

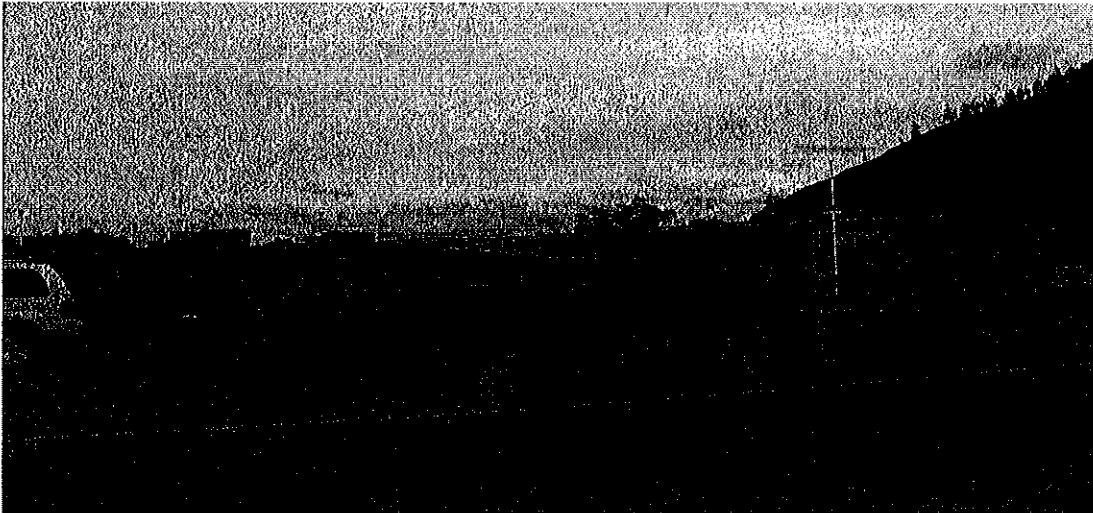
**School Improvement Plan**  
School District # 73 (Kamloops – North Thompson)

**2015-2016**

*Rayleigh Elementary*  
*306 Puett Ranch Road,*  
*Kamloops, B.C.*  
*V2H 1M9*  
*250-578-7229*

**KAMLOOPS - SBO**

**MAY 15 2015**



**School Mission Statement**

The staff at Rayleigh believe that learning is vital.  
The staff believe in accepting each child's uniqueness while fostering  
independence and working with students to best meet their needs  
in a safe and caring environment.

## **School Goals for 2015 – 2016**

1. To increase the number of students meeting and exceeding expectations in writing (focus on Story Writing.)
2. To increase the number of students meeting or exceeding expectations in Reading Comprehension (focusing on summarizing, inferring and synthesizing.)
3. To improve Social Responsibility among our students.



## **School History**

Rayleigh Elementary opened in 1961. Its student population peaked in 1995-96 with 395 students. Since then, the student population has been on a slow but steady decline. In 2002, the student population was 252 students and is currently at 202 students. The population is very constant with little transience and many students attending Rayleigh for the entire elementary school experience.



## **School Context**

As stated above, our current school population is 202 students. Rayleigh Elementary is a neighbourhood school but with a reconfiguration of Heffley Creek Elementary our school now services children from Vinsula, Knouff Lake and Sun Peaks Resort. Our current student population has 21 students with First Nation's ancestry. We have 18 students the meets Ministry criteria for low incidence support. We have 8 divisions including a full day kindergarten. Other instructional staff include: 1.0 L.A.T., 0.26 Librarian, 2.0 CEA, 4hr FNSW and 1.0 Principal.

Our students show average to above average growth in literacy and numeracy skills, as shown with FSA and district literacy results. Our students have continued on with their education at Brock Middle School for grades 7, 8 & 9 and NorKam Secondary for grades 10, 11 & 12.

