



*We learn.
We care.
We co-operate.*

TROUT CREEK ELEMENTARY

5811 Nixon Road
Summerland, B.C.
(250) 494-7876
Principal: Paula Reay

June 2010

SCHOOL IMPROVEMENT PLAN (2009-10)

TROUT CREEK SCHOOL

Trout Creek educates 192 students in a modern building located in a rural setting. The school grounds are large and are surrounded by quiet streets and backyard gardens. The school enjoys a high level of support due to its key location in this close knit community as well as from its strong educational programs. The school logo incorporates the key beliefs about our school.

INQUIRY QUESTION

If we use a common language in writing instruction and assessment, will student motivation and student achievement increase?

RATIONALE: What evidence compelled us to ask this question:

- Our staff developed this question after considering successes enjoyed with common language used in reading social skills instruction. Additionally, staff discussed the results of the fall school wide write. While overall student achievement in writing is fine, the staff wanted to increase writing performance but also, attempt to improve staff's perception of students' reluctance to write.

ACTION PLAN

OBJECTIVES: SPECIFIC STEPS TO ANSWER OUR QUESTION OR MORE SPECIFIC QUESTIONS?

The specific steps our staff will take to answer our question are:

1. Development of common Trait based and evaluation language (K-5).
2. Development of a correlation between common language and Performance Standards.
3. Acquisition of a working knowledge of common language/Performance Standards through staff development.
4. Determine resources required to support writing program (i.e. programs, technology, lessons, writing samples).
5. Development of TC scope/framework for using common language and kid friendly language based on performance standards.
6. Creation of opportunities to motivate students to write.
7. Integration of steps 1- 6 into year/month/ weekly teaching planning/ practices (i.e. defining quality writing, visual, student self assessment, clothesline approach).
8. Creation of student writing folder to compile school wide write evidence (fall and spring using Performance Standards, motivational quick scale, self- assessment).
9. Reflective analysis of No. 8 (school wide writes and motivation assessments at grade pod meetings).

ASSESSMENT PROCESS AND TOOLS: WHAT WILL WE USE TO MEASURE OUR SUCCESS?

The assessment of student performance in writing will occur during the fall and the spring using the school wide write. The self assessment of student writing will utilize the “clothesline technique” as determined by staff through planning. The development/utilization of a measure to assess student motivation in writing is yet to be developed.

PROFESSIONAL LEARNING: HOW WILL WE INCREASE OUR CAPACITY AND COLLABORATION?

Opportunities for professional learning will occur at monthly staff meetings, grade pod marking/planning time, a writing workshop, staff school based professional development and the Implementation Day.

RESOURCES: WHAT DO WE CURRENTLY HAVE AND WHAT DO WE NEED?

We have purchased previously the “Trait Crait” by Scholastic for use in grades 1-5 and have acquired writing exemplars to assist with the “clothesline technique” for building student capacity for self-assessment. Future discussions with staff will determine supplementary resources required to support our work. Other resources to date have been developed by the staff such as the common language charts and the correlation of “Trait Crait” language to the Performance Standards.

PARENT INVOLVEMENT: HOW PARENTS WILL BECOME PARTNERS IN OUR EFFORTS?

We will share our inquiry information with parents at PAC/SPC meetings, in Newsletters and through distributing specific student writing and motivation assessments with each child's home.

EVIDENCE

KEY FINDINGS: What did we find out?

a. **DATA: What did we find out?** This data will be completed during the 2010-11 school year after it has been compiled and reflected upon.

NARRATIVE: What successes and/or challenges are not reflected in the data?

This data will be completed during the 2010-11 school year after it has been compiled and reflected upon.

REFLECTION AND SUMMARY

REFLECTIONS: What did we learn? How did it make a difference?

This section will be completed during the 2010-11 school year once our data has been compiled and reflected upon.

FUTURE PLANNING: Where do we go from here?

This section will be completed during the 2010-11 school year once our data has been compiled and reflected upon.

School Planning Council:

Name (Principal): _____

Name (Parent): _____

Name (Parent): _____

Name (Parent): _____
