



Alice Brown Elementary
School Plan 2011 - 2012
Langley School District #35

Parent: Andrea Lyon _____
Parent: Kari Arthur _____
Parent: Eric Celko _____
Principal: Debra Page _____

School Profile

Alice Brown Elementary School is located in the Brookwood region of Langley City, with children from both the City and Township of Langley attending. It is a neighbourhood school named in honor of a woman who was an outstanding teacher and administrator for years in the Langley School District. The current population of the school is 256. Currently Alice Brown is the only Kindergarten to Grade 7 elementary school in Langley City. The school houses a daycare centre and a preschool. Alice Brown is a feeder school to Brookwood Secondary.

Alice Brown fosters basic skills while continuing to place an emphasis on student development in many areas including: Restorative Action, leadership opportunities, Peace Circles, health and fitness, with many programs such as Kilometre club, intramurals and sports teams who compete at the district level; music, offering general music, ukuleles, drums and band; technology, utilizing COWS (Computers on Wheels) and the smartboard to integrate technology into instructional practices. The parent community continues to be involved with student achievement and support of the school.

Board Approval

Cheryle Beaumont, Superintendent _____
Board Chairperson _____
Date Approved _____

Mission, Vision, Values

School Mission Statement:

Working and learning together to develop success as a lifelong learner in a positive and caring environment.

School Vision Statement:

Alice Brown's educational philosophy is based on the belief that our school should be a welcoming and caring place where teachers, parents and students are committed to learning; a place where the dignity of every individual is upheld and where cooperative attitudes and a focus on the positive, help students build their self-esteem; a place where staff and students are happy to attend.

School Values:

At Alice Brown we promote the following attitudes and behaviours in our students:

| | |
|---|-------------|
| S | Safe |
| T | Trustworthy |
| A | Accountable |
| R | Respectful |

- To be reviewed in the 2011/12 year.

Review of School Goals – 2010/11

This past year has been an exciting time of renewal despite unforeseen changes in administration and support staff throughout the year. Parents and staff have worked together diligently to understand the demographics, learning conditions and school data to develop a meaningful school plan that accurately reflects the learning needs of our students. We have successfully moved from looking at students as a percentage to looking at the individual needs and factors that impact each student in reading.

The data shows that there has been steady progress in the primary grades to improve the number of students who are meeting or exceeding expectations:

- for grade one the data demonstrates a 3 year trend of 83% or above for students reading at level 16 or above
- the grade one students who do not reach level 16 are predominately male
- 6 students have moved from nym & mm to fully meeting expectations
- Reading Recovery, Guided Reading and the classroom teachers are seen as having a significant impact on student performance
- teachers have become more proficient at evaluating student performance using the performance standards, PM Benchmark and Fontas & Pinnell Benchmark

The reading results in intermediate show:

- a general shift of students from nym, mm & ee to fully meeting

- in 2010 FSA scores for reading, 19 of the grade 4 students did not fully meet expectations, however in 2011, 14 of the students did fully meet or exceed expectations
- the 2010 and 2011 FSA scores for grade 7s show a significant number of students are minimally meeting expectations (approximately one half to one third of all students)
- greater need than previously thought for accurate measurement of student reading and comprehension – expertise in using Fontas & Pinnell Benchmark Assessment
- general acceptance to program for individual student needs versus classroom needs
- better and more thoughtful use of S.E.A., L.A. and Resource support

While more work needs to be done in the area of reading, we are pleased with the progress made by students and staff. More honest and open discussions are ongoing to examine how we can better support the individual needs of our students. Our reading goal continues to be strongly supported by all members of the Alice Brown community.

GOAL # 1 – 2011/12

Reading

Statement

To improve the decoding and fluency skills of grade one and grade two students.
To improve the fluency, understanding and use of reading comprehension strategies of grade three to seven students.

Rationale

We will continue to focus on improving the reading achievements of all our students. Instructional practices of guided reading, supported by Reading Recovery, Learning Assistance, Resource, E.S.L. and home reading programs will continue to be the foundation of our literacy program.

While instruction on all components of reading are important, our emphasis will be on early primary students increasing their decoding and fluency of text. All students will be expected to meet the Benchmark levels for grade 1 and 2.

