

# Parkway Elementary School



## SCHOOL PROGRESS REPORT

SD67 (Okanagan Skaha) - October 2009

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# Part A: Introduction

## Parkway School Mission Statement

To enable students to succeed in all areas

### (i) Introducing... the 2009-2010 School Progress Report

This report to the public reflects our commitment to improving student achievement. It provides students, parents, staff and the general public with an overview of what we are doing and where we are headed.

The school Progress Report tries to achieve that in two ways:

- 1) By identifying and monitoring a select number of improvement targets and using appropriate strategies to pursue them; and
- 2) By tracking key indicators of student achievement in the areas of Intellectual and Social Development.

The Parkway Progress Report is a work-in-progress. Changes will occur within this document throughout the year.

Section 1.02

Section 1.03 The school report will provide a framework for setting goals for improving student achievement, monitoring progress and consulting and informing their partner groups, PAC and School Planning Council.

Section 1.04

If you would like more information, please contact Parkway Elementary School at 770-7686 or at our web address at [www.sd67.bc.ca/schools/parkway](http://www.sd67.bc.ca/schools/parkway).

#### School Planning Council:

Kelly Jones (Principal)  
Tara Maxted (Parent)  
Terri Wood (Parent.)  
Angela Wilson (Parent)  
Donna Silvius (Teacher)

## PROGRESS FROM PREVIOUS YEAR (2008 – 2009)

- Staff is being inserviced on learning strategies – classroom strategies, the use of shared formative assessments and student use of performance standards:
  - Staff completed four half days of grade level meetings and in-service to examine and implement numeracy and literacy strategies.
  - Staff representatives undertook two days of literacy in-service
- Participated in the school and district Reading Assessment program, assessments occur in May.
- Continued to Implement a new math program and associated resources (Math Makes Sense).
- Early Literacy intervention program continued.
- Literacy, Numeracy and Social Responsibility committees met to provide direction in goal areas.

## IMPROVEMENT TARGETS FOR 2009 – 2010

<b>Literacy</b>	By the end of June 2010, 90% of all Parkway students (grades 1-5) will be minimally meeting, fully meeting or exceeding expectations in <u>reading</u> and <u>writing</u> .
<b>Numeracy</b>	By the end of June 2010, 95% of all Parkway students will be minimally meeting, fully meeting or exceeding expectations in <u>numeracy</u> .

## Part B: School Context

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### Description of Parkway School

Parkway Elementary School is located behind Cherry Lane Mall and serves a diverse neighborhood. The main building was opened in 1976 and consists of eleven classrooms and two portables, a well-stocked library, a computer lab and a spacious gymnasium with a mezzanine.

Parkway School is a major part of the local community. The building is used by community groups five nights a week and is frequently used on weekends. The school is very fortunate to have extensive grounds and is currently fundraising to provide a new playground.

The Parent Advisory Council is a key component of Parkway School. The parents support student achievement through their organization and running of the One-to-One Reading Program. They have made the school a more welcoming place by adding picnic tables to the playground and benches for the hallways. The parents have enriched the schooling of the students by providing funds for swim, skate and ski programs, numerous field trips and fine arts presentations.

**Name:** Parkway Elementary School

**Address:** 225 Kinney Ave.  
Penticton, BC V2A 3P2

**Telephone:** 250-770-7686

**Fax:** 250-492-7226

**Website:** <http://sd67.bc.ca/schools/parkway>



### COMMUNITY CONTEXT (2001 CENSUS)

	School	Province
Proportion of Families with Annual Income under \$30,000	30%	23%
Education Attainment – of Population Aged 20 or Over <ul style="list-style-type: none"> <li>• High School Graduation Certificate</li> <li>• Bachelors Degree or Higher</li> </ul>	70% 11%	68% 18%
Proportion of Families which are Lone Parent Families	16%	16%

