraser House works with our families to offer a drug and alcohol prevention program to our students and parenting sessions to the broader community as part of their Rural Connections program. Deroche students demonstrate empathy and social responsibility by fundraising for a number of organizations including the Mission Food Bank, Shoebox Campaign, the Terry Fox Foundation, the Veteran’s Services Poppy Fund, the Heart and Stroke Foundation and Unicef. Our intermediate students are strong environmentalists who take on the responsibility of school wide recycling and ecological conservation through the Salmonid project. Deroche was recognized by Communities in Bloom for making a significant effort to support environmental initiatives. Deroche works in conjunction with the Sasquatch Lions Club and North Fraser Fire Department to distribute food hampers to needy families at Christmas. Supported by businesses and service organizations, we have initiated the “Blessings in a Backpack” program, providing food for several families on the weekends. Recently, we have begun partnerships with UFV to bring science, math and nursing students into the classroom.

**Parent Involvement:** Parents are welcomed and encouraged to be involved in every aspect of our school community. From volunteering to help deliver fruit and vegetables to making breakfast each morning, Deroche parents make our school a great place to work and learn. The Deroche Parent Advisory Council works tirelessly to enhance the culture and learning opportunities of the school. Their fundraising efforts are much appreciated. The parents provide several opportunities to connect throughout the year with community movie nights, participation on the Deroche float, book fairs and a Spring fun fair. Each September, the PAC sponsors a Welcome Back to School B-B-Q for all families and a year-end BBQ to celebrate our accomplishments. They provide a delicious pancake breakfast to all staff and students in December with Santa Claus and give each student a book twice a year, in December and June. Our parents give generously of their time to support our families. Without our parent volunteers we would not be able to run the number of programs that we do, especially our breakfast program. The Deroche staff is honoured to work side by side with our parent community to create a warm and inviting school culture and to support the success of each student.





## **Current Data & Evidence of Change**

### **Goal: Literacy**

**Objective 1: To improve the reading skills of all our students.**

**Objective 2: To improve the written skills of all our students.**

#### **Rationale:**

Objective 1: To improve the reading skills of all our students.

- Literacy is the basis for learning in all curricular areas
- Analyses of the 2011 FSA (Foundation Skills assessment) results indicate that 14% of our students in Grade 4 are not meeting expectations in reading
- Analyses of the 2011 DART (District Reading Assessment) results indicate that 32% of our students are not meeting expectations in reading and 49% are minimally meeting expectations.
- Although 71% of students are meeting expectations on the FSA in Grade 4, we surmise that a significant portion of them are minimally meeting expectations.
- We wish to see more students moving from not meeting to minimally meeting expectations and from minimally meeting to fully meeting expectations in reading.
- Analyses of the 2011 EPRA (Early Primary reading Assessment) results indicate that the number of at-risk students range from 40% in Kindergarten and Grade 2 to 69% in Grade 1
- We would like to decrease the number of students at risk in the early primary years
- We would like to close the gap between males and females

#### **Rationale:**

Objective 2: To improve the written skills of all our students.

- Analyses of the 2011 FSA (Foundation Skills assessment) results indicate that 71% of our students in Grade 4 are not meeting expectations in writing
- Our 2011 District Writing Assessment results indicate that 22% of our students are not meeting expectations in writing and 46% are minimally meeting expectations
- We acknowledge that there are a small percentage of students in Grade 4. However, we would like to see our students moving from not meeting to meeting expectations and from minimally meeting to fully meeting expectations in writing.

**Data Sources: DART, EPRA(K-2), District Write, FSA Grade 4**

**Assessment: K-2 Early Primary Reading Assessment 2011**

**Students at-risk 2011**

	Kindergarten	Grade 1	Grade 2
	2010	2010	2010
<b>% of all students</b>	<b>40%</b>	<b>69%</b>	<b>40%</b>
<b>Males</b>	<b>66%</b>	<b>85%</b>	<b>20%</b>
<b>Females</b>	<b>0%</b>	<b>50%</b>	<b>20%</b>
<b>Aboriginal</b>	<b>44%</b>	<b>60%</b>	<b>42%</b>
<b>Aboriginal male</b>	<b>80%</b>	<b>75%</b>	<b>66%</b>
<b>Aboriginal female</b>	<b>0%</b>	<b>0%</b>	<b>25%</b>
<b>ESL</b>	<b>n/a</b>	<b>100%</b>	<b>n/a</b>