For grades 3 to 7, we want to focus on ensuring that our students are able to read and make meaning from text. We have decided to narrow the focus to teaching reading comprehension strategies.

Performance Indicators

- Tracking school based team referrals for literacy concerns.
- Individual Educational Planning goals for each special needs student.
- PM Benchmark reading levels for grades 1 and 2 – decoding and comprehension.
- Fontas & Pinnell Benchmark System 2 for reading and comprehension levels for grades 3 to 7.
- Grade level performance standards for reading and comprehension.
- Foundation Skills Assessment grades four and seven.
- Class based results/assessment for each of the three reporting periods.

Targets

To decrease the number of students who are not yet meeting or minimally meeting expectations in Reading at all grade levels to 40 students or less.

Strategies

Staff

- Book club with professional literature related to comprehension strategies (Adrienne Gear).
- Increase staff communication with class parent communities re: system of literacy support.
- Organize and increase awareness of resources that enhance literacy instruction.

Instruction

- School wide home reading programs.
- Reading behaviours posted and modeled school wide.
- School wide themes of focus (same strategy, writing style, etc.).
- Continue exposure of Langley Book of the Year.
- Instruction on reading for information, increase numeric literacy.
- Explicit instruction of comprehension strategies.
- Utilize media centre, access and implement differentiated learning resources.
- Utilize guided reading practice at all levels.
- Continue with Reading Recovery, Resource and Learning Assistance service.
- Soar to Success intervention.

Assessment

- Tracking school based team referrals for literacy concerns.
- Individual Educational Planning goals for each special needs student.
- PM Benchmark reading levels for grades 1 and 2 – decoding and comprehension.
- Benchmark System 2 for reading and comprehension levels for grades 3 to 7.
- Grade level performance standards for reading and comprehension.
- Foundation Skills Assessment grades four and seven.
- Class based results/assessment for each of the three reporting periods.

Parents

- Parent involvement to assist with reading strategies at home.
- Parent participation with reading support at the school.
- Communicate with families through the school and classroom newsletters and provide a reading strategy focus with parent involvement.
- Workshop on Reading.
- P.O.P.S., Ready, Set, Learn and P.A.Ls hosted at the school.

Structures

Instruction/Staff Development

- Concentrated instructional time, without disruption.
- School Based Team discussions and problem solving.
- Staff in-services on authentic assessment for reading.

Resources

- Enhanced class libraries.
- Leveled literacy resources K -7.
- Foxglove Daycare/Wind and Tide preschool.
- Reading Recovery.

Monitoring and Adjusting

- Regular SPC meetings.
- Discuss successes and challenges of instructional strategies and student progress throughout the year during collaboration times.
- Staff meetings with an instructional focus.
- Collect and review data to monitor progress.
- Communicate to families through PAC meetings, parent conferences, report cards, student agendas and website.
- Demonstrate and celebrate success through published student work on bulletin boards, school newsletters and school website.

Appendix – Data

Student Reading Class Results 2011

January 2011

| Grade | Not Yet meeting | Minimally Meeting | Fully Meeting | Exceeding Expectations | Total # of students |
|-------------|-----------------|-------------------|---------------|------------------------|---------------------|
| 7 | 2 | 6 | 39 | 2 | 49 |
| 6 | 3 | 4 | 26 | 1 | 34 |
| 5 | 5 | 5 | 17 | 1 | 28 |
| 4 | 7 | 3 | 16 | 1 | 27 |
| 3 | 1 | 10 | 23 | 11 | 45 |
| 2 | 1 | 6 | 8 | 14 | 29 |
| 1 | 1 | 6 | 2 | 16 | 25 |
| K | 0 | 3 | 16 | 5 | 24 |
| Total | 20 | 43 | 147 | 51 | 261 |
| Percentages | 7.7% | 16.5% | 56.3% | 19.5% | |

June 2011

| Grade | Not Yet meeting | Minimally Meeting | Fully Meeting | Exceeding Expectations | Total # of students |
|-------------|-----------------|-------------------|---------------|------------------------|---------------------|
| 7 | 0 | 2 | 19 | 0 | 21 |
| 6 | 1 | 5 | 25 | 4 | 35 |
| 5 | 3 | 0 | 26 | 1 | 30 |
| 4 | 8 | 2 | 17 | 1 | 28 |
| 3 | 2 | 7 | 28 | 16 | 53 |
| 2 | 3 | 1 | 13 | 6 | 23 |
| 1 | 2 | 2 | 13 | 6 | 23 |
| K | | | | | |
| Total | 19 | 19 | 141 | 34 | 213 |
| Percentages | 9% | 9% | 66% | 16% | |

- Performance Standards for Reading used to evaluate student performance by classroom teacher at each reporting period.
- Primary source of data; benchmark year started in January 2011.
- Data for grade 7s and K's in June 2011 is incomplete.

