



**Fort Langley Elementary**  
**School Plan 2011 - 2012**  
Langley School District #35

**Names and Signatures of School Planning Council**

Parent: Rosa Brown \_\_\_\_\_  
Parent: Jackie Cook \_\_\_\_\_  
Parent: Jane Watt \_\_\_\_\_  
Parent: Cathy Fox \_\_\_\_\_  
Principal: Phillis Giovani \_\_\_\_\_

**School Profile**

- We are a neighbourhood school of 266 students
- Parents are an important stakeholder in our school and are involved in many levels including PAC, SPC, Read-To-Me program, and special events
- Staff members are collegial, collaborative, and supportive of one another
- We offer Reading Recovery, Learning Assistance, Resource support, and Kurzweil and SuccessMaker for vulnerable learners
- Many senior students volunteer as primary classroom and office monitors
- Most Grade 6 & 7 students are members of the school Leadership Team, running intramurals, planning special event days, and organizing initiatives that benefit the wider Fort Langley Elementary community
- All Grade 6 & 7 students participate in a Robotics program
- The majority of our Grade 6 & 7 students participate in a Band program
- We offer a social responsibility program, encouraging students to practice the 5 C's (caring, consideration, cooperation, courtesy, and common sense)
- All students benefit from having the Aboriginal Program housed on site, receiving social, academic and cultural support
- The Aboriginal Kindergarten (Eagles Program) was offered at Fort Langley this past year

**Board Approval**

Cheryle Beaumont, Superintendent \_\_\_\_\_

Stacey Cody, Board Chairperson \_\_\_\_\_

Date Approved \_\_\_\_\_

## Mission, Vision, Values

**Mission:** To develop successful learners through working together in a caring environment.

**Vision:** Our school is a community that:

Is caring and inclusive  
Demonstrates empathy and respect towards others  
Takes responsibility for its actions  
Responds when support or action is needed  
Values differences

**Values:** To make our vision a reality we will:

Create an environment for open communication  
Listen, support and respond empathically  
Act to ensure the social, emotional and physical safety of all  
Model and teach social responsibility  
Provide opportunities for restorative action when solving problems  
Celebrate our diversity and our successes  
Work collaboratively for the benefit of all

## Review of School Goals – 2010/2011

Goal 1: To improve student achievement in reading comprehension

Strategies that directly supported the goal:

- Used PM Benchmarks with primary students in the fall as Assessment for Learning (analyzed results and implemented appropriate instructional strategies) and in the spring as Assessment of Learning
- Primary staff continued with guided reading, home reading, Reading Recovery, Ready to Read and Reading Power strategies
- Readers' circles, utilizing parent volunteers, were implemented at the Grade 5 level
- Readers' Theatre was implemented at several grade levels
- Literature circles were used once again in intermediate classes as a differentiated learning strategy to improve students' reading comprehension
- Staff and parents worked to expand the library, guided reading, and home reading collections to support the teaching of Reading Power strategies
- Teachers attended Adrienne Gear after school and professional day workshops offered by the School District
- Staff and parents attended a morning workshop on School Improvement Day to review our school plan; primary and intermediate staff met in the afternoon to divide reading resource materials and to determine which reading comprehension strategies would be taught at each grade level

- Expanded Reading Power strategies were implemented throughout primary and intermediate grades
- Intermediate teachers were provided with release time once per term to collaborate with the Resource teacher to co-develop and implement Reading Power lessons appropriate to their grade levels
- Student and parent volunteers were trained to read with Kindergarten and Grade 1 students each week as part of the Read-To-Me program
- SPC expanded its “Mindful of Reading” Donate-a-Book program to the wider Fort Langley community; this initiative secured donations of specific books recommended by Adrienne Gear to further support our reading goal
- SPC drafted a “Read On” document outlining the Reading Power philosophy and how parents can support the school’s efforts to teach children strategies to improve their reading comprehension skills; this pamphlet will be a companion to our “Write On: Handbook of Ways for Parents to Support Writing at FLE”
- Bookmarks, with tips for parents to help them implement Reading Power strategies at home when reading with their children, were produced for use in the fall of 2011

### **Where are we now?**

Staff, parents, and administration continued to meet formally and informally throughout the year to discuss students’ reading achievements and assessment practices, programs, and resources. These conversations continued to reflect a collaborative model whereby all stakeholders provided input into making decisions that enabled many of the primary students and intermediate students to improve their reading comprehension skills.

Although the community is very pleased with the results achieved this year, there is a feeling that all of the students, particularly vulnerable learners, still require explicit reading instruction so they become more proficient at understanding the meaning of text and better able to retain the comprehension skills they have been taught during the past three years. Reading Recovery and Resource program literacy groups provided additional support to classroom teachers. As reading is a developmental skill, it is understood that some students may not reach their prescribed Benchmark reading levels by the end of this school year. The more opportunities students are given to connect, question, visualize, infer, and transform (the Reading Powers) while they are reading, the more likely they are to comprehend what they are reading.

Another important issue discussed this past year was the importance of continuing to encourage and implement sound reading instructional strategies so that all students will continue to improve their comprehension of fiction and non-fiction text over the course of their elementary school careers. Staff will benefit from another formal year of our reading comprehension goal. More than one or two years are required to shift mind-set and solidify proven teaching practices. Staff will continue to be provided with opportunities to collaborate and to analyze assessment practices and data. The staff at Fort Langley Elementary is committed to working together to plan and co-teach explicit reading skills, to work alongside the SPC to continue building resources, and to communicate with parents about teaching both components of reading: decoding and comprehension. The great strides staff, parents, and students have made towards improving and solidifying newly acquired reading skills and teaching practices will continue to be valued.

