



## ***School District No. 60 (Peace River North)***

# **SCHOOL IMPROVEMENT PLAN**

**SCHOOL NAME:** Robert Ogilvie School

**DATE:** May 31, 2007

**Principal:** Mrs. Lucy Gibson

**Vice-Principal:** Mr. Sheldon Steele

### **SCHOOL CONTEXT:**

Robert Ogilvie School has a population of 348 students as of September 2006. Students range in ability from gifted to intensive behavior and English as a second dialect. Our school is comprised of 16 percent aboriginal ancestry. Student turnover ranges from 20-30 percent per year. We are funded as an inner city school through Community LINK funding from the Ministry of Education, which allows us to provide additional support for students through aide time and canteen support. We have fourteen divisions of classes from grades K – 7, a .5 librarian, .8 learning assistant, .2 reading intervention support, 1.8 behaviour aides, .5 gym prep teachers, .3 French prep teacher, .4 Reading Recovery teacher, .3 administrative behaviour support, 1.5 administration and 8 Education Assistants (EAs) working mostly full time with individual students. Our school offers many supports to students including: an aboriginal student support worker, two behavioral student support workers, counseling, a lunch meals program funded by Community Links funding, a breakfast program, guided reading, SMART reading, reading recovery, learning assistance, a recycling program, social responsibility as participation in the Terry Fox Run, Jump Rope for Heart, Unicef, Operation Christmas Shoebox, Jeans' Day, etc., and extracurricular events such as soccer, badminton, track, volleyball, baseball, RO gym night, student leadership, and science fair. Students at RO are caring and generous in their support of causes from cancer research to the food bank. Students are encouraged to develop positive leadership skills through the leadership club, working as office helpers, in the canteen, reading announcements and as classroom monitors. Additional support for students' academic progress is provided through aide time in the classrooms. We are very proud of our behavioural support program, which is offered in the Student Support Centre, classrooms and playground as well as in social groups. The Leadership Club plans and coordinates dances and special activities for the students. Older intermediate students have been trained as peer helpers to provide support to students on the playground. Our staff is involved in collaboration amongst intermediate and primary teachers. Staff also participates on numerous committees - Learning Resources, Student Support, Social Responsibility, Professional Development, Healthy Schools, Aboriginal Support and Safety. Staff members (both teaching and non-teaching) participate in various professional development opportunities throughout the year. Our school community is comprised of an active Parent Advisory Committee (PAC) and a school planning council (SPC) which meets to assist in determining school direction. We also have many parent volunteers who help out throughout the school year. Our parent/child profile shows that in our community the number of single parent families are above the provincial average and our adults are below the provincial average for education at and above high school but are above the provincial average for annual income. Parents are regularly contacted and consulted through newsletters (at the beginning of each month), our unique "Rambler" newspaper (in the middle of the month), personal phone calls, team meetings, PAC meetings and invitations to participate in Non-Instructional days. The School Improvement Plan has been developed through discussions and involvement with teaching staff, non-teaching staff and parents. This involvement has been during an alternate May Planning Day, staff meetings and the Social Responsibility Committee. At the School Planning meeting, after participating in a data-driven process, participants agreed that we needed three areas of focus for our school next year. They would be creating and supporting a community that is safe and respectful, improving literacy skills for all students and providing opportunities that will promote an active and healthy lifestyle following the ministry's focus on Healthy Schools.

**GOAL 1: To create and support a community that is safe and respectful.**

**RATIONALE FOR THE GOAL:** We wish to work to develop a community in our school that is safe and respectful. This involves all members of the community: students, staff and parents. We believe that by focusing on positive behaviour, we will be able to affect the behaviour of all students. Students need to feel a sense of belonging through participation and inclusion in a variety of curricular/extra-curricular activities. Our discipline data shows us that disrespect remains one of the largest areas of misbehaviour. Hence, as a school we want to continue to focus on reducing problems in this area .

**Objective A:** To increase a sense of community involvement through increased participation rates for all students in school wide events.

**Performance Indicator/Evidence:** Number of boys and girls out of the total intermediate population participating in school events: academic, citizenship, leadership and sports.

