



**James Hill Elementary**  
**School Plan 2011/2012**  
**Langley School District #35**

**Names and Signatures of School Planning Council**

Parent: Mike Tookey \_\_\_\_\_

Parent: Stephen McConnell \_\_\_\_\_

Teacher: Colleen Giddings \_\_\_\_\_

Principal: Mike Etheridge \_\_\_\_\_

**School Profile**

James Hill Elementary is located in Murrayville, just south of the Fraser Highway in the Township of Langley. The school is centrally located in an attractive residential area bounded by a green belt to the south and a large park/playing field complex just to the east. The school is 16 years old and presently has a population of 320 students. The grade alignment is Kindergarten to Grade 5, which includes a district behaviour program and a district class for low incidence students. There is also a daycare/preschool and a Strong Start centre on site.

James Hill is a school with a strong sense of community and inclusion. The expectations for learning are high and all students are expected to achieve to the best of their ability. The parents are very supportive of the school and take an active role in their children’s education. The school has a number of outstanding opportunities for students including technology initiatives, a mobile Mac lab, Smart Boards, a comprehensive music program, Ready-Set-Learn, Reading Recovery and a very strong athletic program.

**Board Approval**

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

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

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

## **Mission, Vision, Values**

### **School Mission Statement:**

We will continue to provide a caring, supportive and respectful environment where all children are encouraged to strive for academic success and personal growth.

### **Vision:**

We are committed to providing a safe, caring and supportive learning environment; all students will reach their full academic potential...whatever it takes.

### **Values:**

We are committed to success through honesty, effort, attitude, respect and teamwork. At James Hill we have HEART.

## **Review of School Goals – 2010/2011**

### **Goal – To develop and support students' abilities in writing.**

This was the second year of implementation of our writing goal. At the beginning of year 1, we had a school-wide write. All grade 1-5 students were shown a picture, and they were told to write a creative story based on what they thought might happen. There was no pre-instruction and each of the students was asked to do his or her best. After all the writing was completed we had George Clulow, from Instructional Services, come to James Hill to review the use of the B.C. Performance Standards for writing, and each teacher used the standards to assess their class. Once the assessment stage was completed, we had another meeting with George to determine the areas of strength and weakness for each of our students in each grade. Based on the information we collected, teachers planned their writing lessons to improve student achievement. We then had a second school-wide write in April 2010. The intent of the school-wide write was to collect baseline data that could be used to determine the extent to which students were improving in writing over the course of the year, to track cohorts of students from one grade to the next, and to help staff determine appropriate resources to purchase and instructional strategies to use with their classes.

During year two of our writing goal, we implemented most of the strategies and structures we put in place to improve student writing. We continued with the school-wide write in September and April, and we compared the baseline data collected from year one with year two. Teachers continued to become more proficient with using the B.C. performance standards to assess student writing. Staff explored different resources to aid and support the teaching of writing and purchases were made for teachers at each grade level. Collaboration time was provided to afford teachers an opportunity to discuss and prepare writing lessons, to debrief on how the lessons worked, and to determine if changes needed to be made. We also completed and refined a list of essential writing outcomes that would be taught at each grade to provide consistency within grades and continuity as students move to higher grades. A number of teachers attended writing workshops throughout the year, and we are optimistic that the trend will continue next year.

We were very successful in reaching our targets for the school-wide write. Baseline data from year one was compared to year two data to track cohorts of students, and a number of positive results were apparent. There was very close to a 10% improvement in the number of students achieving at level 3 and 4 in April for at least two of the four writing strands from year one to year two. Students achieved at a higher level for each strand, beginning in September, than they did the previous year, and a sufficient number of students moved from one level to the next between September and April (all students from level 1 to 2, 50% from level 2 to 3, and 10% from level 3 to 4).

The students did not fare as well in the FSA and District writing assessments. This year's grade 4 cohort actually lost ground on the writing portion of the FSA with a 39% decline from "fully meeting expectations" to "minimally meeting expectations." This cohort did quite well on the District Writing Assessment two years ago, so we need to explore why the FSA results are not positive. The grade 2 students did very well on this year's District Writing Assessment with 58% "fully meeting expectations" and 18% "exceeding expectations." The grade 5 results were not as positive with a 38% decline from "fully meeting expectations" to "minimally meeting expectations."

