



Dorothy Peacock Elementary
School Plan 2011 - 2012
Langley School District #35

Names and Signatures of School Planning Council

Parent: Irma J. Bennett

Parent: Renae Risely

Parent: Arlene Witzke

Principal: Joanne Rempel

School Profile

North of 88th Avenue, between 202 & 204th streets, Dorothy Peacock Elementary serves the western part of the Walnut Grove community. The school enjoys a partnership with Langley Township, which enables it to use the park and accessible playground. To the west is the Sportsplex with which there is a unique partnership that enhances the school's physical education program and provides parents with before and after school care. The school is also home to Wind & Tide Pre-school. The PAC gives effective leadership, providing a balance of educational and fund raising activities for students. Over the past few years, the SPC has helped formulate the school plan and provide important feedback to the staff and PAC.

The K-7 school population of 410 students has ten International students. Sixty-one percent of the students in grade six and seven are males. The school embraces the principles of Restorative Action and takes pride that the students are recognized for their individual differences. Guided by a cohesive staff, students learn in classrooms rich in academic learning that focus on: literacy and numeracy. Social responsibility, active living, technology, and music are also stressed. The school's guiding words: responsibility, caring, and respect are reinforced by participation in such events as: Terry Fox, Jeans Day, Jump Rope for Heart and Canadian Red Cross Disaster Relief.

Board Approval

Cheryle Beaumont, Superintendent

Stacey Cody, Board Chairperson

Date Approved

Mission, Vision, Values

Dorothy Peacock Elementary School Mission Statement:

Working together as a community, we encourage caring, responsibility and a love of learning that will last a lifetime.

Dorothy Peacock Elementary School Vision Statement:

Learning is a lifelong process. To learn, students must feel safe, cared for, and respected. At the heart of our beliefs is the District Graduate Profile. At Dorothy Peacock Elementary, we come together in a safe nurturing environment to celebrate individual diversity, to foster respect for each other, to attain personal integrity and excellence; with a belief in our ability to make responsible choices, to contribute to our society and to meet the challenges of a changing world. We believe learning is forever, therefore we will encourage a love of learning that will last a lifetime.

Dorothy Peacock Elementary School Values:

The Dorothy Peacock Elementary School Community has chosen three words: responsibility, caring, and respect to form our guiding principles.

Respect:

- demonstrating consideration of self, others and the environment
- appreciating the feelings of others
- accepting differences (eg. ability, looks, culture)
- honouring the roles of others
- showing good manners

Caring

- making each person feel valued
- demonstrating kindness
- supporting and encouraging others
- being empathetic
- showing compassionate action

Responsibility

- taking ownership of what you think, say and do
- realizing your actions have consequences
- realizing your actions affect yourself and others
- understanding right from wrong

Review of School Goals – 2010/2011

Statement/Summary of Student Performance:

This was the fourth year that Dorothy Peacock Elementary has implemented a Literacy goal. Our purpose was to help students develop their vocabulary, and to develop the skills they need to read different texts for understanding and to synthesize information. When we began this goal, we were a male dominated school. In 2009-2010, 66% of our students, in Grades Six and Seven were male, while in 2010-2011, 60% of our students in grade seven are male. We hoped that focusing on non-fiction reading would give a greater sense of purpose to reading for the male students in the school. As well, our students in Grades 5 and 6, have for the fourth year, been actively involved in Heritage Fair, a Canadian Research Project. Our Grade Seven students were included in the fair with their focus on Ancient Civilizations. Being able to read and comprehend non-fiction material is crucial for them to be able to successfully complete the research for their projects. Finally, improving student skills in non-fiction reading relates to the district literacy goal.

Completed Strategies and Activities:

- September 2010, RAD was given to students in grades 4-7.
- Non-fiction reading was emphasized throughout the school on a daily basis.
- Continued to explore ways to differentiate instruction in non-fiction reading
- Adrienne Gear's Non-Fiction Reading Power was implemented, K-7, with focus being placed on the first two strategies: Making Connections and Power to Question
- Teachers continued to collaborate and share ideas and strategies they found helpful in helping students develop their reading and comprehending of non-fiction reading materials.
- June 2011, RAD was given by most teachers in Grades 4-7. The results will be compared to the baseline data gathered in September 2010.

The FSA results of February 2011 indicate that the Grade Seven boys have continued the trend of previous cohorts with a smaller percentage meeting or exceeding expectations. The girls, however, have remained consistent. This year, we were pleased to see that the number of boys minimally meeting expectations had decreased from 28% to 10% while the number of girls that were minimally meeting have decreased from 38% in 2010 to 0% in 2011.