Results	New Target	Summary of Progress																																																									
<p>Participation 2003/04</p> <table> <tr> <th></th><th><u>Boys</u></th><th><u>Girls</u></th></tr> <tr> <td>Gotchas</td><td>92/88</td><td>73/90</td></tr> <tr> <td>Honor Roll 3<sup>rd</sup> term</td><td>9/88</td><td>38/90</td></tr> <tr> <td>Citizenship 3<sup>rd</sup> term</td><td>24/88</td><td>39/90</td></tr> <tr> <td>Sports teams</td><td>80/88</td><td>100/90</td></tr> <tr> <td>Lip-synch</td><td>2/88</td><td>21/90</td></tr> <tr> <td>Speech</td><td>4/88</td><td>16/90</td></tr> <tr> <td>Leadership</td><td>2/88</td><td>13/90</td></tr> <tr> <td>Volunteers</td><td>15/88</td><td>56/90</td></tr> </table> <p>Participation 2004/05</p> <table> <tr> <th></th><th><u>Boys</u></th><th><u>Girls</u></th></tr> <tr> <td>Sports Teams</td><td>46/83</td><td>31/81</td></tr> <tr> <td>Leadership</td><td>9/83</td><td>8/81</td></tr> </table> <p>Participation 2005/06</p> <table> <tr> <th></th><th><u>Boys</u></th><th><u>Girls</u></th></tr> <tr> <td>Sports Teams</td><td>71/91</td><td>73/81</td></tr> <tr> <td>Leadership</td><td>10/91</td><td>11/81</td></tr> <tr> <td>District Science Fair</td><td>8/91</td><td>12/81</td></tr> <tr> <td>Citizenship</td><td>13/91</td><td>30/81</td></tr> <tr> <td>Third Term Honour Roll</td><td>10/91</td><td>11/81</td></tr> <tr> <td>Peer Helpers</td><td>2/91</td><td>12/81</td></tr> </table>		<u>Boys</u>	<u>Girls</u>	Gotchas	92/88	73/90	Honor Roll 3 <sup>rd</sup> term	9/88	38/90	Citizenship 3 <sup>rd</sup> term	24/88	39/90	Sports teams	80/88	100/90	Lip-synch	2/88	21/90	Speech	4/88	16/90	Leadership	2/88	13/90	Volunteers	15/88	56/90		<u>Boys</u>	<u>Girls</u>	Sports Teams	46/83	31/81	Leadership	9/83	8/81		<u>Boys</u>	<u>Girls</u>	Sports Teams	71/91	73/81	Leadership	10/91	11/81	District Science Fair	8/91	12/81	Citizenship	13/91	30/81	Third Term Honour Roll	10/91	11/81	Peer Helpers	2/91	12/81	<p>To increase participation, in school events: To have boys or girls voluntarily take part in 30% of school activities (over 3 yrs)</p> <p><b>2006/07</b> Maintain the participation rate of the target above for three years.</p> <p>Data will be collected on the number of students who have participated in any sports rather than individual sports.</p> <p>Gotchas will be collected as the total number given out over the year.</p> <p>Participation results will also be collected for citizenship, honour roll, leadership, volunteers, peer helpers, and RO gym night.</p>	<p>Data collected to date in this area has not provided the information that was desired. As a staff we are looking for ways to collect data that will be meaningful. See the note for 2006/07 under New Target. The social Responsibility committee will continue to investigate ways to collect data for this objective.</p>
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**Objective B:** To increase the number of people in the school community who feel safe and respected at school.

**Performance Indicator/Evidence:** Ministry of Education Satisfaction Survey – percent of students in grades 4 and 7 as well as percent of parents who feel (or feel their child is) safe at school and percent who feel they (or their child) is bullied, teased or picked on at school.