## **GOAL – 2011/2012**

### **Statement**

To develop and support students' abilities in writing.

### **Rationale**

Over the past few years, both the FSA (grade 4) and the District Writing Assessment (grade 5) results indicate that an unacceptable percentage of our students are minimally meeting or not yet meeting expectations for writing at their grade levels (refer to Appendix A and B). While the 2011 FSA results and the grade 5 District Writing Results indicate that most of our grade 4/5 students are meeting expectations, far too many students are at the lower end of the "fully meeting" portion of the scale. Also, after a careful analysis of report card marks and school-wide writing results, it is clear that our grade 5 students should be achieving at a much higher level on the district writing assessment. Consequently, we feel compelled to continue to examine our students' strengths and limitations and to continue the process of researching best practice for writing instruction. We will continue to collect student-writing data with the intention of carefully monitoring that data and tailoring instructional strategies to meet the needs of learners. One thing we would like to explore is the possibility that students need to "learn" how to write assessments as they move to higher grades and the assessments become more challenging.

### **Performance Indicators**

1. Conduct two school-wide writes, one in September and one in the beginning of April. Teachers will assess their students' writing using the BC Performance Standards, and last year's results will be compared to this year's results.
2. Use the District Writing Assessment data for grades 2 and 5.
3. Use the FSA Writing Assessment data for grade 4.

### **Targets**

1. We will complete the school-wide writes in September and April. By April, all students who were assessed at level 1 in September will move to level 2, 50% of the students at level 2 will move to level 3 and 10% of the students who achieved at level 3 will move to level 4 for each of the four writing categories: meaning, style, form and conventions.
2. We will compare last year's school-wide write results with this year's results. Students will at least maintain their April results from last year to this year and there will be a 10% improvement in the number of students who move up one level in two of the four categories – meaning, style, form and conventions.

3. There will be a 20% increase in the number of students who move from the lower to the upper end of the “meeting expectations” category for the writing portion of the grade 4 FSA scores.
4. There will be a 10% increase at the grade 2 level and a 20% increase at the grade 5 level in the number of students who move from the “minimally meeting expectations” to “fully meeting expectations” for the District Writing Assessment.

## **Strategies**

1. Further develop skills in the use of the B.C. Performance Standards to assess writing at all grade levels.
2. Refine our list of essential learning outcomes that teachers will focus on at each grade level to ensure continuity of instruction and alignment with writing assessments.
3. Provide release time so that teachers have the option of observing colleagues teach writing lessons created from collaboration time together.
4. Conduct school-wide writes in the first week of September and the beginning of April. Information obtained in September will be used to determine teaching focus.
5. Use technology for recording (digital recorder) and transcribing (Dragon software) oral responses to text-based questions for students with written out-put challenges. Train students to use graphic organizers to plan oral responses, shifting from simply speaking responses to composing responses.
6. Provide direct instruction to develop students’ strategies for writing assessments.

## **Structures**

1. Display current resources to increase the use of items we already have and purchase materials recommended by writing experts and by staff.
2. Provide two half-day workshops for staff on our design and assessment days. Presenters will be brought in to the school to continue the exploration of best practice.
3. Have pairs of staff members offer to present writing ideas/samples at staff meetings based on the successes discussed at collaboration. For example, teachers will tie Adrienne Gear’s reading strategies to writing. Connecting and visualization can also work as writing strategies and we can build on our work from last year with language the students already know.
4. Purchase technology for recording (digital recorder) and transcribing (Dragon software) responses to text-based questions for students with written out-put challenges. Install software on one computer and allow the grade five teacher (who is also the technology support person) to work with the program to guide his vulnerable students in the writing process using the program. This teacher will then share with the other intermediate teachers and help them develop a facility with the program in order for them to put it to use with their vulnerable students.

## **Monitoring and Adjusting**

1. Teachers will meet during collaboration time to determine whether strategies used in the classroom have been successful.
2. SPC and the School Leadership Team will meet to review data to determine if targets have been achieved.
3. Data will be shared and explained at staff meetings and Design and Assessment days.