In Grade Four, 70% of the boys and 48 % of the girls met or exceeded expectations. 17 % of the boys and 16% of the girls were minimally meeting,

The RAD results for 2010-2011 are based on a limited number of participants as not all students completed the final assessments. Teachers are pleased with the progress the

children made but know that Non-fiction reading needs to remain a focus for the 2011-2012 school year.

We recognize that we still have a lot we need and want to do to help our students improve their skills in non-fiction reading. We want to look at ways to increase the success of those students who are minimally meeting expectations. As a result, we will be carrying this goal forward for the 2011-2012 school year.

GOAL # 1 – Literacy

Statement: To improve student performance in reading comprehension of non-fiction text.

Rationale

In 2007-2008 we introduced a Literacy goal to help students develop their vocabulary and their skills in reading in the content areas. Looking at the implications for instruction of the 2006 FSA assessment the marking committee recommended that not only should we strive to increase vocabulary development but that students need to read different texts for understanding and to synthesize information.

The Language Arts IRP reminds us that research indicates that, “effective readers use a variety of strategies before, during, and after reading. Students need strategy instruction in addition to being provided with many opportunities to read a wide range of texts across all subject areas, for a variety of purposes.” Much of the reading that takes place in our general society is non-fiction, and being able to read and understand non-fiction information is increasingly important. In school, non-fiction reading is critical for success in a wide variety of subject areas, such as: math, science, and social studies. Technology is now the way many students prefer to find the information they need. As a result, being able to read non-fiction material from Internet sites is also an increasingly important skill for students to develop.

Improving performance in non-fiction reading should not only help our students meet with academic success on their educational journey to grade twelve but for their lifetime. As teachers and parents, we believe that non-fiction reading is an important focus. We feel it is important to help our students develop greater confidence in reading non-fiction materials. Non-fiction reading encourages students to develop their interests, learn to ask questions, and build knowledge of the natural and social world. Many boys and some girls tend to prefer non-fiction materials for reading. As a school that has a greater percentage of males, we hope that continuing to focus on non-fiction reading will give a greater sense of purpose to reading for the male students in our school.

This school year, many of the strategies we hoped to accomplish were not completed. We still feel these are important and hope to meet our objectives in the coming year.

Finally, improving student skills in non-fiction reading relates to the district literacy goal.

Performance Indicators

FSA Results for Grades 4 & 7

RAD for Grades 4-7

Anecdotal and observational information from teachers

Performance Standards

In September 2011, qualitative data will be gathered. The information we gain from this assessment for learning will provide baseline instructional data.

Throughout the year, teachers will use classroom assessments to measure the learning that has occurred.

Targets

To increase the number of grade 4 – 7 students who are minimally meeting, meeting or exceeding expectations on the RAD assessment by 10%.

We looked closely at the following data to help guide where we felt we needed to focus our instruction.

FSA READING RESULTS 06 – 11

% of Students Meeting or Exceeding Expectations

(For 2011, in () % of students Minimally Meeting)

Reading	07/08	08/09	09/10	10/11
Grade 4	M 82	M 68	M 74 (12)	M 70 (17)
	F 86	F 89	F 84 (12)	F 48 (16)
Grade 7	M 80	M 74	M 81 (28)	M 74 (10)
	F 90	F 94	F 100 (38)	F 90 (0)

FSA COHORT TRACKING READING 04 -11

% of Students Meeting or Exceeding Expectations

COHORT	YEAR (Gr 4)	YEAR (Gr 7)	DIFF
	07/08 M 82 F 86	10/11 M 74 F 90	-8 +4
	06/07 M 65 F 79	09/10 M 81 F 100	+16 +21
	05/06 M 80 F 94	08/09 M 74 F 94	-6 0
	04/05 M 87 F 91	07/08 M 80 F 90	-7 -1

RAD (Reading Assessment District) – Sept 2011 & June 2012

% of Students Meeting or Exceeding Expectations. Minimally meeting is included in the ()

