



Glenwood Elementary School
School Plan 2011 - 2012
Langley School District #35

Names and Signatures of School Planning Council

Parent: *Amy McDiarmid* _____

Parent: *Julie-Anne Jackson* _____

Parent: *Kayla Friesen* _____

Vice-Principal: *Lisa Dolinski* _____

Principal: *Peter Luongo* _____

School Profile

Glenwood Elementary School is a small, rural school in south Langley that has been part of the community for over ninety years. While there is a heritage building on site, it is closed to educational use and all learning takes place in the main building. With six divisions, we have a student population of 146 students, evenly split with boys and girls and slightly higher numbers of intermediate than primary students. Fifteen percent of our student population is Aboriginal and 18% are identified as students with special needs. Our rural setting influences the parent support and involvement the school receives for a focus on hands on learning. Our students benefit from the small population by having access to daily gym time and open library use. The Glenwood community is rich in pride and history, often having generations of families attend the school.

Board Approval

Cheryle Beaumont, Superintendent _____

Stacey Cody, Board Chairperson _____

Date Approved _____

Mission, Vision, Values

School Mission Statement:

Working together, we enable students to become self-sufficient, contributing community members.

School Vision:

At Glenwood, we believe that kids come first. It is important that every child is supported in becoming:

L literate,
I innovative,
O optimistic,
N nurturing, and
S safe.

As a combined effort we challenge our students, staff, parents, and community to meet the Glenwood Vision.

School Values:

At Glenwood, we are committed to providing every child the opportunity to:

R Respect and treat others fairly
O Offer support to classroom and community
A Act and work towards a preferred future
R Recognize and defend human rights
S Solve problems in peaceful ways

□



Review of School Goals – 2010/2011

Goal 1 – To improve student achievement in writing.

This was year two of a goal to improve student achievement in writing. In review of the goal, the staff determined that the goal statement needs to be narrowed. Staff discussed the strengths and challenges of the students' writing and decided that the instructional focus needs to be on the meaning and convention strands for next year to make a greater impact on student writing performance.

This year the targeted students were primarily the grade five students with the Grade Four FSA as the prime indicator of need and this year's DWA as the marker for improvement. The goal is modified for next year to reflect targeted students at each grade level. Staff discussions have been on identifying our at-risk learners and planning for individual success based on their need. Specific students were selected to target for next year in our writing goal.

As part of the discussion during Design and Assessment Day while staff looked at the students' achievement with the Instructional Services Coordinator, the staff decided to change the targets to reflect specific students and identify the number of students at each level rather than percentages. Glenwood has small cohort sizes and one student can reflect a significant percentage but does not necessarily indicate whether the goal of improving student writing for those of greatest need was achieved. The staff will use more than one performance indicator to assist in evaluating progress.

Success noted by staff include:

- Motivation to write has increased
- Beginning to recognize own errors through use of a "Writer's Checklist" to edit
- Overall greater details in writing
- More consistent use of introductions and conclusions
- Students can alter style of writing (ex. Science lab, essay, letter, etc.)
- Students using more "catch your interest" introductions

Challenges to address noted by staff include:

- Self-motivation to edit own work first before another person doing it
- Lack of attention to form unless explicit instructions (i.e. basic sentence structure)
- Punctuation and grammar still need work with many students
- Students making connections and putting those in their own writing
- Having students focus on quality versus quantity

Appendix A Data Results and DWA Graphs.

GOAL # 1 – 2011/2012

Statement

To improve students overall writing performance through emphasis on the meaning and conventions strands.

Rationale

This is the third year of a writing focus to improve student achievement. As a staff we reviewed the cohort information and the data supports continued emphasis in this instructional area.

Performance Indicators

- School wide writes using the BC Performance Standards scale (September, April)
- Teacher assessment of writing assignments and performance indicators on report cards
- FSA for grades four and seven
- District writes for grades two and five

Targets

The staff and SPC have selected specific students at each grade level to target. The small number of students at each grade makes using percentages less meaningful so we are reporting based on individual student performance. Using the performance indicators, the following targets were selected:

Grade	NYM to MME	MME to FME	IEP/ELP Goal	# in Cohort
1	1	2	1	11
2	0	2	1	20
3	1	10	1	15
4	5	2	4	19
5	0	6	2	17
6	0	4	3	24
7	0	2	2	19

Strategies

- School Wide Write in the Fall and Spring. The fall write will assist in determining an instructional focus for each class. The spring assessment will be a comparison for individual student growth and instructional practices.
- Develop a school sequence of essential learning outcomes that students at each grade will be expected to achieve to ensure continuity of instruction and alignment of assessment practices.
- Increase the use of the BC Performance Standards - require students to evaluate their own work and communicate with parents their achievement and the expectation of each writing strand for their grade level.
- Develop grade level exemplars to help students and parents understand writing expectations (guided from the Parent section of the BC Performance Standards).

