

School Improvement Plan

School District #73 (Kamloops / Thompson)



Raft River/Vavenby/Blue River Elementary Schools

School Mission Statements

“Working together to create a respectful and successful learning environment.”

School Goals for 2014-2016

To improve student knowledge and use of reading strategies that prompt students to construct meaning and think as they read.

To increase students knowledge and recall of basic math facts, and to deepen their overall understanding of number concepts.

To create a positive school culture.

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SCHOOL HISTORIES AND CONTEXT

RAFT RIVER ELEMENTARY SCHOOL:

Raft River School was originally part of School District #26 (North Thompson). In 1975, when the present Clearwater Secondary School was first opened, Raft River Elementary School was created and housed in the old high school building, which is our present location, on 801 Clearwater Village Road. The school was updated with several additions, the last being the present gymnasium. The first principal of Raft River Elementary School was Mr. Stefanek. At that time, Raft River was one of two elementary schools in Clearwater, with Dutch Lake Elementary being the other. SD #26 was amalgamated with SD#24 (Kamloops) in 1996. As the student numbers in Clearwater decreased over the years, the decision was made to close Dutch Lake Elementary School and, in 2003, the student population of both schools was amalgamated to make up Raft River's present population of 289 students.

In 2009, with declining enrolment in both Vavenby and Blue River elementary schools, a Vice Principal position was added to Raft River and administration of both of these smaller schools became the responsibility of the team at Raft River as well.

Originally, Raft River was situated next door to the School Board Office for SD#26. After amalgamation, the Board Office then became the Resource Centre for the community of Clearwater. Currently, Raft River Elementary uses one room in the Resource Centre for the strings program, but with the community Resource Centre set to move to a new site late this spring, there has been discussion around the possibility of the school resuming oversight of the building next door. This would allow for a variety of possibilities, including, but not limited to such things as an Art Room, Math Room, or Multipurpose Room. We await word from the District in regard to the future use of this property by the school.

School Context

Raft River Elementary, in the community of Clearwater, enrolls approximately 300 students

- Raft River is a neighbourhood school representing about 610 families and a total population of 2331.
- About 90% of the population speaks English as a first language.
- About 20% of the school population receives Learning Assistance
- About 19% of the school population has Aboriginal ancestry
- The majority of homes are single-family homes
- The school is located at 801 Clearwater Village Road.
- The grounds provide adequate playground and field space for all
- The students presently also have access to adjacent fields for cross country skiing as well as the CSS tennis courts, and the North Thompson Sportsplex
- Parking areas are limited at the school, but parents and visitors can park along Clearwater Village Road

- The school community characterizes Raft River Elementary as a community school which is very much a center for meetings and activities. The following community activities take place at the school and are *some* examples of the strong links between school and community:
 - Karate classes
 - Gymnastics
 - Softball and soccer
 - Church Groups
 - Groups desiring stage performances
 - Community members (such as the seniors) are also invited to school events like the Christmas Concert, performances, etc
 - Supporting the local food bank as a Christmas distribution centre
 - Yellowhead Community Services
 - District of Clearwater lunch hour programs for students (Zumba, Yoga, etc.)
 - Brownies & Guides
 - Public Health (diabetes awareness, Head Lice, Seizure awareness, etc.)
 - Wells Gray After School Program
- Demographics are available at the following site:
http://www.bced.gov.bc.ca/reporting/school_data_summary.php

Meeting the Needs of the Population

First Nations students comprise about 19% of the school population. Aboriginal students have access to a counsellor who visits the school on a weekly basis. In addition, our First Nations Education Worker has implemented a “Focus Group” where our students can meet and take part in cultural activities. She also works in conjunction with staff to organize a number of Aboriginal Cultural activities throughout the year as well as providing in-class academic support for Aboriginal students. For example in March of 2014 our First Nations Support Worker organized a Family Night. This included a dinner Drumming, Metis Jigging and Aboriginal Games. The event was attended by approximately 75 people.

Special needs students comprise about 6% of our school population. Each of these students has received a Ministry designation and is on an Individual Education Plan. Classroom support is provided through Classroom Education Assistants in the classroom on a daily basis. Support is also provided from resource teachers and learning assistance. OT and PT specialists provide consultation and support from Kamloops and there is Speech and Language teacher support located right in the building. The Family and School Support teacher/counsellor also is at the school at least once per week.

At Raft River we have a number of enhancement opportunities for our most able learners. Some examples are:

- Heritage Fair
- Me to We youth leadership
- Environmental Mind Grind
- Robotics (LEGO)
- Leadership Program
- Sports programs, including cross country skiing, downhill skiing, skating volleyball, basketball, track and field
- Fine Arts programs, including intermediate music, strings, Young Artists
- Literacy programs like Battle of the Books, and Young Authors

Together, the school community (staff, students and parents) are working toward reaching our target in Reading, Numeracy, and Social Responsibility.

Calendar of Events 2014-2015

September	October
<ul style="list-style-type: none"> • The school opened to 259 students • Assemblies the first week to review the Behaviour Matrix and expectations. • Staff Collaboration & DPA begins • All classes participate in a Field Trip to the Raft River Salmon Viewing Platform. Students participate in a variety of activities presented by First Nation Elders and Department of Fisheries Personnel. • Annual Terry Fox National School Run. • Monthly PAC meetings start • Learning Assistance, CEA allocations, and IEPs developed and implemented • FN Programs begins • Meetings with new parents and students (Open House / Meet & Greet) • School Photos • Magazine Sale (Fund Raiser) • Fruit and Veggie program begins • Fire Drill • Intruder Alert Drill • Month End/ Student of the Month Assembly 	<ul style="list-style-type: none"> • Parent / Teacher Interviews (2 x ½ days) • PRA & WCRA Assessments started • Teacher Overviews Due and sent home to parents • Book Fair • Fire Drill • Earthquake Drill • Leadership training for Grade 7 students • Strings and program begin • Volleyball begins • WE Day • Grade 6 Lunch Monitor Program • Author Frank B Edwards • ERASE Training • Interims sent home • Dedication for our new Aviva Playground • Big Brothers & Sisters Program begins • Christmas Poinsettia Fund Raiser (PAC) • BC Hydro Workplace Conservation Program • Grade 6 Immunizations • Professional Book Club • Clearwater/Raft River Movie Night (PAC) • Month End/ Student of the Month Assembly • Wear a Word T-Shirt Day • Spooky Story Time • Halloween Assembly

