



Blacklock Fine Arts Elementary
School Plan 2011 - 2012
Langley School District #35

Names and Signatures of School Planning Council

Parent: **April Burridge** _____
Parent: **Bev Hine** _____
Parent: **Lisa Mills** _____
Principal: **Lois Curtis** _____

School Profile

Blacklock Fine Arts School offers an integrated fine arts program for students in Kindergarten through Grade Five. Located in the City of Langley, the 282 students work in learning pods and have the opportunity to learn the core BC curriculum with dance, drama, music and visual arts emphasizing the learning through the arts. Lessons and units are organized around themes to provide learning experiences for all students that are meaningful, and inter-connected with each art form. While the arts are used to promote, support and enhance the learning of the core curriculum, opportunities to study and develop specific skills in each art discipline are also provided for all students.

This year again, we have decided to join Douglas Park, Nicomekl and Simonds to work on a Literacy goal that is a priority for each of our schools in this region.

Board Approval

Cheryle Beaumont, Superintendent _____
Stacey Cody, Board Chairperson _____
Date Approved _____

Mission, Vision, Values for Blacklock

Mission: *Academic Excellence through Artistic Experience*

Vision: Blacklock Fine Arts School believes that integrating dance, drama, music and visual arts into the lives of students will enhance the learning of core subjects.

Values:

Honesty

- We have the courage to be true to ourselves and others so we can learn from our mistakes
- We have the courage to tell the truth even when it is hard
- We have the courage to tell the truth because it is the right thing to do

Acceptance

- We all belong
- We value the processes and journey of individuals
- We support and encourage each other

Responsibility

- We make conscious choices
- Our choices have an effect on ourselves, others and the environment in a positive or negative way

Kindness

- We can make others feel good
- We can help or provide service to others
- We care about and nurture others' needs
- We can identify with the feelings of others

Review of Blacklock's School Goals – 2010/2011

Preparation for the 2010/2011 School Plan led to an examination of past school data. There continued to be a need to address the number of students not reading at grade level, specific targets were established and numerous strategies implemented school-wide. While it is difficult to specially draw connections between strategies and results, it is valuable to comment briefly about some of the key strategies that were implemented throughout the year that contributed to the instruction and assessment of reading. See Appendix.

A school wide focus to emphasize the importance of reading in all grades was established last year, and has continued through this year. Regular collaborative time and staff meetings have been used by the staff this year to recognize successes, to talk about challenges and to consistently place reading at the top of our school-wide agenda. Reading is recognized as the primary skill for future success. Throughout the year, each teacher focused on providing direct reading instruction using a variety of approaches.

2010/2011 was a very successful year for a significant number of primary students who demonstrated marked improvement in their reading scores throughout the school year. Staff consistently implemented a common approach to reading instruction, both at the individual classroom level and at the school-wide level.

Continuous school improvement must be assessed on the basis of results rather than intentions.

Richard Dufour and Robert Eaker

REGIONAL GOAL # 1 – 2011/2012 Blacklock, Simonds, Nicomekl and Douglas Park

Statement

To improve primary and intermediate reading performance Gr. 1-5, with focus on content area (non-fiction) and Math (problem solving).

Rationale

It is understood that the student learning in Kindergarten and Gr. 1 impacts the results of the Gr. 2-5 population. During the course of the year, we continued to be concerned about the reading progress of Gr. 1 & 2 students. This goal provides the school with an opportunity to track cohorts of students as they progress through the school, but also to make continuing grade-to-grade comparisons over time. A strong emphasis on assessment to inform instruction will lead to a focus on improvement using real data that will apply directly to students. Fountas and Pinnell, along with classroom based assessments, will guide instruction Gr. 3 – 5. Guided reading strategies will continue to be practiced in the intermediate classrooms as well as the primary classes.

The data from both district and provincial assessments indicates that there are pockets of students at each grade that have been falling behind district and provincial averages in the area of reading. Staff and the SPC examined these trends and implemented specific strategies to improve performance in reading. While staff believes that many students have made significant improvements in reading, it is essential that the improving trend continue over the next few years. Many of the strategies that have been implemented are designed to impact students' ability to read over the long term.

A secondary aspect of the literacy goal for 2011/2012 at Blacklock will continue to address the importance of developing specific strategies that will emphasize and promote literacy in the arts. Although this is an area that is a challenge to formally assess using quantitative data, it is an essential component of the school plan to integrate the arts into the other curriculum streams.

Performance Indicators

Many students have been underperforming in reading for a number of years. Assessment tools include:

- PM Benchmark Assessments
- Gr. 1 Reading Assessments
- Classroom data / performance standards / rubrics
- Grades 4 FSA – reading and numeracy components

We will use school-wide / classroom-based data, District Assessments, FSA's and performance standards to inform us of the direct needs of our students.