**K-2 enrolment for 2011 N=33**

**Assessment: Gr. 3-6 DART (District Assessment of Reading) 2011**

% at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All students	Aboriginal	All students	Aboriginal	All students	Aboriginal	All students	Aboriginal
<b>Male N= 18</b>	<b>44%</b>	<b>38%</b>	<b>39%</b>	<b>46%</b>	<b>11%</b>	<b>8%</b>	<b>5%</b>	<b>8%</b>
<b>Female N= 23</b>	<b>22%</b>	<b>33%</b>	<b>56%</b>	<b>59%</b>	<b>22%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>
<b>Total Participation N = 41</b>	<b>32%</b>		<b>49%</b>		<b>17%</b>		<b>2%</b>	

**School/District Assessment: District Write 2011**

% at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All students	Aboriginal	All students	Aboriginal	All students	Aboriginal	All students	Aboriginal
<b>Male N= 32</b>	<b>31%</b>	<b>31%</b>	<b>56%</b>	<b>58%</b>	<b>13%</b>	<b>10%</b>	<b>0%</b>	<b>0%</b>
<b>Female N= 33</b>	<b>12%</b>	<b>11%</b>	<b>36%</b>	<b>42%</b>	<b>40%</b>	<b>37%</b>	<b>12%</b>	<b>10%</b>
<b>Total Participation N =65</b>	<b>22%</b>		<b>46%</b>		<b>26%</b>		<b>6%</b>	



**Assessment: FSA – Writing Grades 4 – Spring 2011**

**Provincial Assessment**

	Not Yet Meeting	Meeting	Exceeding
<b>All Students</b>	71%	14%	0%
<i>Male</i>	67%	0%	0%
<i>Female</i>	75%	25%	0%
<i>Aboriginal</i>	57%	29%	0%

**Total participation: N= 6**

**Level unknown: N=1**

**Assessment: FSA – Reading Grade 4 – Spring 2011**

**Provincial Assessment**

	Not Yet Meeting	Meeting	Exceeding
<b>All Students</b>	14%	71%	0%
<i>Male</i>	0%	67%	0%
<i>Female</i>	25%	75%	0%
<i>Aboriginal</i>	14%	71%	0%

**Total participation: N= 6**

**Level unknown: N=1**

**Evidence of Change:** It is evident that, over time, the writing skills of our students continue to show slow and steady progress. In particular, we need to decrease the number of students Not Yet Meeting Expectations on the FSA while we support students to move from Minimally Meeting Expectations to Fully Meeting in Grade 4 on our District Write Assessment. In reading, we need to decrease the number of students not meeting expectations on our DART. Our EPRA indicates a need to focus on early learning.

**Targets (over 3 years)**

By the 2013/2014 school year, 60% of our students will meet or exceed expectations in writing on the Foundation Skills Grade 4 Assessment and 80% meeting or exceeding expectations on the District Write Assessment. We would like 85% of students meeting expectations in reading. We would like to improve the readiness of Kindergarten students by 20% as measured by the EPRA.

**Comment / Summary of Progress:** Our school growth plan has a strong focus on literacy. We will continue our efforts towards 60% of students fully meeting or exceeding expectations in writing on the Foundation Skills Assessment. We need to continue to pay close attention to our boys. Participation in the Network of Performance



Based Schools and District Feedback for Learning initiatives focus our efforts and provide opportunities for teachers to collaborate around successful strategies. Of particular note, we have observed more student success in the area of writing with the implementation of laptops for planning, proofreading and editing over the last two years. With an increasing number of early learners in our building, we hope to collaborate and consolidate our efforts to improve our EPRA scores and support our Pre-K children.

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

- Continuing Practices that are working well in our school
  - School Wide Writes
  - District Reading Assessments: DART
  - Assessment with B.C. Performance Standards
  - Working collaboratively with the District Support Teachers
  - Using common resources such as Adrienne Gear
  - Participating in the Network of Performance Based Schools and District Feedback for Learning initiatives
  - Focussing on the implementation of Feedback for Learning strategies including defining quality writing, self and peer assessment and creating criteria with the students
  - Using laptops for writing
  - Implementation and support for early learning initiatives
  - Networking with FVRL
  - Nutritional support for all students
- What things will we do differently?
  - Increase opportunities for students to write
  - Increase access of literature through technology
  - Increase use of laptops to support students with editing
  - Collaborate to develop consistency across the grades in language
  - Implement the Six Traits writing program and Adrienne Gear Writing/Reading Power across all grade levels
  - Increase the amount of Aboriginal content including the use of Aboriginal picture books and story-telling to improve literacy
  - Implement “study buddy” program for reading in primary program
  - Increase collaboration with Pre-K programs
  - Display of writing exemplars and samples in school and on school website
- How will we provide for staff development and collaboration
  - Continue School Wide Writes (scored using B.C. Performance Standards)
  - Collaborative Assessment Teams (primary staff/intermediate staff)
  - Provide opportunities for teachers to collaborate on strategies that are effective including the implementation of the Six Traits of Writing program and Adrienne Gear
  - Involvement in Network of Performance Based Schools
  - Involvement in district Feedback for Learning initiatives
  - Involvement and collaboration with District Early Learning Initiatives
- How will we involve parents?
  - Principal’s report at monthly PAC meetings
  - Mini workshop of using Reading/ Writing Performance Standards for assessment at PAC meeting