## GOAL # 1 – 2011/2012

Literacy

### Statement

To improve student achievement in reading comprehension.

### Rationale

This is the fourth year of the goal to improve student achievement in reading comprehension. This will be the year of consolidation where the goal is solidified to encourage sustainability, particularly in the intermediate grades.

The goal is to continue to explicitly teach reading comprehension strategies at all grade levels so that the solid foundation that has been built during the last three years in the primary grades will be the norm for students during their intermediate years. Opportunities for students to change and expand the way they think about what they have read in both fiction and non-fiction areas will continue to be provided. Release time for collaboration between classroom and Resource teachers will be provided and involvement of the parent community through formal and informal meetings will continue. Reading comprehension strategies to use at home when reading with their children will be shared with parents.

The school will continue to be resourced with reading materials and staff will attend professional development sessions. A buddy reading program that will enable senior students to put into practice the reading comprehension strategies they have learned when reading with primary students will be developed.

### Performance Indicators

**Grade 1** (PM Benchmark scores) percentage of students reaching reading Level 16:  
2005: 50 %; 2006: 57.7 %; 2007: 52.5 %; 2008: 68.4%; 2009: 74%; 2010: 82%;  
2011: 81% (May)

**Grade 2** (PM Benchmark scores) percentage of students reaching reading Level 22:  
2010: 77%; 2011: 86% (May)

**FSA results for meeting or exceeding expectations:**

Grade 4: 2006: 74%; 2007: 71%; 2008: 81%; 2009: 81%; 2010: 92%; 2011: 100%  
Grade 7: 2006: 72%; 2007: 88%; 2008: 89%; 2009: 94%; 2010: 96%; 2011: 91%

**Student Satisfaction Survey Question:** Are you getting better at reading?

Grade 4: 2006: 100%; 2007: 85%; 2008: 82%; 2009: 81%; 2010: 84%; 2011: 95%  
Grade 7: 2006: 59%; 2007: 76%; 2008: 96%; 2009: 73%; 2010: 86%; 2011: 77%

**Parent Satisfaction Survey Question:** Are you satisfied with the development of your child's reading skills at school?

2006: 88%; 2007: 91%; 2008: 73%; 2009: 100%;

2010: (two parents participated – both were satisfied with their child's reading skill development);

2011: (four parents participated – all were satisfied with the development of their child's reading skills)

## Targets

- Every student in Grade 1 to attain Level 16 by June 2012
- Every student in Grade 2 to attain Level 22 by June 2012
- Every student in Grades 4 and 7 to meet or exceed expectations in FSA reading comprehension scores

## Strategies

- With primary students, use PM Benchmarks in the fall as Assessment for Learning (analyze results and implement appropriate instructional strategies) and in the spring as Assessment of Learning
- Primary staff to continue guided reading, home reading, Reading Recovery, Ready to Read and Reading Power strategies
- With intermediate students, use the Fountas & Pinnell Benchmark System to assess reading fluency and comprehension (analyze results and implement appropriate instructional strategies)
- Intermediate classes to continue with Readers' Circles and Literature Circles as differentiated learning strategies to improve reading comprehension
- Continue to provide release time for intermediate teachers to collaborate to develop and teach Reading Power lessons appropriate to their grade level
- SPC will publish "Read On" pamphlet, a document for parents to support the school's efforts in teaching the process of learning to read
- Distribute Reading Power bookmarks as well as present and discuss a new set of home reading instructions so that comprehension strategies, in partnership with decoding practice, are the focus of at home reading
- Continue to train parent volunteers in the Read-To-Me program
- Implement a buddy reading program where Grade 6 & 7 students explicitly use Reading Power strategies when reading with primary students
- Include a reading comprehension "tips" and Reading Power strategies section in weekly newsletters
- Provide opportunities for teachers at bi-weekly staff meetings to share specific instructional strategies they are implementing to teach reading comprehension

## **Structures**

- Use school funds and collaboration release times to support the assessment of students and instructional strategies discussions
- Complete the purchase of updated resources and classroom and library materials to support this goal

## **Monitoring and Adjusting**

- The SPC and school staff will examine data as it becomes available and will adjust targets and instructional focuses accordingly
- Staff will discuss this goal at staff meetings, Design and Assessment Days, and on School Improvement Day
- Communications to parents will occur at PAC meetings and parent conferences as well as through the SPC and school newsletters

## **GOAL #2 – 2011/2012**

Preliminary exploration of goal(s) for the 2012/2013 school plan.

## **Statement**

To determine the focus for the next school goal(s).

## **Rationale**

Fort Langley Elementary is looking forward to a new goal. As has been the case with previous school plans, the goal is discovered through listening and conducting collaborative conversations with staff, students, and parents. This will be the last year of the reading comprehension goal as success with teacher buy-in and improved student results has been achieved. For these reasons it is important to start the process this year to prepare for the 2012/2013 school plan.

## **Performance Indicators**

Not applicable at this time.

## **Targets**

- To determine a goal(s) for the 2012/2013 school year

## **Strategies**

Before a new goal is implemented:

- Listen to teachers and understand where there may be a need to improve practice
- Collect qualitative and quantitative data in various academic subject areas to determine the needs of learners
- Identify instructional strategies that could address the aforementioned areas

## **Structures**

- Continue to seek the input of staff and parents to help identify goal areas for the 2012/2013 school plan

## **Monitoring and Adjusting**

- The SPC and staff will collaborate to identify areas where improvements in teaching practice are required and/or ways to further improve student achievement in academic area(s)
- Staff will discuss this goal at staff meetings, collaborative sessions, Design and Assessment Days, and on School Improvement Day