November	December
<ul style="list-style-type: none"> • All classes participate in Remembrance Day activities • Remembrance Day Assembly • Legion Poster & Writing Competition • Movie Night (PAC) • Poinsettia Sales (PAC) • First Term Report Cards • Book Fair • Green Thumb Theatre Assembly • Rocks and Rings Workshop • Metis Dance Presentation 	<ul style="list-style-type: none"> • Pro-D (Faye Brownlie -Literacy) • Parent/Teacher Interviews • Skating Program Starts • School Spirit Day • Annual Christmas Concert
January	February
<ul style="list-style-type: none"> • Cross Country Skiing continues • Winter routines and expectations reinforced • Clearwater Hockey Days • Winter Poster Contest (District of Clearwater) • FSA Starts • Family Literacy Week 	<ul style="list-style-type: none"> • Annual Cross Country Ski Race in Blue River – 60 students participate • PRA and WCRA • Anti-Bullying Week & Pink Shirt Day • SPC Meeting • Rattle Making (FN Educational) • Basketball League Play • Satisfaction Survey • Skating Program • Downhill Skiing Program • Grade 6/7 trip to Sun Peaks
March	April
<ul style="list-style-type: none"> • Parent / Teacher Interviews (½ Day) • Metis Dance Group Performance • Kindergarten Registration • SPC Meeting • Strings & Band Spring Performance (Kamloops) • Heritage Stamps • Report Cards • Track & Field Coaching Clinics 	<ul style="list-style-type: none"> • Battle of the Books • Day of Suwewtweww (Day of Recognition) • Metis Family and diner night • Heritage Fair • SPC Meeting • PAC Movie Night • School Improvement Plan (SIP) ratified • Track & Field begins • Fire Drill
May	June
<ul style="list-style-type: none"> • Young Artist Conference • Young Authors Conference • FN Field Trip • Jump Rope for Heart • Pro-D Day (Adrienne Gear) • Track & Field • Meetings for classroom arrangements for next year • District Heritage Fair • Tennis Coaching Clinic • Fire Drill 	<ul style="list-style-type: none"> • Aboriginal Cultural Activities / Field Trip • Welcome to Kindergarten orientation for the parents and students that will be entering Kindergarten in the fall • Primary Water Day • Intermediate Activity Day • Leadership Student Trip • Class Composition Meetings • Primary Track & Field Day • Family Picnic • Tennis Program Starting • Year-End Awards ceremony • Fire Drill

Enrolment

Year	K	1	2	3	4	5	6	7	Total
07-08	44	44	35	38	35	38	34	40	308
08-09	25	39	40	28	47	35	42	37	293
09-10	48	25	36	45	29	46	33	42	304
10-11	39	47	27	42	46	29	53	37	320
11-12	30	41	49	24	46	41	29	48	308
12-13	49	30	37	44	31	42	45	27	305
13-14	26	38	31	36	41	34	39	43	305
14-15	34	27	41	31	38	40	38	38	287

Student Demographics

	08-09	09-10	10-11	11-12	12-13	13-14	14-15
<i>Female</i>	141	146	156	157	149	142	144
<i>Male</i>	150	158	164	159	155	144	143
<i>Aboriginal</i>	49	44	48	64	55	54	55
<i>Sp. Needs – Aboriginal</i>	0	0	0	1	2	6	5
<i>Phys. Dependent (A)</i>	0	0	0	0	0	0	0
<i>Deaf/Blind (B)</i>	0	0	0	0	0	0	0
<i>Mod. to Sev. Int. Disability (C)</i>	0	0	0	0	2	3	3
<i>Phys. Dis. / Chronic Health (D)</i>	2	3	2	2	2	4	3
<i>Visual Impairment (E)</i>	0	0	0	0	0	0	0
<i>Deaf/Hearing (F)</i>	0	0	0	0	0	0	0
<i>Autism Spectrum (G)</i>	0	1	3	2	2	5	5
<i>Int. Behav./Mental Illness (H)</i>	2	1	3	1	0	0	1
<i>Mild Intell. Disability (K)</i>	0	0	0	0	0	1	1
<i>Gifted (P)</i>	1	1	0	0	0	0	0
<i>Learning Disability (Q)</i>	3	2	3	1	3	3	6
<i>Mod. Behave/Mental Illness (R)</i>	2	1	3	3	3	4	2
<i>ESL</i>	0	0	0	0	0	0	2
<i>ESL – Not – English at home</i>	0	0	0	0	0	0	0

Community Demographics (2011)

	Clearwater
Total Population	2331
% of population 15 & older	80%
% of population in family structure	30%
% of families with children	34%
% of single-parent families	13%
% Speak English as a First Language	98%
Prevalence of Low Income (2006)	15.9%
Education attainment/ High School Grad (2006)	44.9%
Bachelor Degree + (2006)	4%

VAVENBY ELEMENTARY SCHOOL

The first school in Vavenby was built in 1917. The present Vavenby Elementary officially opened October 27, 1975. When Vavenby school opened, it had five classrooms, a library, a computer lab, and a gymnasium. In 2010 the Board of Education voted to reconfigure Vavenby Elementary into a Kindergarten to Grade Three school from it's original Kindergarten to Grade Seven. Today, Vavenby Elementary has one division from Kindergarten to Grade Three and is one of four one-room schools in School District 73 Kamloops/Thompson. When the two main employers Weyerhaeuser and Slocan-Canfor closed, the population declined dramatically. The Canfor mill which had been indefinitely closed in 2009 due to poor market conditions reopened in September 2011 after \$24 million in capital upgrades, and in January 2012 it added a second shift for a total of 145 jobs restored to the local region.