We have always had a very involved PAC who support our school goals in many ways. They also provide a hot lunch program from November until Spring Break. A number of our parents have taken part in a variety of programs offered through our school including, Restitution for Parents, Internet Safety, the Food Safe Program and a One to One Reading Program. They also host a Family Dance in March, a community barbecue in the spring.

## Relevant Demographics

### A. Enrolment

Year	K	1	2	3	4	5	6	7	Total
06-07	11.5	17.0	28.0	27.0	34.0	28.0	37.0	32.0	214.5
07-08	12.0	26.0	17.0	30.0	28.0	33.0	29.0	34.0	209.0
08-09	9.0	21.0	24.0	16.0	29.0	26.0	28.0	28.0	181.0
09-10	12.0	22.0	22.0	25.0	17.0	30.0	28.0	26.0	182.0
10-11	26.0	25.0	24.0	26.0	34.0	22.0	34.0	-	191.0
'11-12	23	25	29	28	35	33	22		195
'12-13	27	24	23	30	28	32	31		195
13-14	27	28	28	21	36	29	33		202
14-15	17	30	29	36	24	35	31		202

### B. Student Demographics

	School - # (2014-2015)	School - # (2013-2014)	School - %	District - % (2013)	Province - % (2013)
Female	102	96	47.5	48.7	49.1
Male	100	106	52.5	51.3	50.9
Aboriginal	19	21	10.3	18	10.5
Aboriginal with Special Needs	2	3	0.14		
Physically Dependent (A)	0	0	0	0.1	0.1
Deaf/Blind (B)	0	0	0	0	0
Moderate to Profound Int. Disability (C)	1	1	.04	0.4	0.3
Physical Disability/Chronic Health (D)	0	1	.04	1.4	1.3
Visual Impairment (E)	0	0	0	0.1	0.1
Deaf/Hearing (F)	0	0	0	0.2	0.2
Autism Spectrum (G)	3	1	.04	1.5	1.2
Intensive Behavior/Mental Illness (H)	2	1	.04	0.9	1.3
Mild Intellectual Disability (K)	0	0	0	0.6	0.4
Gifted (P)	0	0	0	0.6	1.1
Learning Disability (Q)	6	7	.34	2.1	3.3
Moderate Behavior/Mental Illness (R)	6	0	0	1.3	1.0
ESL	3	3	.14	0.9	10.2
ESL – Not – English at home	0	0	0		

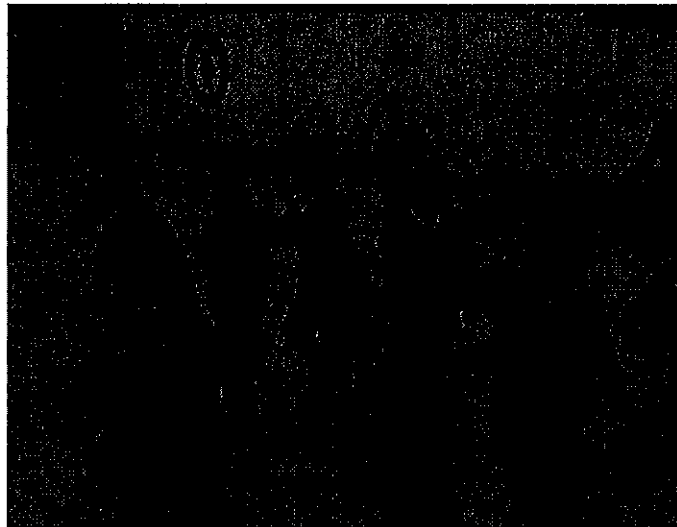
## **Meeting the Needs of Our Population**

First nations students comprise about 9.4% of the school population.

Special needs students comprise 8.9% of our school population. Each of these students have received a Ministry designation and is on an Individual Education Plan. Classroom support is provided through a School Support Worker in the classroom on a daily basis.