Results	New Target	Summary of Progress																																																								
<p>Percent of students and parents who feel (or feel their child is) safe at school:</p> <table><tr><th>Yr</th><th>Gr 4</th><th>Gr. 7</th><th>Parents</th></tr><tr><td>‘02</td><td>80</td><td>75</td><td>63</td></tr><tr><td>‘03</td><td>65</td><td>82</td><td>87</td></tr><tr><td>‘04</td><td>85</td><td>50</td><td>80</td></tr><tr><td>‘05</td><td>88 -40/46</td><td>60 -27/46</td><td>84</td></tr><tr><td>‘06</td><td>76 -37/49</td><td>52 -21/40</td><td>84</td></tr><tr><td>‘07</td><td>77 – 29/38</td><td>73– 40/51</td><td>84 – 52/62</td></tr><tr><td>‘08</td><td></td><td></td><td></td></tr><tr><td>‘09</td><td></td><td></td><td></td></tr></table> <p>Percent of students and parents who feel they (or their child) are bullied, teased or picked on at school.</p> <table><tr><th>Yr</th><th>Gr 4</th><th>Gr. 7</th><th>Parents</th></tr><tr><td>‘06</td><td>21- 11/54</td><td>18 – 7/40</td><td>12</td></tr><tr><td>‘07</td><td>13 – 5/38</td><td>10 – 5/51</td><td>14 – 8/62</td></tr><tr><td>‘08</td><td></td><td></td><td></td></tr><tr><td>‘09</td><td></td><td></td><td></td></tr></table>	Yr	Gr 4	Gr. 7	Parents	‘02	80	75	63	‘03	65	82	87	‘04	85	50	80	‘05	88 -40/46	60 -27/46	84	‘06	76 -37/49	52 -21/40	84	‘07	77 – 29/38	73– 40/51	84 – 52/62	‘08				‘09				Yr	Gr 4	Gr. 7	Parents	‘06	21- 11/54	18 – 7/40	12	‘07	13 – 5/38	10 – 5/51	14 – 8/62	‘08				‘09				<p>To increase those who feel safe to 90%</p> <p>Data was collected in 2005/06 for both questions: Do you feel safe at school? and Are you bullied, teased or picked on?</p> <p>Staff will use a school safety survey developed by the district social responsibility committee for all students in the fall and spring of each school year.</p>	<p>2006-07 This year we did see an increase in the number of students and parents who feel safe at school. We also saw a decrease in the number of students in both grades 4 and 7 who feel bullied, teased or picked on at school. Parent numbers remained the same as the previous year.</p> <p>We need to continue to build on the sense of safety in our school.</p>
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**Objective C:** To decrease the number of incidences of disrespectful behaviour and decrease the office referrals.

**Performance Indicator/Evidence:** 1) Office Referrals in June of each year from Easy Discipline

2) Behaviours with the most referrals

3) Number of students with 10 or more referrals

4) Number of suspensions for boys and girls each year

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<p>Office Referrals in June (Easy D)</p> <table><tr><th>Year</th><th>Boys</th><th>Girls</th><th>Total number of Students</th></tr><tr><td>'01</td><td>281</td><td>3</td><td>370</td></tr><tr><td>'02</td><td>392</td><td>68</td><td>385</td></tr><tr><td>'03</td><td>92</td><td>24</td><td>360</td></tr><tr><td>'04</td><td>165</td><td>38</td><td>350</td></tr><tr><td>'05</td><td>258</td><td>56</td><td>350</td></tr><tr><td>'06</td><td>122</td><td>29</td><td>350</td></tr><tr><td>'07</td><td>104</td><td>25</td><td>360 = 37%</td></tr><tr><td>'08</td><td></td><td></td><td></td></tr></table> <p>Behaviours with the most referrals:</p> <table><tr><th>Year</th><th>'06</th><th>'07</th><th>'08</th><th>'09</th></tr><tr><td>Disrespect</td><td>325</td><td>307</td><td></td><td></td></tr><tr><td>Hands on</td><td>193</td><td>195</td><td></td><td></td></tr><tr><td>Dangerous behaviour</td><td>136</td><td>83</td><td></td><td></td></tr><tr><td>Disobedience</td><td>116</td><td>82</td><td></td><td></td></tr><tr><td>Bullying</td><td>69</td><td>94</td><td></td><td></td></tr></table> <p>Number of students with 10 or more referrals</p> <table><tr><th>Year</th><th>Boys</th><th>Girls</th><th>Total</th><th>% of total number of students</th></tr><tr><td>'05</td><td>18</td><td>2</td><td>20</td><td>7%</td></tr><tr><td>'06</td><td>12</td><td>2</td><td>16</td><td>4%</td></tr><tr><td>'07</td><td>26</td><td>3</td><td>29</td><td>8%</td></tr><tr><td>'08</td><td></td><td></td><td></td><td></td></tr></table>	Year	Boys	Girls	Total number of Students	'01	281	3	370	'02	392	68	385	'03	92	24	360	'04	165	38	350	'05	258	56	350	'06	122	29	350	'07	104	25	360 = 37%	'08				Year	'06	'07	'08	'09	Disrespect	325	307			Hands on	193	195			Dangerous behaviour	136	83			Disobedience	116	82			Bullying	69	94			Year	Boys	Girls	Total	% of total number of students	'05	18	2	20	7%	'06	12	2	16	4%	'07	26	3	29	8%	'08					<p><b>2007</b> – To reduce the number of office referrals by 10% for both boys and girls.</p> <p><b>2007/08</b> To increase the number of students who do not get sent to the office from 63% to 80%.</p> <p><b>2007</b> – To reduce the number of disrespect, hands on, dangerous behaviour, disobedience and bullying by 10% each.</p> <p><b>2007/08</b> – To reduce the number of disrespect, hands on, dangerous behaviour, disobedience and bullying by a further 10% each.</p> <p><b>2006/07</b> To reduce the number of students with 10 or more referrals from 4% to 2%.</p> <p><b>2007/08</b> To reduce the number of students with 10 or more referrals to 4%</p>	<p>2006-07 – Referrals are down over 10% from the previous year for both boys and girls.</p> <p>2006-07 Referrals for disrespect, dangerous behaviour, disobedience are down. Disrespect still is not down 10% and we will continue to work on this area through our Social Responsibility lessons. Bullying and hands on are both up from last year and will also need to be addressed through the Social Responsibility lessons.</p> <p>We had a larger number of students will 10 or more referrals this year and did not meet our goal.</p> <p>Interventions that we have provided include recess and lunch time for specific students in the Student Support Centre, social groups led by Youth Care Worker or the Behaviour Aide, Intramurals, Craft Club at lunch, and Games Group at lunch.</p>
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Suspensions (Easy D)					<p><b>2006/07</b> To decrease the number of suspensions to less than 2%</p> <p><b>2007/08</b> To include separate statistics of in-school and out of school suspensions.</p>	<p>2006 – 07 Our number of suspensions has remained the same as the previous year and did not meet our goal.</p>
<u>Year</u>	<u>Boys</u>	<u>Girls</u>	<u>Total number of students</u>	<u>Percent of students suspended</u>		
'01	10	3	370	3.5%		
'02	13	3	385	4%		
'03	9	3	360	3.3%		
'04	5	3	350	2%		
'05	2	0	350	0.6%		
'06	12	2	350	4%		
'07	14	1	360	4%		
'08						