- School newsletter and Annual Report to Families
  - Celebration/sharing of literacy successes at monthly school wide assemblies and Celebration of Learning
  - Parent Teacher interviews and student led conferences
  - Increased education and communication of supporting child at home through learning support department
- How will we monitor and adjust our actions?
    - Analysis of data from School Wide Writes
    - Analysis of data from DART
    - Results on Foundation Skills Assessments for Reading and Writing
    - Continued conversations at monthly pro-d staff meetings on progress towards our goal
    - Analysis of observations and result of action research groups

**Goal: Social Responsibility**

**Objective:** To increase the number of students meeting or exceeding expectations for solving problems peacefully as measured by the B.C. Social Responsibility performance scales.

**Rationale:** Staff has worked for three years to implement the W.I.T.S. (Walk away, Ignore, Talk it Out, Seek Help) strategy as a way to solve problems peacefully. Although the students are able to articulate the strategy, they are not always able to put it in to practice during conflict situations.

***Data Sources – Social Responsibility Performance Standards***

**Assessment: Teacher Rating – Social Responsibility Performance Standards - 2010**

**School Based Assessment**

	Not Yet Meeting	Minimally Meeting	Fully Meeting	Exceeding
<i>All Female</i>	1%	16%	24%	8%
<i>All Male</i>	15%	21%	10%	2%
<i>Total – 81 students</i>	16%	38%	35%	10%

**Evidence of Change:** The above data is baseline for 2009-2010 school year

**Targets (over 3 years):** By 2013/2014, 70% of all students will Fully Meet or Exceed Expectations for solving problems peacefully as reported by their teachers using the Social Responsibility Performance Scale.

**Comment / Summary of Progress:** As Deroche has had a significant change in the staff this year, we have decided to use baseline data from the previous year and to implement corresponding data from the Healthy Living



Performance Standards for subsequent years. The staff recognizes the importance of student improvement on this goal and are committed to collaborate to share strategies and develop consistency across the school. It is our intention to make a significant impact on improving the number of students who solve problems in a peaceful way so that we can become a socially responsible, caring and supportive school community. Of particular note is the movement of Grade 7 students to the middle school model in 2011-2012. Students appear calmer and office referrals for the fall of 2011 were noticeably down at lunch and recess. We look forward to collating data as the year progresses.

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

- Continuing Practices that are working well in our school
  - In-class support by E.A.'s to support at-risk students
  - Aboriginal Liaison support at our school
  - A focus on support, restorative practices and teaching rather than on punishment
  - Continued implementation of the W.I.T.S (Walk away, Ignore, Talk about it, Seek Help) program
  - Use of a reflection sheet to assist with de-briefing after an incident
  - Use of peer counselling curriculum and training
  - Implementation of the Roots of Empathy program with Kindergarten students
  - Implementation and support for early learning initiatives
  - Nutritional support to all students
- What things will we do differently?
  - Incorporate Feedback for Learning strategies including develop criteria with students, providing opportunities to peer and self -assess and give descriptive feedback
  - Incorporate more Aboriginal content including inviting elders to support our school
  - Implement a Buddy Program with primary and Strong Start students to allow for leadership development and communication of problem solving strategies
  - Increase visibility and continuous training of our Peer Counselling program and curriculum
  - Implement the FRIENDS program in the intermediate grades
  - Train intermediate students to lead playground activities through the Action Schools BC program
  - Involve students in the production and display of WITS posters and activities throughout the year
  - Small group short term interventions
- How will we provide for staff development and collaboration
  - Monthly pro-d staff meeting collaboration on What's Working, What's Not, What's Next
  - Continued staff development with Ruby Payne's work on poverty
  - Continued staff development with Faye Brownlie and Judith King's book Learning in Safe Schools
  - Provide opportunity for training in the FRIENDS program
  - Provide opportunity to attend Action Schools Leadership workshop
  - Provide review and of Healthy Living Performance Standards at Staff Meetings
- How will we involve parents?
  - Principal's report at monthly PAC meetings
  - School newsletter and Annual Report to Families
  - Parent Teacher interviews and student led conferences
  - Clear and consistent review of School Code of Conduct, Parent Handbook, problem solving strategies, and language