School Context

Vavenby Elementary serves two small rural communities in the North Thompson. The communities consist of single-family homes on residential lots as well as small and large acreages. Many families have been residents in this area for several generations. However, like other areas in the region, the school age population has been decreasing. Parents are responsive to the needs of their children, and recognize the importance of education. The student population the school consist on average of about 5 students. Older students are involved in leadership activities around the school. Students report positively about their school. There are generally good turnouts for school functions. Also, the community provides support for charitable organizations such as the Terry Fox Foundation.

Meeting the Needs of the Population

Vavenby Elementary is a small school. Students with Special Needs who have a ministry designation comprising of 1 of 5 children. Vavenby Elementary has use of a Learning Assistance Resource Teacher (LART) who provides consultation support through Raft River Elementary School. Vavenby also has small group support which is individualized and provided within the classroom setting. All students who are funded, or students receiving Learning Assistance, are on Individual Education Plans (IEP's). Vavenby Elementary has one full time Classroom Education Assistant (CEA). Vavenby Elementary receives regular visits from a District Speech and Language Pathologist and has access to a School and Family Support consultant when needed. Vavenby School also has access to a District School Psychologist who provides psychometric testing. Students are referred to Learning Assistance or to District Staff through School Based Team meetings.

Calendar of Events 2014-2015

September	October
<ul style="list-style-type: none"> • Annual Terry Fox National School Run. • Meetings with new parents and students • First term overview home • School Photos • Fruit & Veggie program started • Mother Goose Program • Weekly Learning Logs start to go home 	<ul style="list-style-type: none"> • PRA • Cooking program started • Halloween party
November	December
<ul style="list-style-type: none"> • Remembrance Day activities. • First Term Report Cards 	<ul style="list-style-type: none"> • Annual Christmas Concert • Cross Country Skiing starts
January	February
<ul style="list-style-type: none"> • Cross Country Skiing continues • Winter routines and expectations reinforced 	<ul style="list-style-type: none"> • PRA • Show & Tell Program • Blue River Cross-Country Ski Race
March	April
<ul style="list-style-type: none"> • Report Cards • Sledding at gravel pit 	<ul style="list-style-type: none"> • School Improvement Plan (SIP) ratified • Dental Health month
May	June
<ul style="list-style-type: none"> • Meeting with all new Kindergarten parents 	<ul style="list-style-type: none"> • Year-End celebration • Welcome to Kindergarten orientation for the parents and students that will be entering Kindergarten in the fall • Class composition meetings • PRA • Planning meetings for 2014/2015

Enrolment

<i>Year</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total</i>
07-08	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	51
08-09	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	45
09-10	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	39
10-11	1	2	2	2	-	-	-	-	7
11-12	3	1	2	2	-	-	-	-	8
12-13	4	3	-	1	-	-	-	-	8
13-14	0	5	1	0	0	0	0	0	6
14-15	6	0	5	1	0	0	0	0	12

Community Demographics (2011)

	North Thompson
Total Population	700
% of population 15 & older	80%
% of population in family structure	30%
% of families with children	34%
% of single-parent families	13%
% Speak English as a First Language	98%
Prevalence of Low Income (2006)	15.9%
Education attainment/ High School Grad (2006)	44.9%
Bachelor Degree + (2006)	4%

BLUE RIVER ELEMENTARY SCHOOL

The first school in Blue River was built in 1917. Up until 1950, Blue River School was the largest school in School District 26, and it was the only school that was not a one room school. It was considered a superior school because it had 3 divisions from Grades One to Ten. Presently, Blue River Elementary is one of four one-room schools in School District 73 Kamloops/Thompson. It capable of servicing students from Kindergarten to Grade Seven.

School Context

Blue River Elementary serves one small rural community in the North Thompson. The community consists of single-family homes on residential lots as well as small and large acreages. Many families have been residents in this area for several generations. However, like other areas in the region, the school age population has been decreasing. Parents are responsive to the needs of their children, and recognize the importance of education. The student population Blue River Elementary consists on average of about 8 to 10 students. Older students are involved in leadership activities around the school. Students report positively about their school. There are good turnouts for school functions, and strong support for fund raising initiatives in Blue River. Also, the community provides support for charitable organizations such as the Terry Fox Foundation and the Heart and Stroke Foundation (Jump Rope for Heart).

Meeting the Needs of the Population

Blue River Elementary is a small school. Students with Special Needs who have a ministry designation comprise less than 1% of the population. Blue River Elementary has access to a Learning Assistance Resource Teacher (LART) who provides consultation support through Raft River. Blue River also has small group support which is individualized and provided within the classroom setting. All students who are funded, or students receiving learning assistance, are on Individual Education Plans (IEPs). Blue River Elementary has had need of a Classroom Education Assistant (CEA) in the past but has had trouble filling the position with a qualified worker. Blue River Elementary receives regular visits from a District Speech and Language Pathologist and has access to a School and Family Support consultant when needed. Blue River also has access to a District School Psychologist who provides psychometric testing. Students are referred to Learning Assistance or to District Staff through School Based Team meetings.