#### Strategies:

- Increase student leadership involvement (L. Gibson)
- Implement 'Focus on Bullying', PBiS, and Be Cool in Personal Planning (Social Responsibility Committee)
- Lunch hour games group for social skill training (Adventure based learning / NP Addictions) (H. Best/L. Howatt)
- Lunch hour cooperative games facilitated by student Games Leaders (Action Schools)
- Peer helpers on the playground at recess and lunch to also facilitate games. (L. Gibson)
- SOS – Save One Student – program for staff to support students in need (W. Ouellette)
- Implement a safety plan for dangerous situations (to protect other students/adults)
- Include restitution in follow-up for behaviours. (Administration)
- Use Friends program in Personal Planning (grade 4 and 5 teachers)
- Introduce 'Extra Eyes' on the playground (L. Gibson to talk to PAC)
- Develop a school –wide survey on safety to be administered to all students in the fall and late spring each year. (District Social Responsibility Committee)
- Gotcha wall – prize Bingo Board
- Increase the prominence of the virtues
- Have clubs on inside days – chess, library/reading

#### Structures 06/07:

School has been set up for recycling (bins).

Games Group and Social Group at lunch hours for primary and intermediate students with behavioural challenges.

Assemblies are every second week and include presentations on virtues.

Teaching and non-teaching staff are introduced at the beginning of the school year and as they join the staff. Guest teachers are introduced on the announcements.

Additional EA time to support intense behaviour students at recess, lunch and in class.

Youth Care Worker (as well as a behaviour aide) to support students in the Student Support Centre and in classrooms.

RO Gym Night every Wednesday from 5 – 6:30 p.m. with the participation of the RCMP.

Switch in the lunch hour to have students go outside first for 20 minutes and then come in and eat for 20 minutes before the warning bell.

**Continued areas of focus for our school:**

- Provide students with alternatives to disruptive behaviour (staff and parents volunteers for sports, intramurals, clubs, etc.)
- Continue with 'Green Team' activities

**GOAL 2: To improve ALL students' literacy skills.**

**RATIONALE FOR THE GOAL:** Literacy is the cornerstone of society. We want students to continue to improve. The FSA scores show that students are making some progress but there is still areas for concern and hence the continued focus on this goal.

