



# Deroche Elementary School Growth Plan 2014-2015



**“Where children are first”**

**Breakfast/Hot lunch**



**Sports teams**

**Cultural Enrichment**

**Put a lid on Bullying**



**UFV partnership:  
Art and Science Club**

**Community Connections**





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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, 1 Strong Start teacher, two Educational Assistants and two Aboriginal Support Worker support the success of approximately 65 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 aboriginal culture through our Cultural Days facilitated by Siwal Si’Wes staff, by inviting guest speakers and elders in to our classrooms and through using culturally appropriate materials from the Siwal Si’Wes collection. Our students learn traditional games, ceremonies and dance and perform for special occasions and receive Halq’eméylem instruction twice a week. Our First Nations Parents club host traditional crafts to our school families and have taught us to bead, make drums and medicine pouches. Eighteen students receive English as a Second Dialect support each week. Deroche hosts a vibrant Strong Start program three days per week with over 40 of our youngest learners registered. Our Strong Start Workers have begun outreach events in both Le:qa’mel and Skowlitz communities and are connecting with a local teen parenting program. Our early learning programs feature 3 evening events connecting families with our school and community literacy partners as well as regular Ready Set Learn and Books for Breakfast meetings. In addition to supporting our Deroche families, we welcome a number of families from both Durieu and Dewdney Elementary community who participate in this program. A daily breakfast and monthly hot lunch program run by parent volunteers are enjoyed by our entire school population. Our students enjoy fresh fruit weekly as part of our healthy school commitment. Our school hosts a number of community events including movie nights, special day celebrations, community crafts (First Nations Parents’ club sponsored beading and weaving this year), Superscience after school opportunity and BBQ’s. Students have the opportunity to participate in a variety of extra-curricular activities including sports, choir, UFV art club, leadership and intramurals. Many of our sports teams and special events are shared with Dewdney Elementary school, bringing the broader community together. Technology is integrated into every classroom through the use of SMART boards, 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 and our leadership students set the example of service and positive behaviour through our “Bee-Attitudes” positive behaviour support program. 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 and Strong Start. Fraser House works with some of our families to offer a drug and alcohol prevention program to our school and broader community as part of their Rural Connections program. The Fraser Valley Regional Library



shares information, visits regularly and supports our rural students with their digital outreach programs. 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, and the Heart and Stroke Foundation. Our intermediate students are strong environmentalists who take on the responsibility of school wide litter clean up and ecological conservation through the Salmonid project. Deroche was recognized by Communities in Bloom for making a significant effort to support environmental initiatives. We are in the process of planting a medicine wheel garden and a vegetable garden on our grounds. 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 the FVRD, Hemlock Society, businesses and service organizations, we have initiated the "Blessings in a Backpack" program, providing food for several families on the weekends. We continue a strong partnership with UFV to bring science, math and nursing students into the classroom. The Super Science Club, brought to us by Science World and our UFV Fine Arts Club has created a graphic novel based on an aboriginal story.

**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 parent activities and a year end celebration BBQ. 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 lead our little readers program, First Nations Parents Club, hot lunch Fridays and cultural teachings. Our parents give generously of their time to support our families and organize raffles, clothing drives and partner with the staff in connecting with our broader community. 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 enrich and 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:**

2013-2014 represents a change in the district cycle of assessment. Our data results for the School Wide Write, EPRA (Early Primary Reading Assessment) and DART (District Assessment Reading Team) are now collected in the spring of each year rather than the fall and are not included this year. Our FSA results remain as part of the Spring assessment cycle. Also included in the interpretation of data is classroom based testing.

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

- Literacy is the basis for learning in all curricular areas
- Analyses of the 2013 FSA (Foundation Skills assessment) results indicate that 43% of our students in Grade 4 are not meeting expectations in reading. We acknowledge this is a very small cohort of students.
- Analyses of the classroom based DRA in a cohort of Grade 1, 2, 3 students indicate that 43% of this cohort are not meeting expectations in reading. 34% are currently in Grades 1 and 2.
- We wish to see more students moving from not meeting to meeting expectations and from minimally meeting to fully meeting expectations in reading.
- We would like to decrease the number of students at risk in the early primary years

#### **Rationale:**

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

- Analyses of the 2013 FSA (Foundation Skills assessment) results indicate that 56% of our students in Grade 4 are not meeting expectations in writing
- 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 in writing.
- Analyses of a classroom administered write with the Grade 1, 2, 3 cohorts indicate that 78% of the students are not meeting or approaching expectations in writing.





**Assessment: FSA – Writing Grades 4 – Spring 2013**

**Provincial Assessment**

	Not Yet Meeting	Meeting	Exceeding
<b>All Students</b>	14%	57%	0%
<i>Male</i>	20%	60%	20%
<i>Female</i>	0%	50%	0%
<i>Aboriginal</i>	0%	60%	0%

**Total participation: N= 7**

**Level unknown: N=2 (29%)**

**Assessment: FSA – Reading Grade 4 – Spring 2013**

**Provincial Assessment**

	Not Yet Meeting	Meeting	Exceeding
<b>All Students</b>	43%	43%	14%
<i>Male</i>	20%	60%	20%
<i>Female</i>	100%	0%	0%
<i>Aboriginal</i>	20%	60%	20%

**Total participation: N= 7**

**Level unknown: N=0**

**Targets (over 3 years): By the 2015-2016 year**

By the 2015/2016 school year, 80% 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 decrease the results of “at risk” students (K-2) by 30%.

