



**James Kennedy**  
**School Plan 2011 - 2012**  
Langley School District #35

**Names and Signatures of School Planning Council**

Parent: *Layle Krogel* \_\_\_\_\_

Parent: *James Loewen* \_\_\_\_\_

Parent: *Geraldine Olaybal* \_\_\_\_\_

Vice Principal: *Susan Macdonald* \_\_\_\_\_

Principal: *Robin Walker* \_\_\_\_\_

**School Profile**

James Kennedy Elementary is located in the centre of Walnut Grove, a well-developed area of northwest Langley. James Kennedy Elementary, Ecole Elementaire, is a dual track school offering English and Early French Immersion programs for students from Kindergarten to Grade Seven. Student enrollment is 630, the largest in the District. Currently, the school population is composed approximately of half English and half French program students. French enrollment is growing slightly, while the English population is somewhat declining. Overall, the student population is fairly uniform: 6% are identified with special needs, 3% are Aboriginal and 3% are ESL.

The school goal for the past three years in the area of reading comprehension (fiction and non-fiction) has yielded positive results. This year the focus will change to numeracy (problem solving). James Kennedy has very strong music, technology, and sports programs. The Grade 7 Leadership Team organizes charitable fundraisers as well as numerous activities for other students in the school. The P.A.C. and parent community are involved and very supportive.

**Board Approval**

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

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

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

## **Mission, Vision, Values**

School Mission:

“Success for all through learning and caring.”

“L’apprentissage et la bienveillance menent au success.”

School Vision:

Our students will leave elementary school with the Langley Graduate Profile characteristics in mind:

- Ethical and Respectful Citizens
- Democratic Participants
- Self-Directed Individuals
- Collaborative Workers
- Quality Contributors

Our school will also:

- Assist students in maximizing their potential for academic and social success
- Model appropriate behaviours that promote learning and caring

School Values:

The school is committed to:

- Emphasizing our school Code of Conduct statement: “I am responsible” and “ I respect myself, others and the environment”
- Encouraging dependability, punctuality, creativity, productivity, and responsibility
- Respecting our own and others’ life spaces
- Emphasizing our Respect focus by highlighting a different positive characteristic each month
- Emphasizing the cultural diversity of our dual track school and multi-cultural learning community

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

At the end of the third year of a reading comprehension goal, school based data revealed that we did not consistently achieve our target of “Grade 3 to 6 students will have improved by 0.20 on the average scores on our school-based assessments.” However, it is clear that reading comprehension did improve:

- Gr. 3, 4 and 5 English students did improve significantly on the RAD scores, as did Gr. 3 FI students on the QCA
- Gr. 4 FSA results showed significant improvement in “Exceeding Expectations”
- Gr. 7 FSA results showed movement from “Minimally Meeting Expectations” to “Fully Meeting Expectations”

Strategies completed during work on this goal included the following:

1. All teachers used “Non-Fiction Reading Power” by Adrienne Gear.
2. Library resources to support “Non-Fiction Reading Power” were purchased.
3. Regular roundtable sharing of successes/difficulties in implementing non-fiction comprehension strategies was facilitated.

Anecdotal comments from staff also reflected success in this goal area:

1. Students enjoy non-fiction more (e.g. choosing to use for Book Talks).
2. Teachers now use non-fiction for read alouds.
3. Gr. 7’s are taking newspapers home for home reading.
4. The high school librarian has been commenting to our librarian on the problems her students have with non-fiction comprehension; our librarian knows our students already have these skills in place.

## **GOAL # 1 – 2011/2012**

### **Statement**

Numeracy

Students will improve in their understanding of mathematical problems.

### **Rationale**

When examining various measures, both qualitative and quantitative, it is evident that students’ reading skills have improved over the last 3 years proving our reading goals have been successful. Through discussions, the teaching staff and the School Planning Council have expressed concern about the numeracy skills of James Kennedy students. Data analysis confirms that there is improvement to be made in this area. We now feel it is time to address the needs in numeracy. Our long-range plan is to work on comprehension of math problems in this first year (which directly links to the non-fiction reading goal we are finishing this year), problem solving strategies the second year and communication of problem solving the third year.

### **Performance Indicators**

1. FSA Numeracy (English and French)

Grade 4 (Number of Students)

	NYM	MME	FME	EE	Total
2010/11	3	28	26	25	82
2009/10	8	29	16	20	73
2008/09	11	26	20	13	70

### Grade 7 (Number of Students)

	NYM	MME	FME	EE	Total
2010/11	6	20	23	7	56
2009/10	10	24	32	7	73
2008/09	8	18	30	18	74

### 2. District Numeracy Assessment (English and French)

#### Grade 3 (Number of Students)

	NYM	MME	FME	EE	Total
2010/11	3	25	33	13	74
2009/10	4	28	35	9	76
2008/09	6	11	30	17	64

#### Grade 6 (Number of Students)

	NYM	MME	FME	EE	Total
2010/11	1	8	38	28	75
2009/10	1	17	24	17	59
2008/09	2	12	30	26	70

### 3. School Based Assessment (Number of Students)

Students were given 4 grade-level math problems of increasing difficulty. They re-told the problem to their teacher in their own way (words, pictures, symbols) to show their comprehension of the problem.

	Level 1	Level 2	Level 3	Level 4	Total
Grade 1	8	15	15	14	52
Grade 2	10	21	38	21	90
Grade 3	10	27	23	5	65
Grade 4	28	18	19	16	81
Grade 5	14	20	21	18	73
Grade 6	11	20	24	18	73
Grade 7	19	13	7	16	55

## **Targets**

By May 2012, 20% of students at each grade level will have improved their scores on our school-based assessment.

## **Strategies**

1. Students will be taught the following non-fiction comprehension strategies for problem solving:
  - re-state the problem in their own words (summarize)
  - draw a picture of what the problem is asking (visualize)
  - what do you already know/what do you need to answer (connections)
  - determine importance of information presented (relevant/irrelevant information)
2. Teachers will actively teach the use of text features as a comprehension tool.
3. Intermediate students will begin using math journals.
4. Parent education will be a high priority.

## **Structures**

1. Teachers will apply for Joint Pro-D release time to observe and collaborate.
2. School and PAC budgets will be structured to provide for the purchase of more math manipulatives.
3. Teachers will report on a common outcome on every report card relating to the comprehension of math problems (e.g. "Comprehends the language used in mathematical problems.")

## **Monitoring and Adjusting**

1. The School Planning Council will review the progress of our goal work.
2. Staff will discuss the progress of the goal strategies during staff meetings.
3. SPC members will give reports at PAC Meetings.