At Rayleigh Elementary there are no identified "Gifted" students, however, we have a number of enhancement opportunities for our most able learners. Some examples are:

- Leadership Program
- Craft Club and Games Room
- Sports programs, including volleyball, basketball, track and field and floor hockey
- Fine Arts programs including choir, band, and Young Artists
- Literacy programs like Battle of the Books and the Literacy Project
- Heritage Fair and Science Fair



Together, the school community, staff, students and parents worked toward reaching our targets in Writing and Reading. Our growth plan is a topic of every staff meeting and PAC meeting. It is at these meetings that relevant data is discussed and strategies we are using to help meet our goals.

## Our School

### **September**

- School opened late due to strike. Once in session we had 200 students, who returned to their last years teacher for 4.5 days as we worked on classroom placements, schedules, orienting new staff and students. Staffing was tight and there was hope that we would get another teacher. That did not happen so we were full in every class except Kindergarten
- Learning Assistance, School Support Worker allocation, and Individual Education Plans were developed and implemented for 18 students.
- First Term overviews go home
- PAC met for the first time. President was elected
- School events included student photos, Fruit and Veggie programs begins, Terry Fox Run, Fire Drills, Welcome Back Family Picnic, month end assembly.

### **October**

- Evacuation Procedures are practised and in place
- Earth Quake Drills
- School Events - Young Peoples Concerts, Fire Drill, month end assembly, Strings program begins, Volleyball program begins, Leadership Program organizes Halloween Dance. First Movie Night.
- Parent-Teacher interviews are scheduled during early closure
- Hot Lunch program has begun

### **November**

- Assessments for learning are fully underway to support term report cards, which are issued on November 27<sup>th</sup>.
- Leadership students are running lunch time activities for students
- Whole School Write takes place
- Remembrance Day Assembly, month end assembly

### **December**

- Second Term Overviews go home
- Christmas Dance
- Whole School Write takes place
- Practice for up coming Christmas Concert
- Gingerbread houses are made by every student in their "Family Groupings"



## **January**

- Winter routines and expectations are reinforced daily
- School Planning Council meet
- FSA's start and are administered to all grade 4 students
- Strings Concert

## **February**

- Whole Class Reading Assessment and PM Benchmarks are administered again
- Girls and Boys Basketball is still going strong.
- Parent Teacher Interviews
- Anti Bullying Week
- Whole School Write takes place
- Mother Goose Program starts
- Month End assembly

## **March**

- Reading Week takes place (Education Week)
- SIP meetings are taking place
- Teachers meet at staff meeting to discuss FSA results and how we can use this information to guild our teaching
- Strings Performance at school
- Family Dance
- Glee Club starts (Choir)
- Report Cards go home
- Course Selections for Grade 6 students attending Brock next year
- Informational Meeting for Parents of students attending Brock next year

## **April**

- Third Term overviews go home
- SIP gets ratified by PAC, SIP committee, and staff
- Book Fair happens, track and field programs start later in the month
- Spring Clean Up
- Movie Night
- Young Artist and Young Author

## **May**

- Planning for the following year

## **June**

- Grade 6 students are off to Eagle Bay
- Family barbecue
- Kindergarten Orientation
- Grade 6 visit to Brock Middle School

# School Goals

## Goal # 1

To increase the number of students meeting and exceeding expectations in writing (Focus on Story Writing).

### District Goal

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

### Rationale

- Good writing skills are essential for success in all aspects of education. By focusing on strategies that promote understanding of written material the parents and staff hope to instill competence and enthusiasm for learning in all subject areas. For the past three years the conclusions drawn from the FSA data indicate that our students require more direct teaching in the area of writing. This notion was echoed by staff when analyzing school wide write data which is lower than that shown of the FSA data.

### Performance Indicators

- FSA Data
- School Based Data: Whole School Writes/Performance Standards

### Performance Targets

- FSA: Target will be to have 85% of our grade 4 students meeting or exceeding expectations.
- School Based Data: The target will be to increase the number of students in the "meets expectation level" by at least one student per class between the beginning of October and the beginning of February. This will mean a 4 to 5% increase in the "fully meets expectations" category.