Calendar of Events 2014-2015

September	October
<ul style="list-style-type: none"> • Annual Terry Fox National School Run • Meetings with new parents and students • First term overviews home • School Photos • The school opened to 12 students. • Fruit and Veggie program started 	<ul style="list-style-type: none"> • PRA & WCRA started
November	December
<ul style="list-style-type: none"> • Remembrance Day activities. • First Term Report Cards 	<ul style="list-style-type: none"> • Annual Christmas Concert • Cross Country Skiing starts
January	February
<ul style="list-style-type: none"> • Cross Country Skiing continues • Winter routines and expectations reinforced 	<ul style="list-style-type: none"> • Hosted the Cross Out Cancer Annual Cross-Country Ski Race. • PRA and WCRA • Interim Reports to parents
March	April
<ul style="list-style-type: none"> • Report Cards 	<ul style="list-style-type: none"> • School Improvement Plan (SIP) ratified
May	June
<ul style="list-style-type: none"> • Meeting with all new Kindergarten parents 	<ul style="list-style-type: none"> • Year-End ceremony • Welcome to Kindergarten orientation for the parents and students that will be entering Kindergarten in the fall • Class composition meetings • PRA & WCRA • Planning meetings for 2015/2016

Enrolment

<i>Year</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Total</i>
<i>07-08</i>	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	9
<i>08-09</i>	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	12
<i>09-10</i>	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	10
<i>10-11</i>	3	1	-	1	-	-	3	-	8
<i>11-12</i>	1	2	1	-	2	-	-	3	9
<i>12-13</i>	3	1	3	2	-	1	-	-	10
<i>13-14</i>	0	2	0	2	0	0	1	0	5
<i>14-15</i>	4	2	3	0	3	0	0	0	12

Community Demographics (2011)

	Thompson Headwaters
Total Population (2006)	269
% of population 15 & older	80%
% of population in family structure	30%
% of families with children	34%
% of single-parent families	13%
% Speak English as a First Language	98%
Prevalence of Low Income (2006)	15.9%
Education attainment/ High School Grad (2006)	44.9%
Bachelor Degree + (2006)	4%

School Goals

Goal #1

To improve student knowledge and use of reading strategies that prompt students to construct meaning and think as they read.

District Goal

- To improve students' literacy skills, Kindergarten to Grade 12

Rationale

Learning to become a confident and proficient reader involves a balance of instruction and guided practice in both decoding and comprehension. There are students who acquire this proficiency easily. However, the majority of students need to experience consistent and explicit instruction throughout their school years to develop a repertoire of reading strategies that will allow them to read more fluently and develop skills that will teach them to think deeply as they read; and be able to articulate their understanding.

Raft River's literacy focus is to provide the explicit instruction, supports and materials required to improve our students' comprehension skills. We have chosen Adrienne Gear's *Reading Power* strategies for fiction and non-fiction as a framework for our comprehension instruction through kindergarten to grade seven. *Reading Power* is based on the research of David Pearson who outlined seven reading strategies that proficient readers use to engage and interact with the text. Adrienne as compiled these seven strategies into five reading powers or “thinking powers” for fiction and non-fiction. Raft River will follow Adrienne Gear's introductory year plan for integrating *Reading Power* strategies into our balanced literacy plan for grades K- 7.

Although it is important to note that the *Reading Power* strategies will support understanding in all curricular areas, it will remain only one of the components of the overall school literacy plan. A balanced reading program at each grade level must integrate such components as phonemic awareness, phonics instruction, developing spelling skills, vocabulary building, guided reading, silent reading, literature circles, buddy reading and whole class interactive read-alouds with both verbal and non-verbal responses.

The following outlines the “key concepts” of *Reading Power* strategies that will be integrated into Raft River School's literacy plan.

- ✓ Reading skills
- ✓ David Pearson's proficient reader strategies
- ✓ Adrienne Gear's list of fiction and non-fiction reading powers
- ✓ Adrienne Gear's key concepts
- ✓ A gradual release of responsibility
- ✓ Adrienne Gear's introductory year plan (primary and intermediate)

READING SKILLS

<p style="text-align: center; margin: 0;">Decoding</p> <ul style="list-style-type: none"> • Letters, sounds • Phonological awareness • Spelling, vocabulary • Fluency 	<p style="text-align: center; margin: 0;">Comprehension</p> <ul style="list-style-type: none"> • Thinking • Constructing meaning • Meta-cognition (awareness of thinking)
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A proficient reader, engaged and interacting with text..... (based on the research of David Pearson)

- Makes Connections
- Asks Questions
- Visualizes
- Draws Inferences
- Determines Importance
- Analyzes and Synthesizes
- Monitors Comprehension

Strategies and Implementation

Raft River's main literacy focus is to implement Adrienne Gear's Reading Power program in order to enhance reading comprehension from grades K to 7. All teachers will receive a copy of both Reading Power and Nonfiction Reading Power. Both books will provide a consistent framework and guide for developing teaching strategies around comprehension, instruction, and practice. The common language and focus of instruction will enhance student learning and ease student transitions from grade to grade.

Key components of Adrienne Gear's Reading Power

<p><i>Five Reading Powers For...</i> Fiction:</p> <ul style="list-style-type: none"> • Connect • Question • Visualize • Infer • Transform 	<p><i>Five Reading Powers For...</i> Nonfiction:</p> <ul style="list-style-type: none"> • Zoom-in • Determine Importance • Connect • Question Infer • Transform
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Components of comprehension instruction that follows a gradual release of responsibility approach:

- Introduce the strategy – “I explain” - Explain the concept of the strategy
- Teacher Modeling – “I do, you watch” - Read aloud/think aloud - “speaking voice/thinking voice”
- Guided Practice – “We do together” - Reinforce the strategy through whole class practice, guided reading groups
- Independent Practice “You do, I watch/monitor” - Student practices the strategy on their own
- Application - “You do on your own” - Student applies the strategy to real life reading experience

Year 1 Scope and Sequence

Primary:

Kindergarten: Connect, Visualize

Grade One: Connect, Visualize, Question

Grade Two: Connect, Question, Visualize, Infer

Grade Three: Connect, Question, Visualize, Infer, Transform

Intermediate Grades Four to Seven:

September, October – Connect (Fiction and Nonfiction)

November, December – Visualize (F)

January, February – Nonfiction Focus – Zoom In, Determine Importance

March, April – Question/Infer (F and NF)

May, June – Transform (F and NF)

Performance Indicators

1. School Based Data: Whole Class Reading Assessment/PRA (Primary Reading Assessment)
2. Report Card Marks
3. FSA Data

Performance Targets

Primary Reading:

- By June of 2015 - 85% of all Primary students will be meeting or exceeding expectations in Reading.
- By June of 2016 - 90% of all Primary students will be meeting or exceeding expectations in Reading.