**Comment / Summary of Progress:** Our school growth plan has a strong focus on literacy. We will continue our efforts towards 80% of students fully meeting or exceeding expectations in writing on the Foundation Skills Assessment. District Feedback for Learning initiatives focuses our efforts and provides 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 other teachers
  - Using common resources such as Adrienne Gear Reading Powers, PALS
  - 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 and editing
  - Implementation and support for early learning initiatives
  - Networking with FVRL
  - Nutritional support for all students
  - Community and parent in-school support
  - Reading buddy program
  - NPBS-Action Research project.
  
- 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/or Adrienne Gear Writing/Reading Power, Miriam Trehearne across all grade levels
  - Increase the amount of Aboriginal content including the use of Aboriginal picture books and story-telling to improve literacy
  - Increase collaboration with Pre-K programs
  - Increase collaboration between local bands and early learning programs, including Strong Start
  - Increase 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 with Dewdney
  - Provide opportunities for teachers to collaborate on strategies that are effective including the implementation of the Six Traits of Writing program and Adrienne Gear
  - Professional Development and resource with Miriam Trehearne
  - Use of action research guidelines to implement reading programs
  - 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
  - Promotion and support of early learning programs led by parents
  - Promotion of First Nation's Parent Club
- 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
    - Classroom assessments, running records, rubrics



### **Goal: Social Responsibility**

**Objective: To consistently educate parents and students about effective ways to solve problems peacefully and use their WITS and LEADS to address bullying in the school**

**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. In 2012, we implemented positive behaviour support with our Bee-Attitudes and WITS STAR of the week . Although we are still working through an effective assessment tool, we are keeping this focus in our plan to continue the strategies and action plans that are working well in our school in addressing conflict situations and bullying.

**Evidence of Change:** in progress

**Targets (over 3 years):** By 2015-2016, 80% of all students will Fully Meet or Exceed Expectations for solving problems peacefully as reported by their teachers using the Social Responsibility Performance Scale. We are revisiting this scale and working on a scale that will be more useful in tracking progress.

**Comment / Summary of Progress:** The staff recognizes the importance of student improvement on this goal and is 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. We are excited about the new programs being offered and 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(social stories)
  - 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
  - Implementation of LEADS (Look and listen, Explore points of view, Act, Did it work? Seek help) for intermediate students and leadership class.
  - Use of a reflection sheet to assist with de-briefing after an incident
  - Use of peer counselling curriculum and training
  - Implementation and support for early learning initiatives
  - Leadership training and development of senior students
  - 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 using the social responsibility performance standards
  - 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 and other social responsibility 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 on dealing with children's behavioural needs
  - Provide opportunity for training in the FRIENDS program or a similar program
  - Provide opportunity to attend Action Schools Leadership workshop
  - Provide review and of Healthy Living Performance Standards at Staff Meetings
  - Collaborate with District Behavioural team on strategies and needs in the classroom as needed
  
- How will we involve parents?
  - Principal's report at monthly PAC meetings
  - School newsletter, Website and Annual Report to Families
  - Parent presentations by BCTF
  - Parent Teacher interviews and student led conferences
  - Clear and consistent review of School Code of Conduct, Parent Handbook, problem solving strategies, and language
  - Communicate effectively with parents the program and system we are using for the students so the language and structure can be reinforced at home

- 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. Our grade 4 FSA does indicate that 71% of students do not meet expectations in math. Please note the small cohort of Grade 4 students. We are recognizing a need to address the numeracy results in our school.

**Data Sources: FSA 2013**

**Assessment: FSA – Numeracy Grade 4 – Spring 2013**

**Provincial Assessment**

	Not Yet Meeting	Meeting	Exceeding
<b>All Students</b>	71%	29%	0%
<b>Male</b>	60%	40%	0%
<b>Female</b>	100%	0%	0%
<b>Aboriginal</b>	33%	67%	0%

**Total participation: N= 7**

**Level unknown: N=0**

**Evidence of Change:** 2013-2014 will include only the FSA results

**Targets (over 3 years):** By the 2015/2016 school year, 80% of students will meet or exceed expectations on the Foundation Skills 4 Assessments and 70% meeting in the GNAP. We anticipate 80% of all students will meet expectations in math as assessed by school-wide problem solving questions.

**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 and parents to support at-risk students
  - 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
  - Provide math pro-d for the teachers and parents
  - Develop a math committee made up of parents, educators and community members to help develop a math strategy
  - Begin a math homework club with Siwal Si'wes staff
  
- 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 of Foundation Skills Assessments and GNAP 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