

# SCHOOL PLAN FOR STUDENT ACHIEVEMENT 2005/2006

Name of School: **Alex Aitken**

School Planning Council Members: **Chris Clark, Kerry Weisner, Andrew Kitchenham (Chair), Kelly Wolter, Kate Schneider**

School Profile: **Strengths: students' FSA scores are above district and provincial averages in reading, writing, and numeracy; very few behaviour problems; strong staff collegiality; active parents' group; many extra curricular activities offered**

**Promising practices: Writing for excellence, ABCD behaviour plan, Guided Reading, reflective question of the day, big buddies, whole-school read**

Goals not continued in new plan and rationale for discontinuing: N/A

## Status of School Growth Plan

GOAL ONE: To improve reading and writing achievement through sound teaching and assessment practices and through at-home support from parents and guardians.

Performance Data (minimum 3 sources)	Performance Targets	Strategies	Resources																																																																								
<p><u>Foundation Skills Results:</u> <b>(Meeting &amp; Exceeding %)</b></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;">2004</th> <th style="text-align: center;">2003</th> <th style="text-align: center;">2002</th> </tr> </thead> <tbody> <tr> <td>School:</td> <td style="text-align: center;">88</td> <td style="text-align: center;">72</td> <td style="text-align: center;">87</td> </tr> <tr> <td>District:</td> <td style="text-align: center;">75</td> <td style="text-align: center;">75</td> <td style="text-align: center;">78</td> </tr> <tr> <td>Province:</td> <td style="text-align: center;">80</td> <td style="text-align: center;">80</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;">2004</th> <th style="text-align: center;">2003</th> <th style="text-align: center;">2002</th> </tr> </thead> <tbody> <tr> <td>NY</td> <td style="text-align: center;">21</td> <td style="text-align: center;">30</td> <td style="text-align: center;">25</td> </tr> <tr> <td>M/E</td> <td style="text-align: center;">79</td> <td style="text-align: center;">70</td> <td style="text-align: center;">75</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 Girls (%)</th> </tr> <tr> <th></th> <th style="text-align: center;">2004</th> <th style="text-align: center;">2003</th> <th style="text-align: center;">2002</th> </tr> </thead> <tbody> <tr> <td>NY</td> <td style="text-align: center;">-</td> <td style="text-align: center;">24</td> <td style="text-align: center;">15</td> </tr> <tr> <td>M/E</td> <td style="text-align: center;">100</td> <td style="text-align: center;">76</td> <td style="text-align: center;">85</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Writing – Grade 4 (%)</th> </tr> <tr> <th></th> <th style="text-align: center;">2004</th> <th style="text-align: center;">2003</th> <th style="text-align: center;">2002</th> </tr> </thead> <tbody> <tr> <td>School:</td> <td style="text-align: center;">81</td> <td style="text-align: center;">95%</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>District:</td> <td style="text-align: center;">80</td> <td style="text-align: center;">90%</td> <td style="text-align: center;">93%</td> </tr> <tr> <td>Province:</td> <td style="text-align: center;">91</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">94%</td> </tr> </tbody> </table>	Reading – Grade 4 (%)					2004	2003	2002	School:	88	72	87	District:	75	75	78	Province:	80	80	80	Reading – Grade 4 Boys (%)					2004	2003	2002	NY	21	30	25	M/E	79	70	75	Reading – Grade 4 Girls (%)					2004	2003	2002	NY	-	24	15	M/E	100	76	85	Writing – Grade 4 (%)					2004	2003	2002	School:	81	95%	100%	District:	80	90%	93%	Province:	91	94%	94%	<ul style="list-style-type: none"> <li>• Improve 2005 School FSA results (for meeting/exceeding) by 2 percentage points to 90% in Reading</li>   <li>• Improve boys results in FSA results (for