

SCHOOL PLAN FOR STUDENT ACHIEVEMENT 2007/2008

Name of School: **Alex Aitken Elementary**

School Planning Council Members: **Chris Clark, Karen Waite, Tamara Taylor, Heather Goodman**

School Profile: **Strengths: (1) Students' FSA scores are above District averages in Reading, Writing and Numeracy (2) Very few behaviour problems (3) Strong staff collegiality (4) Active Parent Advisory Committee (5) Several extra-curricular activities offered**

Meaningful Parent Involvement: Strategies that have been successful: Parent Advisory Meetings, Whole School Read, Guided Reading, School Website, posting of students' work on School Website. Strategies that have not been as successful: n/a

School Action Plan to increase parent involvement (include how parent involvement is being measured): Attendance at Parent Advisory Meetings, Parent participation in Whole School Read/Guided Reading, Parent volunteering in classrooms, Newsletters, School Website

Goals not continued in new plan and rationale for discontinuing: n/a

Status of School Growth Plan

Goal 1: To maintain reading and writing achievement through sound teaching and assessment practices, and through at-home support from parents/guardians.

Performance Data (minimum 3 sources)	Performance Targets	Strategies	Resources																																																				
<p>Foundation Skills Results: (Meeting and Exceeding %)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="4" style="text-align: center;">Reading - Grade 4 (%)</th> </tr> <tr> <th></th> <th style="text-align: center;">2006</th> <th style="text-align: center;">2005</th> <th style="text-align: center;">2004</th> </tr> </thead> <tbody> <tr> <td>School:</td> <td style="text-align: center;">81</td> <td style="text-align: center;">90</td> <td style="text-align: center;">88</td> </tr> <tr> <td>District:</td> <td style="text-align: center;">78</td> <td style="text-align: center;">74</td> <td style="text-align: center;">75</td> </tr> <tr> <td>Province:</td> <td style="text-align: center;">89</td> <td style="text-align: center;">79</td> <td style="text-align: center;">80</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="4" style="text-align: center;">Reading - Grade 4 Boys (%)</th> </tr> <tr> <th></th> <th style="text-align: center;">2006</th> <th style="text-align: center;">2005</th> <th style="text-align: center;">2004</th> </tr> </thead> <tbody> <tr> <td>NY</td> <td style="text-align: center;">8</td> <td style="text-align: center;">6</td> <td style="text-align: center;">21</td> </tr> <tr> <td>M/E</td> <td style="text-align: center;">92</td> <td style="text-align: center;">94</td> <td style="text-align: center;">79</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Reading - Grade 4 Girls (%)</th> </tr> <tr> <th></th> <th style="text-align: center;">2006</th> <th style="text-align: center;">2005</th> <th style="text-align: center;">2004</th> </tr> </thead> <tbody> <tr> <td>NY</td> <td style="text-align: center;">29</td> <td style="text-align: center;">15</td> <td style="text-align: center;">-</td> </tr> <tr> <td>M/E</td> <td style="text-align: center;">71</td> <td style="text-align: center;">85</td> <td style="text-align: center;">100</td> </tr> </tbody> </table>	Reading - Grade 4 (%)					2006	2005	2004	School:	81	90	88	District:	78	74	75	Province:	89	79	80	Reading - Grade 4 Boys (%)					2006	2005	2004	NY	8	6	21	M/E	92	94	79	Reading - Grade 4 Girls (%)					2006	2005	2004	NY	29	15	-	M/E	71	85	100	<ul style="list-style-type: none"> • Increase 2006 School Reading FSA results (for meeting/exceeding) to 90% • Maintain boys' Reading FSA results (for meeting or exceeding) at a minimum of 90% 	<ul style="list-style-type: none"> • Invite literacy speakers from community • Continue working with school-based literacy representative 	<ul style="list-style-type: none"> • Use school-based inservice funds to have "experts", such as teachers from other schools and district work with staff • Listservs - information to share • Kidspiration • Comic Life • Inspiration • Red Cedar books • Accelerated Reader Testing • Instructional Intelligence strategies
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Performance Data

(minimum 3 sources)

Foundation Skills Results:

(Meeting and Exceeding %)

Writing - Grade 4 (%)			
	2006	2005	2004
School:	82	97	81
District:	78	89	80
Province:	89	93	91