**Objective A:** To increase reading skills in all primary students.

**Performance Indicator/Evidence:** 1) Kindergarten Phonological Processing - % of all and aboriginal students in the 3<sup>rd</sup> and 4<sup>th</sup> quartiles.  
 2) Grade 1 Reading Recovery June success rate.  
 3) Instructional reading levels - % of students at grade level  
 4) Report card data - % of students meeting or exceeding expectations.

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<p>Kindergarten Phonological Processing: Percent of all students and aboriginal students in 3<sup>rd</sup> &amp; 4<sup>th</sup> quartile:</p> <table><tr><th>Year</th><th>All students</th><th>Aboriginal students</th></tr><tr><td>'00</td><td>52</td><td>45</td></tr><tr><td>'01</td><td>56</td><td>49</td></tr><tr><td>'02</td><td>46</td><td>50</td></tr><tr><td>'03</td><td>43</td><td>55</td></tr><tr><td>'04</td><td>87</td><td>73</td></tr><tr><td>'05</td><td>76</td><td>100 – 7/7</td></tr><tr><td>'06</td><td>84</td><td>86 – 6/7</td></tr><tr><td>'07</td><td></td><td></td></tr><tr><td>'08</td><td></td><td></td></tr></table> <p><u>Grade 1 Reading Recovery</u> June success rate</p> <table><tr><td>2001</td><td>44.4%</td></tr><tr><td>2002</td><td>84%</td></tr><tr><td>2003</td><td>81%</td></tr><tr><td>2004</td><td>83%</td></tr><tr><td>2005</td><td>64%</td></tr><tr><td>2006</td><td>46%</td></tr><tr><td>2007</td><td></td></tr></table> <p><u>Instructional Reading Levels</u> - % at grade level</p> <table><tr><th>Year</th><th>Gr 1 aborig</th><th>Gr 1 All</th><th>Gr 2</th><th>Gr 3</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Year	All students	Aboriginal students	'00	52	45	'01	56	49	'02	46	50	'03	43	55	'04	87	73	'05	76	100 – 7/7	'06	84	86 – 6/7	'07			'08			2001	44.4%	2002	84%	2003	81%	2004	83%	2005	64%	2006	46%	2007		Year	Gr 1 aborig	Gr 1 All	Gr 2	Gr 3						<p>To maintain 88% or higher for aboriginal students and all students in the third and fourth quartile</p> <p>Maintain at 80% the number of students being discontinued</p> <p>Ensure continued aboriginal students achieving at level 16 at <u>80 % or better</u></p>	<p>Aboriginal students have met the target. All students are slightly below the target but showing an increase over the results of 2000, 2001, 2002, and 2003. 2006 – aboriginal students and all students are very close to the target.</p> <p>In 2006 the success rate was lower than desired. The group of students had many challenges and continues to need diligent support in literacy.</p> <p>Aboriginal students are above the target of 80%. Aboriginal students are scoring above the district average.</p>
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'01	61	61		
'02	78	78		
'03	70	71	87	
'04	100	95	59	83
'05	85 – 6/7	85	85	69
'06	87.5 – 5/6	55 – 24/44	73	92
'07				
'08				

REPORT CARDS: Reading

Percent of Students meeting or exceeding expectations in June of each year

Year	Gr 1	Gr 2	Gr 3
'03	98	96	90-38/41
'04	97	60	91-33/36
'05	92	91	91-42/46
'06	66-30/45	78-25/32	83-30/36
'07			
'08			
'09			

Primary: 95% meeting or exceeding in reading by 2006: (to be maintained over 3 yrs)

Report Cards – 80% students meeting or exceeding expectations in reading.

Target not met. Additional supports will be needed to ensure target of 95% is met for primary students.

Student report card data are not meeting the target in grade 1 or 2. Target is being met in grade 3.



**Objective B:** To increase reading skills in all intermediate students.

**Performance Indicators/Evidence:** 1) Percent of students reading at performance level 3 or 4 as a result of DRA or SMART reading assessments.  
 2) Percent of students receiving C+ or higher on June report card in reading.  
 3) Percent of students meeting or exceeding expectations in reading on May FSA (Foundation Skills Assessment) in Grade 4 and Grade 7.