Structures

- Design/Assessment and School Improvement Days focusing on writing instruction and student achievement.
- Small group learning support for targeted students with our resource teacher and special education assistants.
- School wide focus on writing strategies. Celebration and promotion of student success on the initiative, demonstrating the differences at developmental levels.
- Parent workshops on ways to support their child with writing at home.

Monitoring and Adjusting

- Discussions at staff meetings about our writing instruction and student achievement.
- School Planning Council and PAC meetings to inform parents and answer questions.
- Monitor student progress with report card outcomes.
- Discussions with teachers and administration at reporting periods to monitor targeted students.
- Ongoing analysis of standardized assessment results and discussions of achievement.
- Use newsletters and the school website to provide goal information to parents and the community.
- Demonstrate and celebrate success through published student work.

Appendix A

Initial Data – Jan/11

Grade	NYM	MME	FME	EE	IEP	# in Cohort
1	0	6	10	4	1	20
2	2	7	8	1	2	18
3	1	5	11	0	2	17
4	0	5	10	1	1	16
5	2	4	16	1	2	24
6	2	2	9	0	6	15
7	n/a	n/a	n/a	n/a	10	25
Total	7	29	64	7	24	137

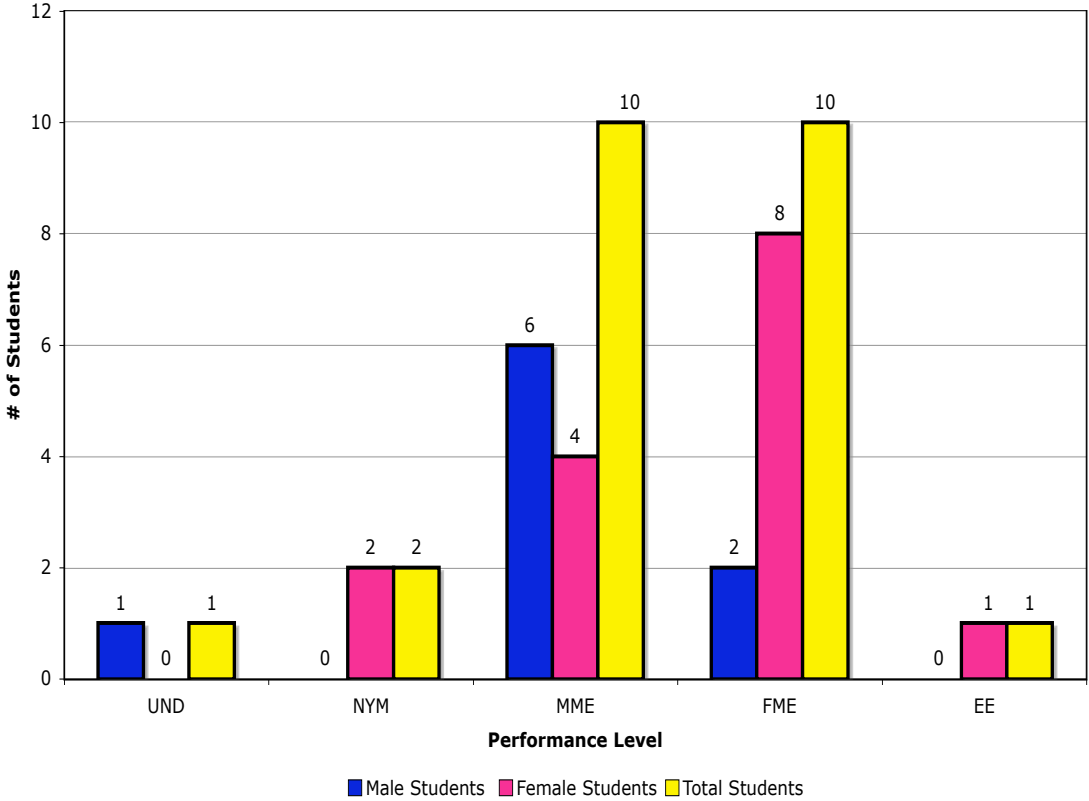
Year End Data – Jun/11

Grade	NYM	MME	FME	EE	IEP	# in Cohort
1	2	1	15	2	1	20
2	1	11	4	1	2	18
3	5	2	5	3	2	17
4	0	6	10	0	1	16
5	1	4	19	0	2	24
6	0	2	11	0	6	17
7	2	5	17	1	10	25
Total	11	31	81	7	24	137

2011 Grade 5 District Writing Assessment

Glenwood Elementary - Langley

Male Students = 9
Female Students = 15
Total Students = 24



2011 Grade 5 District Writing Assessment

Glenwood Elementary - Langley

Male Students = 9
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