Intermediate Reading:

- School Based Data: According to school report card data currently 73% of our students are meeting or exceeding grade level requirements in reading. Our target is to have 80% of students demonstrating improvement in independent reading levels between October and May of that school year.
- FSA: Currently 78% of our grade four students and 73% of our grade seven students are meeting or exceeding expectations in Reading Comprehension on the FSA exam. Our target will be to have 80% of our grade 4 and 7 students meeting or exceeding expectations

Report Card Data/FSA Comparison
November 2014 and March 2015 (Terms 1 and 2)

	Primary		Intermediate		Intermediate Average	
	Exceeding/ Fully Meeting	Approaching/ Not Yet Meeting	Exceeding/ Fully Meeting	Approaching/ Not Yet Meeting	M/E	Not
Term 1 Reading	73%	27%	92%	8%		
Term 2 Reading	76%	24%	83%	17%	88%	12%
FSA	90%	10%	67%	25%		

Summary Comments on Relevant Data

As a staff, we have been focusing our attention on our assessment ‘for’ learning, using the Primary Reading Assessment and Whole Class Reading Assessment. Staff monitor this program using ongoing running records and whole class reading assessments. These assessments are administered three times over the course of the year.

To ensure that the data collected is an accurate representation of where our students are in respect to reading, we will need to work with our staff on how the tests are administered, how to assess the students consistently and what to do with the information collected from these assessments. To do that the staff will need to attend Pro D sessions on the Whole Class Reading Assessment and Primary Reading Assessment , or have a coordinator from the Henry Grube Education Centre run workshops at the school.

The data collected through the FSA test is also worthwhile. We have noticed a definite trend over the last three years. FSA data continues to show that more focus is needed in the intermediate grades. With the support of Adrienne Gear's Reading Power framework for explicit teaching of nonfiction and fiction comprehension strategies, we are confident that we will see growth in our student's comprehension skills and their ability to construct, articulate and display their thinking as they read.

It will be important for these programs to be inclusive of Vavenby Elementary so that when students transition into Raft River, they will be familiar with the intermediate program. The same is true for Blue River as they will be joining the grade eight cohort at Clearwater Secondary School.

Goal #1 – Strategies and Structures

To improve student vocabulary knowledge and skills to enhance comprehension.

Raft River / Vavenby / Blue River

<i>Strategies/Monitoring for Goal Achievement</i>	<i>Persons Responsible</i>	<i>Resources Needed</i>	<i>Timeline</i>
<p><i>Reading Power</i></p> <ul style="list-style-type: none"> ● Designated weekly instructional time in grades K-7 on Reading Power strategies as detailed in phase one implementation plan 	<ul style="list-style-type: none"> - Staff - Literacy Committee - Admin - Resource Mentors 	<ul style="list-style-type: none"> - Pro D in September and throughout the school year to support teachers with integrating and introducing Reading Power strategies - Each teacher will have their own copy of Reading Power fiction and non-fiction resource books - Each class to have a reading Power Poster displayed in their classroom to promote meta-cognition and common language - Continue to provide the funds to add new Reading Power picture books to support the strategies 	<ul style="list-style-type: none"> Begin in September – Pro D in September - Other as scheduled - ongoing
<p><i>Reading Coaches / Buddy Reading</i></p> <ul style="list-style-type: none"> ● Train older students to read with younger partner students. ● Pair classrooms up for Buddy Reading 	Staff & Admin	Buddy Reading Program outline	October
<p><i>Intervention Strategies (RTI)</i></p> <p>T1</p> <ul style="list-style-type: none"> - In class guided reading for struggling readers in grades K-7 - One-to-one for students in grades 1-4 who are requiring more fluency practice <p>T2</p> <ul style="list-style-type: none"> - Learning Assistance in class and pull out for targeted struggling readers and support with assessment - SBT support for assessment and direction of instruction when teacher requests service - SPL support for targeted students 	<p>Staff Admin</p> <p>Trained parent volunteers</p> <p>LAT</p> <p>SBT</p> <p>SPL</p>	<p>Devise a list of resources available at Raft for struggling readers</p> <p>Organized by a parent in collaboration with LAT Fiona Claire provides workshops to train new parent volunteers</p> <p>Continue to provide in-service to implement the support plan</p>	Oct, Feb, May
<p><i>Whole Class Reading Assessment / PRA Collaboration</i></p> <ul style="list-style-type: none"> ● Three times per year ● Discussion in Sept with respect to criteria to ensure consistent administration of criteria (Pro D Sept) ● Mark, review and discuss results as a staff after each assessment period (Admin to cover, staff meeting or collaboration time) 	Staff	Assessment Tool	Oct, Feb, May

<p><i>Literacy Week</i></p> <ul style="list-style-type: none"> ● Provide a designated week during the year for a focus on literacy / comprehension 	Staff		January
<p><i>Vocabulary</i></p> <ul style="list-style-type: none"> ● Grade appropriate vocabulary word walls evident in all the classrooms. ● Designated time on word structure (prefixes, roots, suffixes and meaning) ● In class teaching on strategies 'readers' use to determine meaning 	Staff Admin Resource mentors		Ongoing
<p><i>Collaboration (Integrated with other strategies)</i></p> <ul style="list-style-type: none"> ● Regular teacher collaboration time to review specific instructional topics around student achievement and comprehension ● Focused discussion around supporting intermediate achievement 	Admin & Staff Leaders	Designated time	September
<p><i>Technology Support</i></p> <ul style="list-style-type: none"> ● <u>Smartboard</u> – the use of Smartboard technology to enhance vocabulary instruction ● <u>Tablets</u> – the use of tablet technology to individualize exposure to vocabulary 	Admin / Staff	Existing Technology	September