Grade 7:

Results	Targets	Summary of Progress																																																																																																					
<p>Percent of students reading at performance level 3 or 4 as a result of DRA or SMART reading assessments.</p> <table><tr><th>Year</th><th>Gr 4</th><th>Gr 5</th><th>Gr 6</th><th>Gr 7</th></tr><tr><td>‘06</td><td>60</td><td>36</td><td>56</td><td>66</td></tr><tr><td>‘07</td><td></td><td></td><td></td><td></td></tr><tr><td>‘08</td><td></td><td></td><td></td><td></td></tr><tr><td>‘09</td><td></td><td></td><td></td><td></td></tr></table> <p>Percent of students receiving C+ or higher on June report card in reading.</p> <table><tr><th>Yr</th><th>Gr 4</th><th>Gr 5</th><th>Gr 6</th><th>Gr 7</th></tr><tr><td>‘03</td><td>94</td><td>89</td><td>76</td><td>88</td></tr><tr><td>‘04</td><td>94</td><td>93</td><td>90</td><td>62</td></tr><tr><td>‘05</td><td>81-37/46</td><td>89-39/44</td><td>76-29/38</td><td>67-31/46</td></tr><tr><td>‘06</td><td>74-36/49</td><td>64-29/40</td><td>63–25/40</td><td>70-25/36</td></tr><tr><td>‘07</td><td></td><td></td><td></td><td></td></tr><tr><td>‘08</td><td></td><td></td><td></td><td></td></tr><tr><td>‘09</td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li>Data from C+ or higher starting 2004 (C- or higher before 2004)</li></ul> <p>FSA: READING</p> <p>Grade 4 students meeting/exceeding expectations:</p> <table><tr><th>Yr</th><th>Male</th><th>Female</th><th>All</th></tr><tr><td>‘00</td><td>65</td><td>79</td><td></td></tr><tr><td>‘01</td><td>33</td><td>82</td><td></td></tr><tr><td>‘02</td><td>75</td><td>81</td><td>73</td></tr><tr><td>‘03</td><td>50</td><td>70</td><td>63</td></tr><tr><td>‘04</td><td>77</td><td>77</td><td>76</td></tr><tr><td>‘05</td><td>70-14/20</td><td>53-9/17</td><td>62</td></tr><tr><td>‘06</td><td>70- 19/28</td><td>52- 11/23</td><td>63</td></tr><tr><td>‘07</td><td></td><td></td><td></td></tr></table> <p>Grade 7 students meeting/exceeding expectations:</p>	Year	Gr 4	Gr 5	Gr 6	Gr 7	‘06	60	36	56	66	‘07					‘08					‘09					Yr	Gr 4	Gr 5	Gr 6	Gr 7	‘03	94	89	76	88	‘04	94	93	90	62	‘05	81-37/46	89-39/44	76-29/38	67-31/46	‘06	74-36/49	64-29/40	63–25/40	70-25/36	‘07					‘08					‘09					Yr	Male	Female	All	‘00	65	79		‘01	33	82		‘02	75	81	73	‘03	50	70	63	‘04	77	77	76	‘05	70-14/20	53-9/17	62	‘06	70- 19/28	52- 11/23	63	‘07				<p>80% of intermediate students reading at grade level in each grade by June 2006.</p> <p>88% of Intermediate students to achieve a final letter grade of “C+” or higher in reading by June 2006: to be maintained over 3 yrs.</p> <p>Gr 4: 75% meeting or exceeding by June 2006; move to 85% by June 2007</p>	<p>Target is not met in any grade level.</p> <p>Student report card data is not meeting the target in any grade level.</p> <p>Results from 2006 indicate a continuation of previous results that have not met the targets.</p>
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Yr	Male	Female	All	Gr 7: 75 % meeting or exceeding by June 2006; to be maintained at 80% over 3 yrs.	Results from 2006 indicate a continuation of previous results that have not met the targets.
'00	75	88			
'01	78	67			
'02	71	78	76		
'03	62	82	71		
'04	50	83	71		
'05	65-15/23	81-13/16	72		
'06	73-8/13	64-14/22	67		
'07					

**Objective C:** To increase writing skills in all primary students.

**Performance Indicator/Evidence:** Percent of students meeting or exceeding expectations in writing on June report card.

Results				Targets	Summary of Progress
Percent of students meeting or exceeding expectations in writing on June report card.				Maintain 95% primary students meeting or exceeding in writing by 2006: to be maintained over 3 yrs	This target was not met and continues to be a focus with reading/writing as the primary goal this year.
Yr	Gr 1	Gr 2	Gr 3	Cold writes to be included and baseline to be determined 2006/07.	
'03	100	94	92		
'04	90	81	63		
'05	79-32/41	88-32/36	82-38/46		
'06	92-36/45	60-24/32	64-30/36		
'07					

**Objective D:** To increase writing skills in all intermediate students.

**Performance Indicator/Evidence:** 1) Percent of male, female, aboriginal and all students meeting or exceeding expectations in writing on May FSA (Foundation Skills Assessment) in Grade 4 and Grade 7.

