



**Glenwood**  
**School Plan 2009 - 2010**  
Langley School District #35

**Names and Signatures of School Planning Council**

Parent: Amy McDiarmid  
Parent: Jana Hik  
Parent: Michelle Kleiberg  
Principal: Ian Gladman

**School Profile**

Glenwood Elementary School has been providing quality education to students in our community for over ninety years. It is a smaller school nestled in the south central part of the Langley School District on the corner of 208<sup>th</sup> St. and 24<sup>th</sup> Ave. Presently we provide service to 146 children (K-7). We have experienced a significant decline in enrolment over the past 5 years (2004 – 218 students). During that time we have also noted an increase in identified students (25 –18%) Glenwood Elementary School is situated in a rural area where there are many nurseries and farmlands to the south and the east, and residential areas in the northwest areas beyond the school. Its location is a significant characteristic in determining the country school atmosphere. We have a large playing field for the intermediate students, a smaller field for the primary students and a wonderful adventure playground that is shared by the entire school. Our classes (5 ½ divisions) are located in the main building on the site. The original two-room school (Heritage Building), built in 1916, is not being used this school year.

**Board Approval**

Cheryle Beaumont, Superintendent	_____
Joan Bech, 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 - 08/09**

### **Goal 1 – “To continue to improve student skill and knowledge in mathematics”**

During the 2008-2009 school year we continued to focus on numeracy. One of our goals was to increase to 40% the number of students in Grades 3 and Grade 6 “fully meeting expectations”. To that end, we met our goal with 60% of our Grade 3 students and 52% of our Grade 6 students “fully meeting expectations”.

Foundations Skills Assessment (FSA) results saw 92% of Grade 4 students and 91% of Grade 7 students “meeting or exceeding” expectations.

Although we didn’t meet our goal of 65% of intermediate students receiving a report card grade of A or B we did realize a significant 3-year increase in percentages relative to our cohort group (2008/09 Grade 7’s); 50% to 57% to 66%.

Glenwood Parent Satisfaction results to the question, “Are you satisfied with development of your child’s mathematics skills at School?” remain positive at 95%.

As a result of FSA, DNA, satisfaction survey results along with report card marks relative to mathematics we have decided to transition to a literacy goal over the next few years with a focus on the writing process.

### **Goal 2 – “To improve our students’ ability to solve problems in peaceful ways”**

We also continued to work on socially responsible behavior with an emphasis on ‘Solving Problems in Peaceful Ways’. We continued with our Gold Ticket (ROARS) program and our ‘Virtues’ program. We met our goal of decreasing, by 10%, the number of students indicating that they are bullied sometimes, many times or all of the time; (Grade 4 - 33% to 18% and Grade 7 – 15% to 4%).

Results to the question, “Do you feel safe at school?” saw 100% of both Grade 4 and Grade 7 students in agreement. Finally, formal office referrals have dropped from a monthly average of 37 (2007) to 12 (2008) to 10 (2009) over the past three years.

We plan to continue with both the ROARS and Virtues programs, as they have become a part of our day-to-day practice.

## **GOAL # 1 – 09/10**

### **Statement**

To improve student achievement in writing

### **Rationale**

Although Parent/Student Satisfaction survey results are above District and Provincial averages the staff, parents and School Planning Council felt that the improvement of student writing should be an area of focus over the next three years.

In April 2008, 50% of our grade two students were not yet meeting or minimally meeting expectations despite interventions like guided reading, a Home Reading program, Reading Recovery and learning assistance.

In April 2009, 82% of our grade two students were either fully meeting or exceeding expectations however, only 5/12 students are meeting/exceeding expectations relative to the convention strand.

FSA scores indicate that 100% of our Grade 4 class are meeting expectations, however none of our Grade 4 students are exceeding expectations.

District Writing Assessment results (Grade 5) indicate that 75% (18/24) of the children are minimally meeting expectations.

Grade 7 results (FSA) indicate that 18% of our students are not yet meeting expectations, 82% are meeting expectations and none of the children are exceeding expectations.

### **Performance Indicators**

Impromptu writing is a new goal at Glenwood so we haven't collected performance indicators to date.

Our plans however include the coding of a school-wide write in September/October (2009) in order to assess the needs of our students. Results of the school-wide write will allow us to focus on aspects of student writing relative to meaning, style, form and conventions. Quick Writes will take place three or four time throughout the school year in order to adjust existing strategies or move into new areas of concern. A school-wide write in April/May (2010) will provide healthy baseline data because the Performance Standards are valid relative to the age of each child. This baseline data will be used to set targets for the 2010-2011 school year.

### **Targets**

To reduce the number of students 'not yet meeting expectations' using the Impromptu Writing Performance Standards, following the establishment of baseline data.

## **Strategies**

- Inform parents and students of the four sections of the Performance Standards for Writing in BC Schools for grades 1-7
- Collaborative time will focus on strategies for Quick Writes using Performance Standards in order to establish new areas to focus on relative to student performance.
- Use a school-wide write as an assessment FOR learning in the fall; discuss results and implement an action plan
- Staff development focused on areas of instructional need as determined at our October 9<sup>th</sup> School Improvement Day
- Use a school-wide write as an assessment OF learning in the spring; discuss results and implement an action plan for the 2010-11 school year.

## **Structures**

- Provide SEA support during language arts classes
- Instructional Services (George Clulow) to provide support at the coding of the school wide write in September/October
- Collaboration Time: Provide 45 minutes per month for both primary and intermediate teachers to collaborate on writing.
- Release time to assess student writes in the spring in order to set 2010-11 school targets

## **Monitoring and Adjusting**

- Schedule time at staff meeting to discuss how students are doing relative to our 'focus'
- Focus design and assessment days on school goals in order to monitor and adjust student performance
- Schedule SPC meetings after each Quick Write session in order to discuss student progress relative to Performance Standards
- Communicate to all parents through PAC meetings and in school newsletters
- Students will be made aware of their progress through the use of Performance Standards