### Summary Comments on Relevant Data

As a staff, we have been focusing our attention on our assessment "For" learning piece, which has been the BC Performance Standards for writing. Particular attention has been placed on our individual instruction and common strategies used throughout our school. Every staff meeting our school improvement plan is discussed and much time is devoted to teachers looking at teaching strategies, review and refine assessment practises and, most importantly, use these assessments to guide our teaching.



## **Goal # 1 - Strategies/Structures**

(Actions, responsibilities, resources, time lines)

<b>Strategies/Monitoring For Goal Achievement (To be determined by school staff)</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Time line</b>
Whole School Writes: Each class is to write on a particular topic. Teachers model the process that is used in the "Smart Learning" Lessons	Classroom teachers  LAT	Assessment instruments already available in the school.	End of October, February and May
Teacher Collaboration: This will provide teachers with the opportunity to share writing samples with colleagues and discuss rubrics and possible strategies to implement in class.	Principal/ CRT	Time	After each write: October, February and   May
The use of common assessment tools: Performance Standards FSA Rubric	Principal	BC Performance Standards for Writing. FSA Performance Standards for Writing	Ongoing
The use of exemplars in class. (This is what good writing looks like)	CRT	FSA Exemplars, school/district samples	Ongoing
Teacher Collaboration (Language Arts)	Principal CRT	Current Research	Ongoing
Collaborative Teaching: teachers working with in school and other colleagues, district staff and Literacy Leaders on lessons and ideas for classrooms.	Principal	Money for Releasing teachers	Ongoing
Modelling the writing process	LAT/CRT		Ongoing
Incorporating FN content into all areas of the curriculum	CRT	FNSW to assist with Planning and implementation	Ongoing

## Goal # 2

Improve student knowledge of and ability to use higher level reading comprehension strategies – inferring, synthesizing, and summarizing.

### District Goal

- To improve students' Literacy Skills, K to 12

### Rationale

● Good reading skills are essential for success in all aspects of education. By focusing on strategies that promote understanding of written material the parents and staff hope to instill competence and enthusiasm for learning in all subject areas. Although our FSA data is on par with District and Provincial averages, we are noticing a gap between our classroom assessment and what is being presented in District and Provincial assessments.

### Performance Indicators

- FSA
- PM Benchmarks/Whole Class Reading Assessments
- Ministry of Education Performance Standards Quick Scale Rating for strategies and approaches at all grade levels

### Performance Targets

- FSA data - The target will be to have 85% of our students meeting or exceeding expectations in Reading
- Whole School Reading Assessment – The target will be to increase the number of students in the meeting expectations category by at least one student per class between the beginning of October and the end of February.

### Summary Comments on Relevant Data

As a staff we were able to come up with a plan to monitor assessment “for” learning by using the whole class reading assessment and PM Benchmarks. These assessment devices are to be used in each classroom. The tests were administered twice this year to give us some base line data to work with. We are taking a very close look at the performance of our primary students, particularly our grade 3's and the gap that is noticed once our students get into grade 4.

**Goal # 2 - Strategies/Structures**  
(Actions, responsibilities, resources, time lines)

<b>Strategies/Monitoring For Goal Achievement</b> (To be determined by school staff)	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>
Reading Week will be continued to help support the joy of reading	Whole School Community	Scheduled activities throughout the week	1 week during school year
Teacher Collaboration: Focus for discussion will be around key strategies being used to develop higher level thinking skills.	Principal	Current Research	Ongoing
Collaborative Teaching: teachers visit other classrooms to observe specific strategies	Principal	Money for Releasing teachers	Ongoing
Reading Power Strategies taught from K-6. Individual classroom assessment (Whole Class Reading Assessment and Primary Bench Marks will be used)	CRT	Books	Ongoing
Using District Assessments to monitor student growth	CRT	PRAWCRA/DR A	Ongoing
Rec N Reading Summer Program is offered to primary students who are identified as needing extra support over the summer to maintain gains made during the school year.	Summer Rec Teacher	Money	July
Small Group Reading Instruction: This will be done in all classes with emphasis on those students not meeting expectations.	CRT	More levelled books for intermediate	September 2011
Incorporating FN levelled readers into our guided reading programs. Targeted use of the FN Literature Kit	CRT	FNSW to assist with planning and implementation	Ongoing