Vavenby

<i>Strategies/Monitoring for Goal Achievement</i>	<i>Persons Responsible</i>	<i>Resources Needed</i>	<i>Timeline</i>
<p><i>Weekly Spelling / Vocabulary Program</i></p> <ul style="list-style-type: none"> ● Weekly review of grade appropriate and individualized vocabulary words 	Teacher		September
<p><i>Technology Support</i></p> <ul style="list-style-type: none"> ● <u>Smartboard</u> – the use of Smartboard technology to enhance vocabulary instruction ● <u>Tablets</u> – the use of tablet technology to individualize exposure to vocabulary 	Admin / Teacher	Existing Technology	September

Blue River

<i>Strategies/Monitoring for Goal Achievement</i>	<i>Persons Responsible</i>	<i>Resources Needed</i>	<i>Timeline</i>
<p><i>Words of the Week</i></p> <ul style="list-style-type: none"> Targeting high frequency vocabulary words in weekly themes 	Teacher		September
<p><i>Daily 5 & The Cafe</i></p> <ul style="list-style-type: none"> Exposes students to a variety of literature and oral vocabulary opportunities 	Teacher	Daily 5 and The Cafe by Boushey & Moser	September
<p><i>Technology Support</i></p> <ul style="list-style-type: none"> <u>Smartboard</u> – the use of Smartboard technology to enhance vocabulary instruction 	Admin / Teacher	Existing Technology	September
<p><i>Public Library Visits</i></p> <ul style="list-style-type: none"> Students walk to the public library once a week to increase exposure to language and literature and provide them with experience on how to access literature outside of school 	Teacher	Public Library Cards	September

Goal #2

To increase students' knowledge and recall of basic math facts, and to deepen their overall understanding of number concepts.

District Goal

- To improve students' Numeracy Skills – K to 12

Rationale

- Basic Math facts are important because they form the building blocks for higher level math concepts. Math concepts are significantly easier for a student to learn once they have some mastery of math facts and number concepts (Whitehurst, 2003).
- It is important to teach students how to use strategies and visual representations, and apply them to math concepts when teaching math facts and number concepts.

Performance Indicators

- FSA results
- District Math Assessments - Grades 2-7
- Report Card Data

Report Card Data/FSA Comparison
November 2014 and March 2015 (Terms 1 and 2)

	Primary		Intermediate		Combined Intermediate Average:	
	Exceeding/ Meeting	Approaching/ Not Yet Meeting	Exceeding/ Meeting	Approaching/ Not Yet Meeting	M/E	Not
Term 1 Math	88%	12%	88%	12%		
Term 2 Math	88%	12%	85%	15%	86%	14%
FSA	87%	13%	67%	25%		

Performance Targets:

Primary Math:

1. By June of 2015, based on report card data and year end District Math assessment, 90% of all Primary students will be meeting or exceeding expectations in Math.
2. By June of 2016, using an average of report card data and year end District Math assessment, 90% of all Primary students will be meeting or exceeding expectations in Math

Intermediate Math:

1. By June of 2015, using an average of report card data, FSA results, and year end District Math assessment, 75% of all Intermediate students will be meeting or exceeding expectations in Math.
2. By June of 2016, using an average of report card data, FSA results, and year end District Math assessment, 80% of all Intermediate students will be meeting or exceeding expectations in Math.

Summary Comments on Relevant Data

Staff discussion around the data involving Math has been:

- developing a base line for all groups based upon as much data as is available, so that in the future, comparisons done will be of a more consistently valid measure
- choosing targets that are attainable, but also show growth from one year to the next
- exploring the ideas around the near consistent drop of particular cohorts (essentially the same group of students) between their Grade 4 FSA tests and their Grade 7 FSA tests (see Appendix ?) This has and will continue to be an ongoing discussion, as there are many theories around why this is happening, and in order to work on changing this statistic there could be a variety of changes that need to be implemented, then checked, then tweaked and re-implemented

Goal #2 - Strategies and Structures

To increase students' knowledge and recall of basic Math facts, and to deepen their overall understanding of number concepts.

<i>Strategies/Monitoring for Goal Achievement</i>	<i>Person(s) Responsible</i>	<i>Resources Needed</i>	<i>Timeline</i>
<p><i>Mastery of the Basics</i> All students in Grades 3-7 will have one day a week working from the Mastery of the Basics programs at grade level</p>	Staff	-School copies for each grade level -Professional Development to improve staff understanding and use of this resource	Ongoing all year
<p><i>Family Math Nights:</i> Organized by staff with help from the PAC, these events will be a venue for parents to learn ways to support their child's math development through playing Math games at home</p>	Staff and PAC	-Mentorship from numeracy coordinator -Kits from the Henry Grube Centre -Contact with other schools for ideas for organization -PAC help in organizing/ presenting stations	-First year, 2 nights: 1)Early fall (possibly combine with Meet the Teachers); 2)Late March or early April -Second year, discuss feasibility of 3 nights
<p><i>Math Home Problems:</i> Twice a month, send home a Math Problem for parents and students to work on together, problems are sent back to school to go into a draw for students to be put onto the Math Wall of Fame.</p>	Numeracy Team	Collaboration Time	Ongoing, beginning in September and ending in May and sent home every 2 weeks
<p><i>Math Week:</i> Provide a designated week during the year for a focus on increasing mathematical understandings through games and the use of manipulatives, including possible cross-grade (family) grouping activities</p>	Numeracy Team and Staff		Late March or early April, in order to encompass the second Family Math Night