meeting or exceeding) by 5 percentage points to 84% in Reading</li>     <li>• Improve 2005 School FSA results (for meeting/exceeding) by 5 percentage points to 86% in Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Invite literacy speakers from community</li>   <li>• Continue working with school-based Literacy representative</li>   <li>• Continue to use school-based inservice funds to allow for time for team/group planning sessions at primary and intermediate levels</li>   <li>• Continue focus on non-fiction instruction for boys</li>   <li>• Use library funds to purchase books that boys will be interested in</li>   <li>• Continue to utilize a variety of instructional strategies that promote learning and "best practice"</li> </ul>	<ul style="list-style-type: none"> <li>• Use school-based inservice funds to have "experts" such as teachers from other schools and districts work with staff</li>   <li>• Listservs – information to share</li>   <li>• Materials available in school professional library</li>   <li>• Performance Standards for Reading and Writing</li> </ul>
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<b>Writing – Grade 4 Boys (%)</b>				<ul style="list-style-type: none"> <li>• Improve boys results in FSA (for meeting or exceeding) by 5 percentage points in Writing</li> <li>• Improve Whole School Write results by improving the meet minimally/approaching section by 5 percentage points in all grades</li> <li>• Improve Reading grades in Intermediate by 2 percentage points (so 2% fewer are receiving C or C-'s)</li> <li>• Improve Writing grades in Intermediate by 2% (so 2% fewer are receiving C or C-'s)</li> <li>• Improve Running Records by 2 percentage points (for meeting expectations at grade level)</li> </ul>	<ul style="list-style-type: none"> <li>• Use Performance Standards and curriculum to purposefully plan for instruction</li> <li>• Continue implementation of the "Excellence in Writing" program in order to improve student writing performance</li> <li>• Implement school-based assessment for all grades in Reading and Writing at each reporting period</li> <li>• Parent Meetings ("Information Nights")</li> <li>• Literacy display in library (each grade takes on the responsibility of a bulletin board)</li> <li>• Author visits</li> <li>• Website postings of student work</li> <li>• Continue school-wide read</li> <li>• Maintain website resources for parents and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• District K-12 Literacy Plan</li> <li>• District inservice sessions</li> </ul>									
	<b>2004</b>	2003	2002												
NY	32	30	25												
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<b>Whole School Write (March) (%)</b>															
<b>2003</b>	<b>NY</b>	<b>MM/A</b>	<b>FM</b>	<b>E</b>											
Gr. 6	0	24	72	4											
Gr. 5	5	33	42	21											
Gr. 4	0	46	46	8											
Gr. 3	0	29	65	6											
Gr. 2	11	31	47	11											
Gr. 1	0	10	90	0											
<b>Reading Grades (March) (%)</b>															
<b>2003</b>	<b>A</b>	<b>B</b>	<b>C+</b>	<b>C</b>	<b>C-</b>										
Gr. 6	43	40	17	0	0										
Gr. 5	30	45	11	3	0										
Gr. 4	14	41	24	11	10										
<b>2004</b>															
Gr. 6	52	31	17	0	0										
Gr. 5	32	28	20	15	5										
Gr. 4	10	25	45	10	10										
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<b>2003</b>	<b>A</b>	<b>B</b>	<b>C+</b>	<b>C</b>	<b>C-</b>										
Gr. 6	18	45	33	4	0										
Gr. 5	0	41	37	22	0										
Gr. 4	11	38	24	14	13										
<b>2004</b>															
Gr. 6	28	62	7	3	0										
Gr. 5	10	40	25	20	5										
Gr. 4	0	36	45	6	13										
<b>Running Records (% meeting expectations at end of grade level)</b>															
	Gr. 1	Gr. 2	Gr. 3												
2003	63	96	75												
2004	86	96	75												

GOAL TWO: To develop in our students a strong sense of personal and social responsibility.