**Appendix A**

**Goal # 1**  
 To increase the number of students meeting and exceeding expectations in writing (Focus on Story Writing).

**Data:**

**Foundation Skills Assessment:** %meeting or exceeding expectations in Writing:

YEAR	PLU	NY	MT	EX
2009	0%	17%	83%	0%
2010	0%	13%	88%	0%
2011	6%	18%	74%	3%
2012	3%	8%	86%	3%
2013	0%	14%	82%	4%
2014	11%	19%	67%	3%
2015	0%	21%	79%	0%

**Whole School Writes** % of students meeting or exceeding expectations  
 (% of students minimally/approaching expectations)

Grade	1	2	3	4	5	6
Year: 2010 (June)	59%	67%	67%	81%	69%	
Year: 2011 (Mar)		67%	60%	29%	48%	71%
2011(June)		70%	69%	35%	50%	75%
Year: 2012	( )		( )			
Year: 2013 (March)	(06) 75%	(17) 78%		(36) 54%	(43) 42%	(47) 41%
2013 (June)	(17) 70%	(22) 74%		( )	(34) 53%	(47) 45%
	(19) 67%	(32) 46%	(33) 57%		(46) 43%	(44) 41%
	(10) 55%	(07) 61%	(24) 76%		(36) 57%	(41) 44%
	(33) 60%	(11) 52%	(44) 44%	(37) 63%		(45) 39%

**Report Card Data** % of students meeting or exceeding expectations  
(% of students approaching expectations)

Grade	1	2	3	4	5	6
2013 (June)	(16) 68%	(.04)74%	(.30) 67%	(21) 79%	(16) 84%	100%
2014 (June) STRIKE						
2015 (June)						

**Appendix B**

**Goal # 2**

Improve student knowledge of and ability to use higher level reading comprehension strategies – inferring, synthesizing, and summarizing.

**Data:**

**Foundation Skills Assessment:** %meeting or exceeding expectations in Reading:

YEAR	PLU	NY	MT	EX
2009	0%	7%	63%	30%
2010	0%	13%	56%	31%
2011	6%	24%	62%	9%
2012	3%	22%	61%	14%
2013	4%	7%	68%	21%
2014	8 %	17 %	56%	19%
2015	0%	13%	79%	8%

**Whole School Reading Assessment:** % of students meeting or exceeding expectations  
(% of students minimally/approaching expectations)

Grade	1	2	3	4	5	6
Year: 2010 (June)	64%	87%	88%	81%	64%	
Year: 2011 (Mar)		44%	72%	14%	70%	88%
2011(June)		52%	50%	.09%	43%	63%
Year 2011/ 12 – I was on Mat Leave ?	( )					
Year 2013 (March)	(.04) 83%	(.04) 96%	( )	(43) 43%	(79) 21%	(59) 38%
2013 (June)	(.04) 83%	(.04) 96%	( )	(43) 50%	(81) 19%	(59) 51%
2013 (Sept)	(.07) 71%	(.07) 71%	(0) 95%	( )	(32) 54%	(63) 31%
2014 (March)	(.07) 71%	(.07) 93%	(14) 86%	( )	(36) 64%	(44) 47%
2015 ( January)	(13) 67%	( )	(12) 69%	(13) 87%	( )	(29) 71%
2015 ( May)						

**Report Card Data** % of students meeting or exceeding expectations  
(% of students approaching expectations) in Reading