Writing Grades (March) (%)					
2006	A	B	C+	C	C-
Gr. 6	20	58	18	20	0
Gr. 5	7	47	27	13	7
Gr. 4	15	42	25	15	3
2005	A	B	C+	C	C-
Gr. 6	30	33	26	7	0
Gr. 5	27	46	11	14	3
Gr. 4	11	33	26	22	7
2004	A	B	C+	C	C-
Gr. 6	28	62	7	3	0
Gr. 5	10	40	25	20	5
Gr. 4	0	36	45	6	13

Running Records (% meeting expectations at end of grade level)			
	Gr. 1	Gr. 2	Gr. 3
2006	87	100	80
2005	88	92	83
2004	86	96	75

Writing - Grade 4 Boys (%)			
	2006	2005	2004
NY	29	-	32
M/E	71	100	68

Writing - Grade 4 Girls (%)			
	2006	2005	2004
NY	7	8	-
M/E	93	92	100

Performance Targets

- Increase 2006 School Writing FSA results (for meeting/exceeding) to a minimum of 90%
- Improve Writing grades in Intermediate by 2% (so that 2% fewer are receiving C or C-'s)
- Improve Running Records by 2 percentage points (for meeting expectations at grade level)
- Maintain/improve boys' Writing results in FSA (for meeting or exceeding) to a minimum of 80%

Strategies

- Continue to use school-based inservice funds to allow for time for team/group planning sessions at primary and intermediate levels
- Continue focus on non-fiction instruction for boys
- Continue to use library funds to purchase books that boys will be interested in
- Continue to utilize a variety of instructional strategies that promote learning and "best practice"

Resources

- Materials available in school professional library
- Performance Standards for Reading and Writing
- Copy of Barrie Bennett's book for all staff

Performance Data

(minimum 3 sources)

Foundation Skills Results:

(Meeting and Exceeding %)

School Based Assessment (%):

Whole School Write (March) (%)				
2006	NY	M	FM	EE
Gr. 6	0	20	54	25
Gr. 5	4	9	65	16
Gr. 4	7	25	43	14
2005	NY	M	FM	EE
Gr. 6	2	25	50	23
Gr. 5	0	21	66	13
Gr. 4	0	19	55	26
2004	NY	M	FM	EE
Gr. 6	0	14	57	29
Gr. 5	0	42	56	2
Gr. 4	3	40	53	3

Reading Grades (March) (%)					
2006	A	B	C+	C	C-
Gr. 6	18	72	8	2	0
Gr. 5	13	33	40	10	3
Gr. 4	18	37	30	15	0
2005	A	B	C+	C	C-
Gr. 6	37	39	17	0	0
Gr. 5	41	38	14	5	3
Gr. 4	22	37	26	11	4
2004	A	B	C+	C	C-
Gr. 6	52	31	17	0	0
Gr. 5	32	28	20	15	5
Gr. 4	10	25	45	10	10

Performance Targets

- Maintain/improve Whole School Write results by improving the Fully Meeting and Exceeding Expectations sections to a minimum of 80% in Grades 4 through 6
- Improve Reading grades in Intermediate by 2 percentage points (so 2% fewer are receiving C or C-'s)

Strategies

- Continue implementation of the "Excellence in Writing" program in order to improve student writing performance
- Implement school-based assessment tally sheets for all grades in Reading, Writing and Numeracy at each reporting period
- Literacy display in library (each grade takes on the responsibility of a bulletin board once per year)
- Invite authors to come to the school to discuss the writing process
- Postings of student work on the school website
- Continue school-wide read every day for 25 minutes and include student accountability
- Maintain website resources for parents and teachers
- Information feature in the school newsletter regarding success

Resources

- District K-12 Literacy Plan
- District inservice sessions

Goal 2: To develop in our students a strong sense of personal and social responsibility.

Performance Data

(minimum 3 sources)

Provincial Satisfaction Survey results (%):

2004	68
2005	84
2006	75

Office Referrals

Number of times referred to office in 2005 (school population of 224)				
1x	2x	3x	4x	5x
24	18	4	3	10
Percentage				
10.8	8.1	1.8	1.4	4.5
1x	2x	3x	4x	5x
Number of times referred to office in 2004 (school population of 221)				
1x	2x	3x	4x	5x
61	12	6	7	14
Percentage				
28.4	5.6	2.7	3.2	6.5
Number of times referred to office in 2003 (school population of 210)				
1x	2x	3x	4x	5x
63	15	5	7	13
Percentage				
30.9	7.4	2.5	3.4	6.4