2) Percent of students meeting or exceeding expectations on Cold Writes administered in June.

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<p>Percent of male, female, aboriginal and all students meeting or exceeding expectations in writing on May FSA (Foundation Skills Assessment) in Grade 4.</p> <table><tr><th>Yr</th><th>Male</th><th>Female</th><th>Aborig</th><th>All</th></tr><tr><td>‘00</td><td>66</td><td>73</td><td>msk</td><td>66</td></tr><tr><td>‘01</td><td>78</td><td>100</td><td>67</td><td>92</td></tr><tr><td>‘02</td><td>95</td><td>100</td><td>100</td><td>98</td></tr><tr><td>‘03</td><td>80</td><td>90</td><td>78</td><td>87</td></tr><tr><td>‘04</td><td>81</td><td>100</td><td>80</td><td>84</td></tr><tr><td>‘05</td><td>76-15/20</td><td>94-16/17</td><td>77-9/12</td><td>84-23/37</td></tr><tr><td>‘06</td><td>73 – 19/26</td><td>90-19/21</td><td>50-5/10</td><td>81</td></tr><tr><td>‘07</td><td></td><td></td><td></td><td></td></tr></table> <p>Percent of male, female, aboriginal and all students meeting or exceeding expectations in writing on May FSA (Foundation Skills Assessment) in Grade 7.</p> <table><tr><th>Yr</th><th>Male</th><th>Female</th><th>Aborig</th><th>All</th></tr><tr><td>‘00</td><td>38</td><td>88</td><td>msk</td><td>59</td></tr><tr><td>‘01</td><td>62</td><td>89</td><td>38</td><td>75</td></tr><tr><td>‘02</td><td>78</td><td>100</td><td>67</td><td>88</td></tr><tr><td>‘03</td><td>67</td><td>86</td><td>50</td><td>77</td></tr><tr><td>‘04</td><td>83</td><td>91</td><td>70</td><td>89</td></tr><tr><td>‘05</td><td>91-21/23</td><td>88-14/16</td><td>71-5/7</td><td>90-35/39</td></tr><tr><td>‘06</td><td>77-10/13</td><td>86-19/22</td><td>64-7/11</td><td>83</td></tr><tr><td>‘07</td><td></td><td></td><td></td><td></td></tr></table>	Yr	Male	Female	Aborig	All	‘00	66	73	msk	66	‘01	78	100	67	92	‘02	95	100	100	98	‘03	80	90	78	87	‘04	81	100	80	84	‘05	76-15/20	94-16/17	77-9/12	84-23/37	‘06	73 – 19/26	90-19/21	50-5/10	81	‘07					Yr	Male	Female	Aborig	All	‘00	38	88	msk	59	‘01	62	89	38	75	‘02	78	100	67	88	‘03	67	86	50	77	‘04	83	91	70	89	‘05	91-21/23	88-14/16	71-5/7	90-35/39	‘06	77-10/13	86-19/22	64-7/11	83	‘07					<p>Gr. 4: 90% meeting or exceeding by June 2005; to be maintained over 3 yrs.</p> <p>Gr 7: 85% meeting or exceeding by June 2005; to be maintained at over 3 yrs</p> <p>FSA Writing: To increase the number of aboriginal student meeting or exceeding expectations from 70% to 80%</p>	<p>Females were meeting the target in 2005 but males were below the target. Results from 2006 indicate a continuation of previous results that have not met the targets.</p> <p>Target of 85% has been <u>exceeded</u> in 2005 with all students achieving 90%. Results from 2006 indicate a continuation of previous results that have not met the targets.</p> <p>We still need to address aboriginal students’ writing skills in grades 4 and 7 but also be aware of the trends over time, which show some improvement.</p>
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Percent of students meeting or exceeding expectations on Cold Writes administered in June.