Grade	1	2	3	4	5	6
2013 (June)	(.13)75%	(.04)95%	(.01) 86%	(14) 86%	(14) 86%	(16) 84%

**Goal #3  
Social Responsibility**

Facilitate and support responsibility and respect in the school

**Rationale:** This is a goal that is being revisited. This has not been a school goal for the last five years. Both staff and parents felt that more emphasis needed to be placed in this area. Particularly in the way in which social responsibility was being addressed as a school. Having common language, expectations and a commitment to celebrating students achievements is key. Continuing to developing student leadership potential is required to maintain and improve the instructional learning environment and school climate. Increased self esteem, self confidence, and spirit will be fostered through the strategies below so that students have a strong sense of belonging and are empowered to make a positive contribution to the school climate in the school setting.

<p><b>Data:</b></p> <p><b>Discipline Data from School File</b></p> <p>September to May Office Referral Data</p> <p>2015 - 80</p> <p style="text-align: center;"><u>Quick Scale check sheets K,1,2,3,4,5,6,7</u></p> <p>”Contributing to the Classroom and School Community” indicator strand to be tracked as a focus for increasing respectful and obedient behaviours.</p>	<p style="text-align: center;"><u>Targets for Improvement</u></p> <p>September to March Referral Data</p> <p>2015/16 - 50</p>
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**Assessments to Measure Progress.** Discipline File Summary Data; BC Ministry of Education Performance Standard Quick Scale ratings, RAMS Awards given out at monthly assemblies.

Strategies/Monitoring For Goal Achievement (To be determined by school staff)	Person(s) Responsible	Resources Needed	Timeline
<p><b>Direct Student Teaching</b> – school wide focus on “Behaviour Grid” Continue with the RAMS Behaviour Grid: Respect, Attitude, Manners and Safety Follow up with RAMS Awards for ongoing specific behaviour reinforcement.</p>	<p>CRT</p> <p>Principal</p> <p>EBS Committee</p>	<p>Behavior Grid in each classroom</p>	

<p><b>Family Grouping</b></p> <p>Continue to encourage participation in pro-social activities and encourage friendships between different peer groupings. Use special theme days, SIP goals to get children together</p>	<p>All Staff, including CEAS and noon hour supervisors</p>	<p>Incentives and specific materials needed for activities</p>	<p>Ongoing</p>
<p><b>Play Is the Way-</b> Each classroom will use language and Life Raft Lessons to teach students how to play fair, be kind and respectful</p>	<p>All staff</p>	<p>Action Schools Kits and in-service for teachers</p>	<p>May, 2005</p>
<p><b>Leadership Program-</b> Includes all grade 5/6 students. Students are responsible for taking a leadership role in the school. Number of jobs to pick from.</p>	<p>Teacher, Support Staff and Principal</p>		<p>Ongoing</p>



## School Improvement Plan Time lines and Processes

November 14, 2014 – Staff Meeting – Looking at Goals and Strategies

January 6, 2015 – Staff Meeting – Looking at needs in the classroom/strategies used to address learning needs. Specifically – School Wide Writes

January 14, 2015 – Staff Meeting – Reviewing writing topics and strategies used in class.

January 21, 2015- Staff Meeting- Marking Whole School Write

March 31, 2015 – School Wide Write – Topic picked for next write – “Looking Out My Window”

May 12, 2015 – Staff Meeting - School Data looked at and Reviewed Process for collecting year end data

**School Name: Raleigh Elementary School**

**School Improvement Plan for 2015 – 2016**


**Date: May 12, 2015**

**Ratification by the School Planning Council - May 12, 2015**

**Principal – Deanna Brady**

signature  \_\_\_\_\_

**Teacher – Sue Devick**

signature  \_\_\_\_\_

**Teacher – Mike Caputo**

signature  \_\_\_\_\_

**Parent – Jackie Loyde**

signature  \_\_\_\_\_

**Ratified by School staff May 12, 2015**

**Ratified by school PAC May 14, 2015**