<p>District Numeracy Assessment: The District Numeracy Assessments for Grades 2 through 7 will be administered in September and May each year. In September, students will be retested (in a paper version) with the test from their previous grade to help teachers know the strengths a weaknesses of individuals and to plan for instruction. Near the end of May the tests for the end of their current grade will be administered (online if available), partially as a data collecting instrument but also to be used in summative assessment for the final report card.</p>	Staff	Access to District Tests- both online and paper versions	Mid September and late May
<p>Collaboration: (Integrated with other strategies) Regular teacher collaboration time to review specific instructional strategies, to plan school-wide math initiatives, and to collaboratively plan and debrief lessons around specific outcomes</p>	Admin Numeracy Team	Collaboration time built into weekly schedule, coupled with DPA	Ongoing- twice a month throughout the year
<p>Professional Development: One school driven professional development day will be dedicated to Math (coordinated by Numeracy Team)</p> <p>Kim Sutton number line learning will be a focus for year one</p> <p>Staff attendance at Kim Sutton Pro-D arranged by numeracy coordinator</p> <p>Math book club- in either Year 1 or 2 of the plan, the professional resources</p>	Staff Admin	Kim Sutton number lines displayed and used in all classrooms; book to go with number lines purchased as a professional resource	School based Pro-D chosen by school committee; District Pro-D on date offered
<p>Increase Classroom Support for Struggling Math Students: Make Math a priority when scheduling LART time</p> <p>Implement “Guided Math” groups into all classroom instruction to support struggling Math Students (Tier 1 Intervention)</p>	Admin LART Staff		Emphasis in June and September 2014 (when arranging teaching assignments, class makeup, and in teacher planning)

Goal #3

To create a positive school culture

District Goal

- To ensure that every learner has the educational, social, and healthy living skills to function positively in the 21st Century

Rationale

- A positive school climate exists when all students feel comfortable, wanted, valued, accepted, and secure in an environment where they can interact with caring people they trust. A positive school climate affects everyone associated with the school – students, staff, parents, and the community. It is the belief system or culture that underlies the day-to-day operation of a school.
- Improved school climate is a goal to pursue. Educators need to constantly work toward improving their school climate, culture, and conditions so that student learning is improved.

Performance Indicators

- Satisfaction Survey
- IMP Behaviour Data

Performance Targets

- Decrease the overall number of Office Referrals by 5% (Raft River)
- Increase student participation in citizenship and leadership activities and clubs (School/Community Citizenship projects, Recycling, Leadership, Friends, etc.)
- Develop a written school culture document, that includes the school's vision, beliefs, values and mission, and which also outlines actions, traditions, ceremonies and rituals that will help to develop and extend our school culture.

Summary Comments on Relevant Data

This is a change in our social responsibility goal from our previous school improvement plans. The school was part of the District's test group for piloting the Incident Management Program (IMP). We will be using the data gathered in 2013/14 from this program to establish a baseline for school behaviour data. After this is done, this information will be added to this plan by June 2014. From that data a target will be adapted and tracked for the following year. It is our hope that we can involve Vavenby and Blue River into their own IMP programs next year as a way to gather their own data, and also allow administrators to have a better idea of what is happening on a daily basis at each of these schools.

Goal #3 – Strategies and Structures

To create a positive school culture

Raft River / Vavenby / Blue River

<i>Strategies/Monitoring for Goal Achievement</i>	<i>Person(s) Responsible</i>	<i>Resources Needed</i>	<i>Timeline</i>
<p><i>School-Wide Behaviour Program Review</i> Form a school-wide PBIS made up of staff and admin</p> <p>Invite the school's PBIS coach to a staff meeting early in the year</p> <p>Determine with the coach what areas of the school's PBIS plan need work, and implement suggested changes</p>	PBIS Team		September through June
<p><i>Friendship/Peer Relations Building</i> Friendship Week Play is the Way Mind UP Program Big Buddy/Teen Mentoring</p>	Admin & Staff Leaders		Ongoing
<p><i>Satisfaction Survey</i> Review and collaborate on results Survey around school climate</p>	Students / staff / parents		February-April
<p><i>Citizenship / Leadership Program</i> Involve students in citizenship programs like Me-to-We Formation of clubs that promote community and responsibility (ie. recycling, student leadership,) Develop peer mentors and monitors</p>	Staff Leaders		September
<p><i>Family Groups</i> Focus family groups monthly on culture building activities, such as those that build positive rituals and traditions that reflect collaboration and collegiality (spirit days, Earth Day, buddy classes, etc.)</p>	Staff Leaders & Admin		September

Vavenby

<i>Strategies/Monitoring for Goal Achievement</i>	<i>Persons Responsible</i>	<i>Resources Needed</i>	<i>Timeline</i>
<p><i>Healthy Living Skills</i></p> <ul style="list-style-type: none"> ● Field trips to community organizations that promote self esteem (within and outside of the community of Vavenby) ● Healthy snacks program where students receive healthy snacks at school and learn how to prepare them. 	Teacher	Busing Staff / Parent Drivers Funding (PAC)	September
<p><i>Community Connections Program</i></p> <ul style="list-style-type: none"> ● Activities or clubs during and after school (hosted by school) that involve community members as mentors and coaches. Field trips to Clearwater and Kamloops that expose students to the services, and educational and employment opportunities outside their immediate community ● Seniors connections where we engage with seniors in the community in a variety of instructional opportunities. 	Teacher	Busing Staff/parent drivers Funding (PAC)	October/November

Blue River

<i>Strategies/Monitoring for Goal Achievement</i>	<i>Persons Responsible</i>	<i>Resources Needed</i>	<i>Timeline</i>
<p><i>Be a Bucket Filler</i></p> <ul style="list-style-type: none"> • Ongoing classroom focus on 'filling buckets' 	Teacher		September
<p><i>Cooperative Learning Activities</i></p> <ul style="list-style-type: none"> • Ongoing focus on cooperative learning instructional methods 	Teacher		September
<p><i>Playground Equipment</i></p> <ul style="list-style-type: none"> • Parent, student, community focus on upgrading the playground equipment. Focus on citizenship and partnership 	Teacher / PAC	Playground equipment	September

Targets

The long term target for all three schools is to reach or exceed 85% of students meeting or exceeding expectations in Social Responsibility in three years. There has been no baseline data yet accumulated for this goal so the three year target may have to be adjusted in 2015 to reflect any new baseline data. The baseline data will be made from office referrals and teacher assessment of students using the BC Performance Standards.