Grade One - Reading at level 16 or higher:

| Year | Cohort Group current Grade | % of students 16 or higher | # of Students 16 or higher | Gender of NYM/MM | Total number of students |
|------|----------------------------|----------------------------|----------------------------|------------------|--------------------------|
| 2004 | Grade 9 | 63 | Not available | Na | Na |
| 2005 | Grade 8 | 39 | Na | Na | Na |
| 2006 | Grade 7 | 74 | Na | Na | Na |
| 2007 | Grade 6 | 33 | Na | Na | Na |
| 2008 | Grade 5 | 52 | Na | Na | Na |
| 2009 | Grade 4 | 86 | 37 | 5M/1F | 43 |
| 2010 | Grade 3 | 93 | 25 | 1M/1F | 27 |
| 2011 | Grade 2 | 83 | 20 | 3M/1F | 24 |
| 2012 | Grade 1 | | | | |

FSA Reading Results

| Year | Grade | Now in Grade | UND | NYM | MME | FME | EE | Total |
|------|-------|--------------|----------------|---------------|-----------------|----------------|---------------|------------------|
| 2009 | 4 | 7 | 5 4M 1F | 3 2M 1F | 16 10M 6F | 7 | 9 | 40 |
| 2009 | 7 | 10 | 0 0M 0F | 3 2M 1F | 12 9M 3F | 11 | 11 | 38 |
| 2010 | 4 | 6 | 4 2M 2F | 9 6M 3F | 10 8M 2F | 7 | 1 | 31 |
| 2010 | 7 | 9 | 2 0M 2F | 8 7M 1F | 13 11M 2F | 4 | 6 | 33 |
| 2011 | 4 | 5 | 5 2M 3F | 4 1M 3F | 5 2M 3F | 8 1M 7F | 6 3M 3F | 28 9M 19F |
| 2011 | 7 | 8 | 12 9M 3F | 4 2M 2F | 12 7M 5F | 17 9M 8F | 6 4M 2F | 51 31M 20F |
| 2012 | 4 | 4 | | | | | | |
| 2012 | 7 | 7 | | | | | | |

FSA Reading Results by Percentages for NYM & MME

| Year | Grade | Now in Grade | UND | NYM | MME | FME | EE | Total NYM MME |
|------|-------|--------------|--------------------------|--------------------------|-------------------------|-------|--------|------------------------|
| 2009 | 4 | 7 | 12.5% 10% M 2.5% F | 7.5% 5% M 2.5% F | 40% 25% M 15% F | 17.5% | 22.5% | 37.5% 30% 17.5% |
| 2009 | 7 | 10 | 0 0M 0F | 8% 5%M 3%F | 31.5% 23.5%M 8%F | 29% | 29% | 39.5% 28.8% 11% |
| 2010 | 4 | 6 | 13% 6.5%M 6.5%F | 29% 19%M 10%F | 32.5% 26%M 6.5%F | 22.5% | 3% | 61.5% 45% 16.5% |
| 2010 | 7 | 9 | 6% 0M 6%F | 24.25% 21.25%M 3%F | 39.5% 33.5%M 6%F | 12% | 18.25% | 63.75% 54.75% 9% |
| 2011 | 4 | 5 | 18% 7%M 11%F | 14% 3.5%M 10.5%F | 18% 7%M 11%F | 28.5% | 21.5% | 32% 10.5% 21.5% |
| 2011 | 7 | 8 | 23.5% 17.5%M 6%F | 8% 4%M 4%F | 23.5% 13.5%M 10%F | 33% | 12% | 31.5% 17.5% 14% |
| 2012 | 4 | 4 | | | | | | |
| 2012 | 7 | 7 | | | | | | |