**Appendix A**  
**FSA – Grade 4 Writing Assessment Results**  
**Percentage of Students**

	<b>NYM</b>	<b>MME</b>	<b>FME</b>	<b>EE</b>
<b>2009/2010</b>	8%	50%	38%	4%
<b>2010/2011</b>	17%	61%	22%	0%

The Ministry actually has three categories – not meeting, meeting and exceeding expectations. 83% of James Hill students are meeting expectations, but 61% of those students are on the lower end of the scale.

Below is a comparison with Reading and Numeracy for the 2011 grade 4 cohort:

Reading – 70% are meeting and 24% are exceeding expectations.

Numeracy – 62% are meeting and 34% are exceeding expectations.

NYM – not yet meeting expectations

MME – minimally meeting expectations

FME – fully meeting expectations

EE – exceeding expectations

**Appendix B**  
**District Writing Assessment**  
**Percentage of Students**

		<b>NYM</b>	<b>MME</b>	<b>FME</b>	<b>EE</b>
2009	Grade 2	2%	22%	58%	18%
2010		0%	23%	50%	27%
2011		2%	22%	58%	18%
2009	Grade 5	7%	67%	25%	1%
2010		2%	31%	63%	4%
2011		7%	67%	25%	1%

## Appendix C

### School Wide Write Assessment Using B.C. Performance Standards September 2009 – April 2010

Level 1 – not yet meeting expectations  
Level 2 – minimally meeting expectations

Level 3 – fully meeting expectations  
Level 4 – exceeding expectations

Grade	Level	Meaning		Style		Form		Conventions	
		Sept.	April	Sept.	April	Sept.	April	Sept.	April
5	1	3	1	1	0	3	1	1	0
	2	15	11	21	11	25	20	19	14
	3	26	32	25	33	21	22	27	32
	4	5	6	2	6	0	7	2	4
4	1	12	5	11	5	20	6	15	9
	2	17	11	28	18	21	24	18	11
	3	17	27	8	23	6	17	14	24
	4	1	4	0	1	0	0	0	3
3	1	13	3	10	1	12	2	7	1
	2	19	14	21	12	30	18	19	21
	3	16	29	19	32	8	26	23	21
	4	2	6	0	4	0	3	1	6
2	1	15	1	5	0	14	0	13	0
	2	18	11	29	10	19	8	18	11
	3	3	14	1	20	3	21	5	18
	4	0	9	1	5	0	6	0	6

The above is baseline data for year one of the writing goal. The data demonstrates that from September to April the number of students at levels 1 and 2 declined and the number of students at levels 3 and 4 increased.

**School Wide Write Assessment  
Using B.C. Performance Standards  
September 2010/April 2011**

Level 1 – not yet meeting expectations  
Level 2 – minimally meeting expectations

Level 3 – fully meeting expectations  
Level 4 – exceeding expectations

Grade	Level	Meaning		Style		Form		Conventions	
		Sept.	April	Sept.	April	Sept.	April	Sept.	April
5	1	4	2	2	2	5	2	6	2
	2	17	13	26	17	23	16	20	18
	3	31	30	25	26	25	27	26	26
	4	1	6	0	6	0	6	1	5
4	1	4	0	1	0	2	0	3	2
	2	13	8	22	14	22	9	20	11
	3	20	29	19	28	19	28	20	25
	4	9	10	4	5	3	10	3	9
3	1	2	0	3	1	3	2	7	3
	2	16	4	20	6	13	1	11	11
	3	15	30	16	31	22	38	20	23
	4	8	9	2	5	3	2	3	6
2	1	2	0	7	1	6	1	13	1
	2	39	8	35	12	32	8	19	16
	3	6	32	6	28	11	36	12	27
	4	2	13	1	12	0	8	2	9
1	1	57	1	55	1	55	2	55	1
	2	3	9	2	10	6	5	2	16
	3	0	44	4	43	0	46	4	29
	4	0	3	0	3	0	4	0	11

For year 2 we used the above data to track the student change between the September and April write, and we compared student performance between the 2010 April write and the 2011 April write. We will continue to determine if cohorts of students have improved during the year and whether or not they are maintaining that improvement as they move to the higher grades.