	Sept 2011	June 2011
Overall		
Males		
Females		

Strategies

- September 2011, RAD will be given by all teachers to students in grades 4-7
- Running records will be given to students in Grades 1-3
- Emphasize non-fiction reading throughout the school on a daily basis
- Develop a scope and sequence of specific non-fiction reading skills for grades 3-7
- Continue to develop and implement our essential outcomes in reading and viewing
- With the help of our teacher librarian, develop a site bank of reliable, curriculum appropriate non-fiction articles that students may access for information
- Establish a Literacy Team to promote reading comprehension strategies for grades 1-7
- Provide regular information and resources to parents to support non-fiction reading by their children at home (eg. school newsletters, school web page, other)
- In June 2012, following our final RAD Assessments, our results will be compared to the baseline numerical data gathered in September 2011

Structures

- Set aside a portion of each staff meeting for monitoring, planning, and adjusting the goal

Monitoring and Adjusting

- Data gathering by the teachers will be used to track how we are progressing with this goal
- SPC will monitor the targets through reports at meetings and via updates of data as they are communicated both individually and through the school newsletter
- Communication to all parents will occur at PAC meetings, in school newsletters, at parent conferences, via report cards, through class and newsletters.

GOAL # 2 – 2011/2012

Statement: To improve student performance in writing to communicate ideas and information (non-fiction)

Rationale

The Language Arts IRP reminds us that “people use language to communicate their ideas through a variety of print and non-print media. In both academic and business contexts, students need to be able to communicate with precision, clarity, and artistry; apply the conventions of language; gather and organize information and ideas; and use communication forms and styles that suit their abilities, specific purposes, and the needs of the audience.” As well, “learning to write assists children in their reading; in learning to read, children also gain insights that help them as writers.”

In school, non-fiction writing is critical for success in a wide variety of subject areas, such as: math, science, and social studies. Technology is now the way many students prefer to find and share information.

Improving performance in non-fiction writing, like non-fiction reading, should not only help our students meet with academic success on their educational journey to grade twelve, but for their lifetime

As teachers and parents, we believe that non-fiction writing is an important focus and compliments our non-fiction reading goal. We feel it is important to help our students develop greater confidence in clarifying, connecting ideas, and expressing their thinking. Parents and teachers see a change in the way students share their ideas in written form. Technology, in particular the increased use of texting and emailing, sees children using single words and abbreviations to communicate. When asked to create a full sentence or paragraph students are struggling.

Finally, improving writing skills relates to the district literacy goal.

Performance Indicators

FSA Results for Grades 4 & 7

District Writing Assessments for Grades 2 & 5

School Wide Write, June 2011

Anecdotal and observational information from teachers

Performance Standards

Throughout the year, teachers will use classroom assessments to measure the learning that has occurred.

School Wide Write, June 2012

Targets

We looked closely at the following data to help guide where we felt we needed to focus our instruction.

FSA TOTAL WRITE RESULTS 2010-2011 % of Students Grades 4 & 7

Total Writing	Meeting/ Exceeding	Minimally Meeting	Not Yet Meeting
Grade 4	M 33 F 52	M 30 F 32	M 30 F 0
Grade 7	M 32 F 85	M 70 F 5	M 13 F 0

DISTRICT WRITING ASSESSMENTS 2010-2011 % of Students Grades 2 & 5

Total Writing	Meeting/ Exceeding	Minimally Meeting	Not Yet Meeting
Grade	M 58 F 88	M 29 F 12	M 13 F 0
Grade 5	M 25 F 63	M 75 F 37	M 0 F 0

In September 2011, numerical data will be gathered and used to establish our baseline data. Based on the data we receive our target will be set.

Strategies

- June 2011, a School Wide Write Grades 1-7 will be administered.
- In September 2011, Writing Performance Standards will be used to mark the School Wide write. Based on the results, a target will be set for the 2011-2012 school year.
- Using the results of the School Wide Write, the baseline data will be determined.
- Using the results of the School Wide Write, further strategies will be planned.
- Teachers in Grades 2-7, will implement the Write Traits program in their instruction.
- Emphasize non-fiction writing throughout the school on a weekly basis
- With the help of our teacher librarian, develop a site bank of reliable, curriculum appropriate non-fiction articles, web sites, and books to support writing

Structures

- Purchase Adrienne Gear's Writing Power for each teacher Grades 2-7.
- Set aside a portion of each staff meeting for monitoring, planning, and adjusting the goal

Monitoring and Adjusting

- Data gathering by the teachers will be used to track how we are progressing with this goal
- Staff will discuss this goal at a staff meeting – questions, struggles, suggestions
- SPC will monitor the targets through reports at meetings and via updates of data as they are communicated both individually and through the school newsletter
- Communication to all parents will occur at PAC meetings, in school newsletters, at parent conferences, via report cards, through class and newsletters.