Communication

<i>Actions</i>	<i>Responsibility</i>	<i>Resources</i>	<i>Time Line</i>
<i>Newsletter</i> <ul style="list-style-type: none"> ● Monthly SIP highlights 	Admin		Every second week
<i>Staff Meeting Agenda</i> <ul style="list-style-type: none"> ● SIP / SPC regular agenda item 	Admin		Staff Meetings
<i>PAC Agenda</i> <ul style="list-style-type: none"> ● SIP / SPC regular agenda item 	PAC Executive		Monthly
<i>Parent Open House</i> <ul style="list-style-type: none"> ● Open house co-hosted by the SPC to introduce SIP goals and the role of the SPC 	Admin / SPC		Sept, March
<i>News in local newspaper</i> <ul style="list-style-type: none"> ● Encourage parent reps to submit highlights or events of the SPC to the local newspaper 	SPC		Ongoing
<i>Social Events</i> <ul style="list-style-type: none"> ● Organize social events for parents (ie. Parent Softball) and families hosted by the school. 	SPC / Staff		Ongoing
<i>Intramural</i> <ul style="list-style-type: none"> ● Organize a 'parent vs. student' intramural event three times per year 	Student Leaders / Staff		Ongoing

Appendices

Appendix A

Foundation Skills Assessment: % meeting or exceeding expectations in Reading Comprehension.

Year	Gr. 4	Gr. 7
06/07	61%	56%
07/08	89%	68%
2009	84%	78%
2010	86%	72%
2011	66%	92%
2012	73%	48%
2013	68%	60%
2014	78%	73%
2015	90%	67%

Appendix B

Foundation Skills Assessment: % meeting or exceeding expectations in Numeracy.

Year	Gr. 4	Gr. 7
06/07	79%	74%
07/08	86%	87%
08/09	90%	70%
09/10	87%	70%
10/11	78%	79%
11/12	65%	49%
2013	68%	80%
2014	91%	69%
2015	87%	67%

Appendix C Cohort Comparison

FSA Results for the same cohort from their Grade 4 Year to their Grade 7 Year

	Reading	Numeracy
Gr 4 (06/07) Grade 7 (09/10)	61% 72% Up 11%	79% 70% Down 9%
Gr 4 (07/08) Grade 7 (10/11)	89% 92% Up 3%	86% 79% Down 7%
Gr 4 (08/09) Grade 7 (11/12)	84% 48% Down 36%	90% 49% Down 41%
Gr 4 (09/10) Grade 7 (12/13)	86% 60% Down 26%	87% 80% Down 7%
Gr 4 (10/11) Grade 7 (13/14)	66% 73% Up 7%	78% 69% Down 9%
Grade 4 (11/12) Grade 7 (14/15)	73% 67% Down 6%	66% 67% Up 1%

Appendix D

Primary Report Card Mark Data- Term 1 (November 2014) - 2014/2015 School Year

TERM 1	EXCEEDING	MEETING	APPROACHING	NOT YET MEETING
READING	75% Exceeding/Meeting		25% Approaching/Not Yet Meeting	
MATH	88% Exceeding/Meeting		12% Approaching/Not Yet Meeting	

Appendix E

Primary Report Card Mark Data- Term 2 (March 2014)- 2014/2015 School Year

TERM 2	EXCEEDING	MEETING	APPROACHING	NOT YET MEETING
READING	88% Exceeding/Meeting		12% Approaching/Not Yet Meeting	
MATH	88% Exceeding/Meeting		12% Approaching/Not Yet Meeting	

Appendix F

Intermediate Report Card Mark Data- Term 1 (November 2014)- 2014/2015 School Year

TERM 1	A	B	C+	C	C-	I	F
READING	21% Exceeding	53% Fully Meeting		18% Satisfactorily Meeting	8% Marginally/Not Yet Meeting		
MATH	19% Exceeding	52% Fully Meeting		17% Satisfactorily Meeting	15% Marginally/Not Yet Meeting		

Appendix G

Intermediate Report Card Mark Data- Term 2 (March 2014)- 2014/2015 School Year

TERM 2	A	B	C+	C	C-	I	F
READING	17% Exceeding	52% Fully Meeting		14% Satisfactorily Meeting	17% Marginally/Not Yet Meeting		
MATH	17% Exceeding/	51% Fully Meeting		17% Satisfactorily Meeting	15% Marginally/Not Yet Meeting		

School Improvement Plan Time line

Collaboration Teams for both Literacy and Numeracy began on alternating Wednesdays in mid- September, with both groups taking on the task of updating the School Improvement Plan Goals concerning their areas. The School Culture Team attempted to meet twice a month on Thursday mornings beginning in November, also in part taking on the task of updating that section of the School Improvement Plan. The School Planning Council, consisting of both administrators, 2 teachers and 3 parents scheduled twice a month meetings for after school on Tuesdays when there were not staff meetings. In addition, the School Improvement Plan was a regular item on the staff meeting agendas, sometimes for whole staff discussions, and sometimes for break-out groups to discuss different parts of the plan.

Raft River Elementary School School Improvement Plan for 2013-2014

Spring 2015

Ratified by the School Planning Council – May 2015

Principal: Shaun McKenna _____

Vice Principal: Lori Bradstock _____

Teacher: Dianne Bishop _____

Parent: _____

Parent: Sabine Cooperman _____

Vavenby Elementary School School Improvement Plan for 2014-2015

Spring 2015

Ratified by the School Planning Council – May 2015

Principal: Shaun McKenna _____

Vice Principal: Lori Bradstock _____

Teacher: Michelle Farris _____

Parent: _____

Blue River Elementary School School Improvement Plan for 2014-2015

Spring 2015

Ratified by the School Planning Council – May 2015

Principal: Shaun McKenna _____

Vice Principal: Lori Bradstock _____

Teacher: Lonette Tobin Grafunder _____

Parent: _____