- How will we monitor and adjust our actions?
  - Track individual student growth over time anecdotally through conversations with parents and staff
  - Satisfaction survey
  - Track improvements of students using the healthy living performance standards
  - Track improvements of students using the social responsibility performance standards
  - Continued conversations at monthly pro-d staff meetings on progress towards our goal



**Goal: Numeracy**

**Objective:** To improve the numeracy and problem solving skills of all our students.

**Rationale:** Our Grade 4 FSA (Foundation Skills Assessment) data indicates the need to remain focused on numeracy and problem solving. GNAP 5 assessment data indicates that 45% of students do Not Yet Meet Expectations. Our grade 4 FSA's indicate 57% of students do not meet expectations in math. We wish to see 25% of our students moving from minimally meeting expectations to fully meeting expectations. Please note the small cohort of Grade 5 students which affects the reliability of the data because of the small sample size.

**Data Sources:** GNAP, FSA

**NOTE:** "all students" include Aboriginal

**GNAP Grade 5 Numeracy Assessment 2011**

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<b>Male</b>	40%	50%	60%	50%	0%	0%	0%	0%
<b>Female</b>	50%	67%	50%	33%	0%	0%	0%	0%
<b>Total</b>	45%		55%		0%		0%	

N= 11 students

Please note: We have a small cohort of students. The data would be masked if we disaggregated the data.



**Assessment: FSA – Numeracy Grade 4 – Spring 2011**

**Provincial Assessment**

	Not Yet Meeting	Meeting	Exceeding
<b>All Students</b>	57%	29%	0%
<b>Male</b>	33%	33%	0%
<b>Female</b>	75%	25%	0%
<b>Aboriginal</b>	57%	29%	0%

**Total participation: N= 6**

**Level unknown: N=1**

**Evidence of Change:** It is evident that there has been little change in the numeracy skills of our students. In particular, a large percentage of students did not meet expectations on the GNAP 5 and Foundation Skills 4 Assessments.

**Targets (over 3 years):** By the 2013/2014 school year, 75% of students will meet or exceed expectations on the Foundation Skills 4 Assessments and 70% meeting in the GNAP.

**Comment / Summary of Progress:** Staff is committed to working collaboratively to support the numeracy development of our students. We recognize the need to find strategies and resources to support our students and move them to meeting or fully meeting expectations in numeracy.

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

- Continuing Practices that are working well in our school
  - Continue to focus on problem solving strategies
  - In class support by E.A.'s to support at-risk students
  - Grade group platooning in primary grades
  - Focus on teaching strategies for addition, subtraction, multiplication and division to develop fluency
  - Focus on teaching mental math strategies
  - Continue to provide manipulatives for students working at the concrete level
  - Implementation and support for early learning initiatives
  - Nutritional support to all students
- What things will we do differently?
  - Incorporate Feedback for Learning strategies including develop criteria with students, providing opportunities to peer and self-assess, giving descriptive feedback and use of kid-friendly rubrics
  - Provide Pre-test and post-test math problems to students to track the development of problem solving strategies



- School wide weekly math buddy time to develop fluency with number facts
- Provide focused intensive math support to most vulnerable students
- Involve parents more actively
  
- How will we provide for staff development and collaboration
  - Monthly pro-d staff meeting collaboration on What's Working, What's Not, What's Next
  - Collaborate to develop school wide Math Buddy Program
  - Provide opportunities for district math pro-d
  
- How will we involve parents?
  - Principal's report at monthly PAC meetings
  - Action Research project focusing on numeracy
  - School newsletter and Annual Report to Families
  - Celebration of students who participate in Math Problem of the Month program
  - Parent Teacher interviews and student led conferences
  - Provide support, training and resources for parents in developing math concepts for students at home
  - UFV led "Math Mania" math event for parents and students
  
- How will we monitor and adjust our actions?
  - Analysis of data from Fall, Winter and Spring problems
  - Results on Foundation Skills Assessments for Numeracy
  - Continued conversations at monthly pro-d staff meetings on progress towards our goal
  - Track individual student growth over time



*Submitted by:*

**School Planning Council**

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

_____	_____	_____
Parent Member's Name	Signature	Date
_____	_____	_____
Parent Member's Name	Signature	Date
_____	_____	_____
Parent Member's Name	Signature	Date
_____	_____	_____
Teacher Member's Name	Signature	Date
_____	_____	_____
Principal's Name	Signature	Date

_____	_____	_____
Superintendent	Board Chair	Date