There continues to be pockets of students in each grade who are minimally meeting in reading and being able to decipher word problems in math. These students need further attention and will benefit from specific focus and strategies implemented with the intention of moving them from minimally meeting to fully meeting expectations in both content areas. The focus of this plan is very much on the continued improvement of reading for all students in all grades.

Targets

After gathering a new set of baseline data this coming fall:

- To increase the number of students fully meeting or exceeding expectations in Grade 4 FSA Reading and Numeracy (problem solving section)
- To have fewer than 10 students reading below Level 10 on the Benchmarks for our K – 2 students.
- To have all students in Grade One reading at or above Level 16 on the PM Benchmark Assessment by May 2012.
- To have all students identified in 2010 / 2011 as not yet meeting expectations, meet grade level expectations in reading.

Strategies

PROFESSIONAL DEVELOPMENT

- Continue with focus on Early Literacy
- Use school based staff development that focuses on teaching reading in the content areas.

INSTRUCTION AND ASSESSMENT

- To have 85 % of our school population (K – 5) participate in a home reading program
- Use the Benchmark Assessment System (K-5) (Fountas & Pinnell)
- Continue Guided reading groups in all classrooms

PARENT INVOLVEMENT

- Promote a whole school home reading program with incentives and expectations communicated and celebrated with parents
- Continue with home-school connections – RSL, Reading Challenges, Buddy Reading, Langley Book of the Year

ARTS-BASED STRATEGIES – BLACKLOCK ONLY

- *Continue to invite Artists in Residence (Literacy in the Arts)*
- *Continue to offer Arts-based experiences promoting deeper understanding of what it means to be “literate in the arts”*
- *Continue to promote specific arts’ based strategies including Readers’ Theatre, Choral reading, Writers’ Workshop*
- *Continue to promote visual and performance examples of arts’ literacy and competency – gallery exhibits, wall displays, sharing assemblies, pod performances*

Structures

- Scheduling to allow: uninterrupted blocks of teaching time, to focus on literacy skills, numeracy skills and strategies
- Common pull-out times by grade level for learning assistance
- Provide SEA support during language arts and numeracy problem solving classes.
- Collaboration time: Provide grade group meeting times for teachers to discuss use of performance standards and differentiated learning strategies. The provision of this time will differ between our 4 schools.
- Daily student reading of high interest text at appropriate levels
- Monthly collaborative time provided to promote discussions focused around student learning

Monitoring and Adjusting

- School-based assessment data gathering will be used to track how we are progressing with this goal.
- Fountas & Pinnell Assessments FOR learning in the fall / Assessment OF learning in the spring
- Communication and celebration of achievement will occur at assemblies, in newsletters, in agenda books, during staff meetings.
- Differentiated Learning strategies will be shared at staff meetings and during Collaboration times.
- Maintain the collection of Gr. 1-5 reading data (Sept 2011, February 2012, April/May 2012) using Fountas & Pinnell and PM Benchmark
- Use the collected data to adjust strategies to improve student learning
- Present and discuss the collected data with whole staff and School Planning Council

APPENDIX A – BLACKLOCK DATA

2007 – 2011 FSA Gr. 4 Reading

Grade 4 Reading	2007	2008	2009	2010	2011
% MME, FME, EE (Expectations)	80%	70%	89%	65%	84%
% Not Yet Meeting	20%	30%	11%	23%	10%
% UND	unknown	unknown	unknown	12%	6%

2010 – 2011 FSA Gr. 4. Numeracy

Grade 4 Numeracy	2010	2011
% MME, FME, EE (Expectations)	69%	85%
% Not Yet Meeting	19%	8%
% UND	12%	6%

2010 – 42% of the students fall in the Minimally Meeting Expectations
2011 – 54% of the students fall in the Minimally Meeting Expectations

READING DATA (Grade 1)

May Reading Scores	Total # of Students Assessed	# @ Level 15 or less	Not Yet Meeting (%)	# @ Level 16 or above	Meeting (%)
2007	44	5	11.4%	39	88.6%
2008	42	8	19%	34	81%
2009	40	0	0%	40	100%
2010	43	11	24%	32	76%
2011	44	10	23%	34	77%

READING DATA (Grade 2)

Reading Scores	Total # of Students Assessed	# @ Level 18 or less	Not yet or Minimally Meeting (%)	# @ Level 19 or above	Meeting or Exceeding (%)
Nov. 09	39	18	46%	21	54%
May 2010	41	4	9%	37	91%
May 2011	48	6	12%	42	88%