



Langley Fundamental Elementary School

School Plan 2010 - 2011

Langley School District #35

Names and Signatures of School Planning Council

Parent: Lanie Champigny _____

Parent: Kirby Thompson _____

Parent: Jane Sauer _____

Principal: Alan Wiebe _____

School Profile

Langley Fundamental Elementary School is one of several district choice programs and as such has no local catchment area or boundary. Our student population, of approximately 520 students from K-5, reflects the full range of socio-economic backgrounds from throughout the School District. Any student in Langley is eligible to attend Langley Fundamental Elementary on a first come first served basis. The philosophical mandate upon which Langley Fundamental Elementary operates emphasizes home and school working together in a consistent, structured approach to instruction and learning, the attainment of skills in a systematic, sequential manner and the establishment of a clearly defined standard of behavior. The transient rate at Langley Fundamental Elementary is very low, while wait lists in most grades are quite lengthy. The clearly identified “fundamental” philosophy brings with it several obvious trends, such as a high level of commitment for all stakeholders, a high degree of parent involvement, greater cohesiveness, high expectations, and a staff with a strong work ethic.

Board Approval

Cheryle Beaumont, Superintendent _____

Joan Bech, Board Chairperson _____

Date Approved _____

Mission, Vision, Values

School Mission Statement:

Home and school working together for student success in the fundamentals of learning by deploying traditional methods of education.

School Vision Statement:

Within the framework of a strong commitment to standards and values foundational to our Canadian Society, and in an enabling atmosphere of order, friendliness, trust, and goodwill, it is our firm purpose at Langley Fundamental School

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|------------------------------|--------------------------------------------------------------------------------------------------|
| to equip students | with strong basic skills, knowledge and understanding delivered with consistency and continuity. |
| to arm students | with sound principles, self discipline, a strong work ethic, and a love for their country |
| to undergird students | with moral support, affection and respect, |

preparing them to become outstanding contributing citizens, wherever individual potential, opportunity or circumstances lead them.

School Values:

- structured approach to learning
- emphasis on individual responsibility
- strong academic emphasis: i.e. numeracy, literacy, grammar, phonics, handwriting and spelling
- continual and frequent assessment
- parents as partners with teachers for student learning and conduct
- emphasis on character and moral development, focusing on traditional values such as:
work ethic, family, honesty and respect
- respect for each other, elders, authority and our country
- consistency from year to year
- clear expectation of behavior
- a safe environment

Review of School Goals - 09/10

This was the first year of our reading goal. Our goal in reading allowed us to consider our pedagogy, materials available to staff and to identify which individual students we will focus our efforts on.

One significant aspect of reading we determined to be challenging for reluctant readers is comprehension. Engaging student minds in the reading process is the focus of the “Reading Power” series by Adrienne Gear. A number of our teaching staff attended Adrienne Gear workshops this year; the more experienced teachers in our school led in school professional development workshops on using “Reading Power” and we purchased materials for each teacher and library resources for staff to access.

Our PAC provided funds for the purchase of books recommended by Adrienne Gear that have been organized in our library for classroom use. A grant was also received to purchase books to enhance our collection of leveled reading books in our Early Literacy book room which can be used to teach Reading Power Strategies. These purchases provided more materials at the higher reading levels.

Our greatest efforts were in providing extra service to students minimally meeting expectations in reading. We identified 8 to 10 students in each grade and made arrangements for them to receive guided reading instruction. In the earliest years, these students are given daily guided reading sessions. In our oldest grades, staff support was provided twice a week through a pull out program of intense literacy instruction. These efforts were well received by parents and staff. We believe that progress was made by students that received this support. We have made a good start in this reading goal. We now look forward to a continued focus on improving reading results for those students minimally meeting expectations in reading in our second year.

GOAL # 1 – 10/11

Statement

To continue to improve the reading comprehension and reading achievement, especially for those students “Minimally Meeting Expectations”.

Rationale

Grade One Reading Assessments

Historically, reading results have been strong. With a very supportive guided reading program at school and the majority of families providing regular reading at home, our Grade 1 results in decoding have been encouraging. Langley Fundamental is confident that, with its guided reading program, it has provided a great start in school for our school’s students. The carry over to Grade 2, however, recognizes a loss in the reading levels of some students.

F.S.A. Results

Our 2010 Grade 4 F.S.A. reading results indicated that 91% of students met expectations and, of that group, 33% of our students exceeded expectations. However, the challenge is that 27% or 24 students, fell into the Minimally Meeting Expectations category. If compared to District or Provincial results, Langley Fundamental Elementary students are performing well. However, there is room for improvement as there are still students who are not Fully Meeting Expectations.