Performance Data	Performance Targets	Strategies	Resources																																							
<p><u>Provincial Satisfaction 2003/04 Survey results show:</u></p> <ul style="list-style-type: none"> <li>Human and social development rated medium by students and very low by parents</li> <li>68% of students responded <b>at no time</b> or <b>few times</b> are they bullied or picked on</li> </ul> <p><u>District Assessment Data</u></p> <table border="1" data-bbox="96 597 417 789"> <thead> <tr> <th colspan="2">Meeting/Exceeding (%)</th> </tr> </thead> <tbody> <tr> <td colspan="2">2003</td> </tr> <tr> <td>Gr. 4/5</td> <td>98</td> </tr> <tr> <td>Gr. 6</td> <td>98</td> </tr> <tr> <td colspan="2">2004</td> </tr> <tr> <td>Gr. 4/5</td> <td>97</td> </tr> <tr> <td>Gr. 6</td> <td>96</td> </tr> </tbody> </table> <p><u>Office Referrals (2003)</u></p> <table border="1" data-bbox="96 878 466 1057"> <thead> <tr> <th colspan="5">Number of times referred to office (school population = 204)</th> </tr> <tr> <th>1X</th> <th>2X</th> <th>3X</th> <th>4X</th> <th>5X</th> </tr> </thead> <tbody> <tr> <td>63</td> <td>15</td> <td>5</td> <td>7</td> <td>13</td> </tr> <tr> <th colspan="5">Percentage</th> </tr> <tr> <td>30.9</td> <td>7.4</td> <td>2.5</td> <td>3.4</td> <td>6.4</td> </tr> </tbody> </table>	Meeting/Exceeding (%)		2003		Gr. 4/5	98	Gr. 6	98	2004		Gr. 4/5	97	Gr. 6	96	Number of times referred to office (school population = 204)					1X	2X	3X	4X	5X	63	15	5	7	13	Percentage					30.9	7.4	2.5	3.4	6.4	<p><u>Provincial Satisfaction Survey results show:</u></p> <ul style="list-style-type: none"> <li>Improve "Human and Social" rating to "high" by students and "medium" by parents</li> <li>Improve the percentage of students who answered "are you bullied, teased, or picked on <b>at no time</b> or <b>few times</b>" to 70%</li> <li>Maintain District Data (meet and exceed percentage) in social responsibility for Grade 4 and Grade 6</li> <li>Decrease number of referrals of students who are sent to the office five or more times in a year from 6.4% to 5.0%</li> </ul>	<ul style="list-style-type: none"> <li>Book study</li> <li>Use Social Responsibility Performance Standards and the curriculum to purposefully plan for instruction</li> <li>Continue to utilize school-based Social Responsibility representative to attend district meetings</li> <li>Develop, implement, and evaluate Dr. Marvin Marshall's "Raise Responsibility System" in teams to improve instruction and student responsibility</li> <li>Continue to revise and implement school-wide vision of expectations and procedures for staff, student, and school behaviours (Social Responsibility plan)</li> <li>Establish method for tracking reported incidents of bullying</li> <li>Implement a grade 6 leadership club</li> <li>Daily focus question</li> <li>Yearly review of personal and social responsibility vision, expectations, and procedure</li> </ul>	<ul style="list-style-type: none"> <li>To have "experts" such as teachers from other schools and/or district personnel to work with staff on Pro-D and implementation days etc.</li> <li>Listservs – information to share</li> <li>Materials available in school professional library</li> <li>Performance Standards for Social Responsibility</li> <li>District K-12 Social Responsibility Plan</li> </ul>
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<p><u>School-Based Assessment</u></p> <p>(% of students who contribute to school and community and who solve problems in peaceful ways)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: center;">Social Responsibility (%)</th> </tr> <tr> <th style="text-align: center;">2003</th> <th style="text-align: center;">NY</th> <th style="text-align: center;">MM/A</th> <th style="text-align: center;">FM</th> <th style="text-align: center;">E</th> </tr> </thead> <tbody> <tr><td>Gr. 6</td><td style="text-align: center;">5</td><td style="text-align: center;">13</td><td style="text-align: center;">80</td><td style="text-align: center;">3</td></tr> <tr><td>Gr. 4/5</td><td style="text-align: center;">2</td><td style="text-align: center;">19</td><td