Yr	Gr 4	Gr 5	Gr 6	Gr 7
'05	57-26/46	84-37/44	60-23/38	78-36/46
'06	66 – 32/46	71 - 29/41	67.5 - 27/40	69 - 25/36
'07				
'08				

Cold Writes: by 2007 increase the number of students fully meeting or exceeding expectations by:  
 4 students in grade 4  
 3 students in grade 5  
 5 students in grade 6  
 4 students in grade 7

Increase in Cold Write results n 2006 in grades 4 and 6.  
 Decrease in results for grades 5 and 7.

**Objective D:** To increase parent and student satisfaction rate related to reading and writing for all students.

**Performance Indicator/Evidence:** 1) Percent of students in grades 4 and 7 as well as parents on the Ministry of Education Satisfaction Survey in February of each year who are satisfied with the development of writing skills many or all of the time.  
2) Percent of students in grades 4 and 7 as well as parents on the Ministry of Education Satisfaction Survey in February of each year who are satisfied with the development of reading skills many or all of the time.

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**Strategies:**

- Continue with collaboration on reading and writing strategies (Intermediate and Primary groups)
- Buddy reading groups but particularly more buddy support for struggling readers. (All classes - various age groups)
- Integrate reading and writing into all subject areas (classroom teachers)
- Continue to provide 'Parents as Literacy Partners' evening workshops – intermediate and primary groups (October sessions)
- Provide information on media violence and its effect on behaviour for parents and teachers (PAC and L. Gibson)
- Grade 3 and 4 collaboration for transition in September or October (A. Bauer, F. Halliday, C. Tacey)
- Pre-school program provided once a week in the library led by a kindergarten teacher. (W. Forster)
- Connect with pre-school on property and invite them to school functions to encourage early literacy and a sense of comfort with the school (J. Gauthier)
- Share SMART DVDs for primary teachers to see demo classes. (K. Fraser, A. Bauer)
- Provide more support for intermediate readers (more personnel support)
- Fun reading activities – Build-a-Bear, Read and Feed.
- Training and strategies for EAs in literacy from staff development funds.
- Collaboration time for EAs from staff development funds.

**Structures 06/07**

- Provide additional literacy support (.2) for primary classrooms (D. Bragg)
- Provide a smaller class size for grade 4 because of the transition to intermediate and the importance of a continued solid base of literacy instruction.
- Provide literacy materials (books and manipulatives) from learning resources funds.
- Provide .4 literacy support (additional Reading Recovery time and classroom literacy support) (R. Thompson)
- Provide intermediate level storybooks for SMART reading and for math (as per Van de Walle recommendations)
- Provide a filing cabinet in the library for SMART reading books and lesson plans.
- Remove computers from the library and replace that area with 'bookroom' materials.

**Continued areas of focus for our school:**

- Continue Reading Recovery, oral reading by teachers to students and Balanced Literacy (Guided Reading) as effective long-term strategies. (classroom teachers)
- Continue buddy reading, book fairs, and a read-a-thon as successful short-term strategies.
- Continue to encourage Home Reading programs (primary and intermediate teachers)
- Continue to review and up-date reading material for primary bookroom (primary teachers, L. Gibson)

**GOAL 3:** To provide opportunities that will promote an active and healthy lifestyle.

**RATIONALE FOR THE GOAL:** We recognize the need for students to be active and have healthy eating habits. A healthy lifestyle affects all that students do at school. We have had a Healthy Schools committee that has begun the process of encouraging a healthy lifestyle for our students. With inclusion of this goal, we would like to make this a focus for the next year in accordance with the Ministry of Education's focus.

**Objective A:** To implement the 'Action B.C.' program.

**Performance Indicator/Evidence:** 1)

Results	Targets	Summary of Progress

**Objective B:** To implement the healthy snack program.

**Performance Indicator/Evidence:** 1)

Results	Targets	Summary of Progress

**Objective C:** To continue to work towards providing healthier choices in the canteen.

**Performance Indicator/Evidence:** 1)

Results	Targets	Summary of Progress

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**Objective D:** To educate our community on the importance of food, water, fitness and sleep.

**Performance Indicator/Evidence:** 1)

Results	Targets	Summary of Progress

**Strategies:**

- Bounce to the bell – Action B.C. activities (classroom teachers).
- Take five minutes per day for eating/discussing healthy choices (classroom teachers).
- Newsletter fact flash regarding healthy lifestyles (L. Gibson).
- Student powerpoint presentations at assemblies.
- Continue the Healthy School committee (interested teachers).
- Investigate removing microwave ovens (Healthy School Committee).
- Replace music program with an active movement program.

**Structures 07/08**