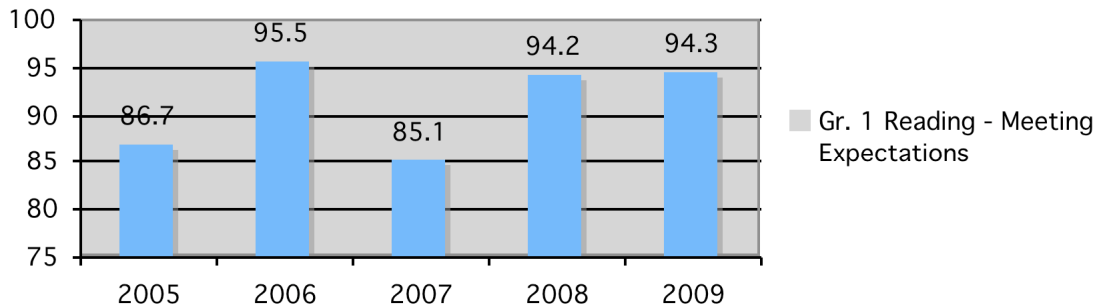
Intermediate teachers have noted that these particular students, who only minimally meet expectations in Reading, have difficulties in applying reading skills to other subject areas such as science and social studies. These students don’t have the skills required to draw out information from text. Their weak reading skills and comprehension negatively impact their overall performance at school.

Reflecting on the above results, led teachers to conclude that strategies are needed to address the specific needs of students who are not Fully Meeting Expectations in reading. Reading is the cornerstone of all other subject areas and strengthening the reading skills and reading comprehension of these students should lead to stronger results in all other academic areas and greater overall success in school.

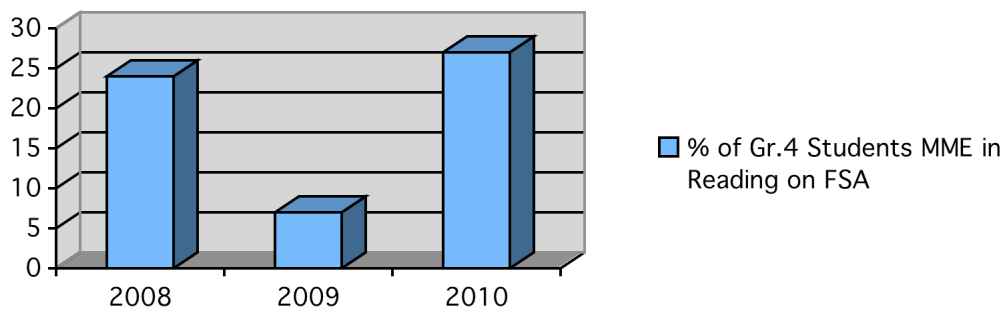
Performance Indicators

Grade One Reading Assessment

• *although the graph below doesn't identify MME students in grade 1 those identified by teachers are listed in Appendix 1 within the Grade 2 grouping.*



Grade 4 Foundational Skills Assessments



School based Benchmark and Fountas and Pinnell Assessments

Teachers at each grade level will assess the 8-10 targeted students using leveled reading assessments in September 2010. These students will be monitored regularly during the school year, but will be formally assessed at the end of each term. Baseline data will be available in September.

Targets

1. The number of students reading below grade level in September 2010 will be decreased by May 2011. Our goal is for 20% of the students minimally meeting expectations to "Meet Expectations" in reading by May 2011.
2. Maintain strong reading results in Grade One (Over 90% reading at grade level)

Strategies

1. Identify 8 - 10 students in each grade level currently Minimally Meeting Expectations in reading. These students will be identified using a combination of District assessments, FSA results and input from the current teacher.
2. Provide focused instruction time in reading for students M.M.E. (ie: 30 minutes a day, two to four days a week). This may be provided by the classroom teacher or by platooning.
3. Use P.M. Benchmark and Fountas and Pinnell assessments to monitor student progress.
4. Implement Reading Powers strategies in Grades 1 - 5 to enhance student reading.
5. Continue Library Home Reading Program and host a Family Literacy Day at the school to encourage parent involvement in reading.
6. Provide parents of the 8 – 10 targeted students at each grade level with specific suggestions on how they can support and enhance their child's reading development.
7. Send home a letter to clarify the importance of reading daily with their child (especially during the summer break).

Structures

1. Collaboration time : provide a 45 minute block each term for grade groups to collaborate on reading instruction and the implementation of Reading Powers strategies. Note : students will be supervised by administration during this time.
2. Provide Pro-D for teachers to improve reading instruction.

Adrienne Gear - Reading Powers
CTAP on Guided Reading with Dawn Holden
Provide TOC through the Joint Pro-d Committee for Intermediate teachers to observe Guided reading at R. C. Garnett Demonstration School.

3. Purchase copies of Reading Powers (Non-Ficition) by Adrienne Gear for our Teacher Reference section in the library.

4. Purchase additional copies of supplementary support material for Reading Powers.

Monitoring and Adjusting

1. Focus School Improvement and Design and Assessment days on school reading goal.
2. Review school-based reading assessments and implement necessary action.
3. Communicate to parents at PAC meetings, SPC meetings, in school newsletters, at parent conferences, and via report cards.
4. Receive updates from grade groups in staff meetings on results of implementation and initiatives arising from collaboration.