style="text-align: center;">73</td><td style="text-align: center;">6</td></tr> <tr><td>Gr. 3</td><td style="text-align: center;">0</td><td style="text-align: center;">14</td><td style="text-align: center;">75</td><td style="text-align: center;">14</td></tr> <tr><td>Gr. 2</td><td style="text-align: center;">0</td><td style="text-align: center;">11</td><td style="text-align: center;">77</td><td style="text-align: center;">11</td></tr> <tr><td>Gr. 1</td><td style="text-align: center;">0</td><td style="text-align: center;">11</td><td style="text-align: center;">81</td><td style="text-align: center;">11</td></tr> <tr> <th style="text-align: center;">2004</th> <th style="text-align: center;">NY</th> <th style="text-align: center;">MM/A</th> <th style="text-align: center;">FM</th> <th style="text-align: center;">E</th> </tr> <tr><td>Gr. 6</td><td style="text-align: center;">3</td><td style="text-align: center;">10</td><td style="text-align: center;">79</td><td style="text-align: center;">6</td></tr> <tr><td>Gr. 4/5</td><td style="text-align: center;">2</td><td style="text-align: center;">27</td><td style="text-align: center;">69</td><td style="text-align: center;">0</td></tr> <tr><td>Gr. 3</td><td style="text-align: center;">3</td><td style="text-align: center;">3</td><td style="text-align: center;">41</td><td style="text-align: center;">52</td></tr> <tr><td>Gr. 2</td><td style="text-align: center;">0</td><td style="text-align: center;">13</td><td style="text-align: center;">79</td><td style="text-align: center;">8</td></tr> <tr><td>Gr. 1</td><td style="text-align: center;">5</td><td style="text-align: center;">9</td><td style="text-align: center;">64</td><td style="text-align: center;">23</td></tr> <tr> <th style="text-align: center;">2005</th> <th style="text-align: center;">NY</th> <th style="text-align: center;">MM/A</th> <th style="text-align: center;">FM</th> <th style="text-align: center;">E</th> </tr> <tr><td>Gr. 6</td><td></td><td></td><td></td><td></td></tr> <tr><td>Gr. 5</td><td></td><td></td><td></td><td></td></tr> <tr><td>Gr. 4</td><td></td><td></td><td></td><td></td></tr> <tr><td>Gr. 3</td><td></td><td></td><td></td><td></td></tr> <tr><td>Gr. 2</td><td></td><td></td><td></td><td></td></tr> <tr><td>Gr. 1</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	Social Responsibility (%)					2003	NY	MM/A	FM	E	Gr. 6	5	13	80	3	Gr. 4/5	2	19	73	6	Gr. 3	0	14	75	14	Gr. 2	0	11	77	11	Gr. 1	0	11	81	11	2004	NY	MM/A	FM	E	Gr. 6	3	10	79	6	Gr. 4/5	2	27	69	0	Gr. 3	3	3	41	52	Gr. 2	0	13	79	8	Gr. 1	5	9	64	23	2005	NY	MM/A	FM	E	Gr. 6					Gr. 5					Gr. 4					Gr. 3					Gr. 2					Gr. 1					<ul style="list-style-type: none"> <li>• Improve school-based data by 2 fewer percentage points in meeting minimally/approaching section (all grades)</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain Big Buddies Program</li> <li>• Parent meetings "Information Nights"</li> <li>• Monthly skits at school assemblies</li> <li>• Develop a parent survey for all grades</li> </ul>	<ul style="list-style-type: none"> <li>• BC Safe School Centre of Resources</li> <li>• Copy of <i>Discipline Without Stress, Punishment or Rewards</i> for all staff</li> </ul>
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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

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Principal Name

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Signature on behalf of SPC

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Date

**Certification: District**

I confirm that the school plan meets the criteria.

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District Name

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Signature

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Date

**Certification: Chair – Board of School Trustees**

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

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Chair – Board of School Trustees

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Signature

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Date