Performance Targets

- Improve the percentage of students who answered "are you bullied, teased or picked on *at no time or few times* to 80%
- Decrease number of referrals of students who are sent to the office five or more times in a year from 4.5 to 4%

Strategies

- Weekly Gordon Neufeld/DVD study group
- Use Social Responsibility Performance Standards and the curriculum to purposefully plan for instruction
- Continue to utilize school-based Social Responsibility representative to attend district meetings
- Develop, implement and evaluate Dr. Marvin Marshall's "Raise Responsibility System" in teams to improve instruction and student responsibility
- Continue to revise and implement school-wide vision of expectations and procedures for staff, student and school behaviours (Social Responsibility Plan)
- Maintain method for tracking reported incidents of bullying
- Maintain a Grade 6 Leadership Club (all Grade 6 students must choose an area to help out in)
- Daily focus question regarding social responsibility on announcements each morning
- Yearly review of personal and social responsibility vision, expectations and procedure

Resources

- To have "experts" such as teachers from other schools and/or district personnel to work with staff on Professional Development Days and Implementation Days, etc.
- Listservs - information to share
- Materials available in school professional library
- Performance Standards for Social Responsibility
- District K-12 Social Responsibility Plan

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<p>School Based Assessment (percentage of students who contribute to school and community and who solve problems in peaceful ways)</p> <table border="1"> <thead> <tr> <th colspan="5">Social Responsibility (%)</th> </tr> <tr> <th>2006</th> <th>NY</th> <th>MM/A</th> <th>FM</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Gr. 6</td> <td>0</td> <td>20</td> <td>80</td> <td>0</td> </tr> <tr> <td>Gr. 4/5</td> <td>1</td> <td>30</td> <td>67</td> <td>0</td> </tr> <tr> <td>Gr. 1-3</td> <td>0</td> <td>15</td> <td>78</td> <td>6</td> </tr> <tr> <th>2005</th> <th>NY</th> <th>MM/A</th> <th>FM</th> <th>E</th> </tr> <tr> <td>Gr. 6</td> <td>0</td> <td>0</td> <td>93</td> <td>6</td> </tr> <tr> <td>Gr. 4/5</td> <td>0</td> <td>3</td> <td>83</td> <td>14</td> </tr> <tr> <td>Gr. 1-3</td> <td>1</td> <td>2</td> <td>72</td> <td>24</td> </tr> <tr> <th>2004</th> <th>NY</th> <th>MM/A</th> <th>FM</th> <th>E</th> </tr> <tr> <td>Gr. 6</td> <td>3</td> <td>10</td> <td>79</td> <td>6</td> </tr> <tr> <td>Gr. 4/5</td> <td>2</td> <td>27</td> <td>69</td> <td>0</td> </tr> <tr> <td>Gr. 1-3</td> <td>3</td> <td>8</td> <td>61</td> <td>28</td> </tr> </tbody> </table>					Social Responsibility (%)					2006	NY	MM/A	FM	E	Gr. 6	0	20	80	0	Gr. 4/5	1	30	67	0	Gr. 1-3	0	15	78	6	2005	NY	MM/A	FM	E	Gr. 6	0	0	93	6	Gr. 4/5	0	3	83	14	Gr. 1-3	1	2	72	24	2004	NY	MM/A	FM	E	Gr. 6	3	10	79	6	Gr. 4/5	2	27	69	0	Gr. 1-3	3	8	61	28	<ul style="list-style-type: none"> Maintain District Data (meet and exceed percentage) in social responsibility for all grades at a minimum of 90% 					<ul style="list-style-type: none"> Maintain Big Buddies Program where all primary students have an older big buddy Add school-based questions to student and parent satisfaction survey for Grade 4 Examine the feasibility of adding survey questions for all grades to the newsletter 					<ul style="list-style-type: none"> B.C. Safe School Centre of Resources Copy of <i>Discipline Without Stress, Punishment or Rewards</i> for all staff 				
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Please check:

SPC Approved Plan

Parent/Community Aware of Plan

Staff Aware of Plan

Certification: School Planning Council

I respectfully submit the plan on behalf of Alex Aitken Elementary School

Principal Name

Signature on behalf of SPC

Date

Certification: District

I confirm that the school plan meets the criteria.

District Name

Signature

Date

Certification: Chair - Board of School Trustees

The Board accepts the school plan submitted for Alex Aitken Elementary School School

Chair - Board of School Trustees

Signature

Date