### PARKWAY ELEMENTARY SCHOOL STUDENT ENROLMENT

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
<b>Total Enrolment (Headcount)</b>	291.0	319.5	316.0	285	270	250	241
<b>Female</b>	151.0	164.0	160.0	139	138	127	117
<b>Male</b>	140.0	155.5	156.0	146	132	123	124
<b>Kindergarten</b>	20.0	38.5	26.0	36	39	39	31
<b>Grade 1</b>	46.0	43.0	65.0	40	41	37	43
<b>Grade 2</b>	52.0	48.0	44.0	52	45	38	36
<b>Grade 3</b>	53.0	70.0	51.0	48	50	49	37
<b>Grade 4</b>	51.0	59.0	66.0	53	48	43	51
<b>Grade 5</b>	69.0	61.0	64.0	56	47	44	43
<b>Aboriginal</b>	8.0	7.0	7.0	34	37	42	39
<b>English as a Second Language</b>	33.0	37.0	31.0	12	10	14	16
<b>Home School Registration</b>	0	1	0	0	0	0	0
<b>Students with Special Needs</b>				27	28	23	30
<b>Students on Gifted Program</b>				7	5	9	8

### PARKWAY ELEMENTARY SCHOOL PARENT ADVISORY COMMITTEE EXECUTIVE

POSITION	NAME
Chair	Mrs. Terri Wood
Secretary	Mrs. Lindsay Christian
Treasurer	Mrs. Angela Wilson
Vice Chair	Mr. Dirk Goedart
SPC Rep	Mrs. Tara Maxted

### PARKWAY ELEMENTARY SCHOOL PLANNING COUNCIL

POSITION	NAME
Principal	Mr. Kelly Jones
Parent Representative	Mrs. Angela Wilson
Parent Representative	Mrs. Tara Maxted
Parent Representative	Mr. Dirk Goedhart
Teacher Representative	Mrs. Donna Silvius

**PARKWAY ELEMENTARY SCHOOL STAFF**

<b>No.</b>	<b>Name</b>	<b>Assignment</b>
<b>NO.</b>	<b>NAME</b>	<b>ASSIGNMENT</b>
1.	ALLAN, Mrs. Wendy	CEA
2.	BYRNES, Mrs. Vicki	Grade 1
3.	CHURA, Ms. Jeannine	CEA
4.	CLARKE, Mr. Steve	Grade 4
5.	DONOVAN, Ms. Bonny-Lynn	Ab. Ed. Teacher
6.	HULLEY, Ms. Maureen	CEA
7.	JOHNSON, Mrs. Lorraine	Ab. Ed. CEA
8.	JONES, Mr. Kelly	Principal
9.	KEMP, Ms. Stacey	Counsellor/Psychologist
10.	KING, Mrs. Maureen	Grade 1
11.	KOHLHAUSER, Mr. Kirk	Custodian I/C
12.	MALHI, Mr. Jas	Custodian
13.	MARTIN, Mrs. Jeannette	CEA
14.	MERCER, Mrs. Linda	Secretary/Library Assistant
15.	MORGAN, Mrs. Diane	Grade 3
16.	PARLIAMENT, Ms. Barb	Gr. 2
17.	PRONGER, Mrs. Lora	Teacher Librarian
18.	RAITT, Mrs. Shannon	Grade 5
19.	SILVIUS, Mrs. Donna	Grade 3/4
20.	STEPHENS, Ms. Sierra	Library Assistant
21.	TERRIS, Mrs. Cathy	Special Education/LAT/ELI
22.	TERRY, Mrs. Helen	CEA
23.	TUCKER, Mrs. Sue	Kindergarten
24.	TUNNELL, Mrs. Alice	Grade 5
25.	WATKINS, Mrs. Edi	Grade 2
26.	WOURMS LARSON, Mrs. Maureen	Speech & Language Pathologist
27.	ZAUGG, Mrs. Crystal	Music Teacher

### **SPECIAL ACTIVITIES, PROGRAMS & OPTIONS FOR STUDENTS**

- Early Literacy Intervention Program - Grade 1 and 2
- Big Buddies Program
- Home-School Reading Program
- Aboriginal Education Assistance and Tutorial
- School Planners - Grades 1 to 5
- Recycling Paper and Juice Boxes
- Terry Fox Run
- Jump Rope for Heart
- Phone Monitors
- Library Monitors
- Crosswalk Monitors
- Swimming Program – Grade 3
- Cross Country Skiing – Grade 5
- Basketball and Soccer Teams
- District Cross Country Runs/School Fun Run
- District Track & Field (Intermediate Students)
- School Choir and Honour Choir
- Lunch Monitors
- Outside Equipment Monitors
- Enrichment Program
- Student Led Monthly Assembly
- Christmas and Spring Musicals
- Lacrosse Week
- Talent Show
- Computer Tech Club
- DPA

### **PARENT AND COMMUNITY SUPPORT FOR STUDENTS**

- |  |   |
|--|---|
| - One-to-One Reading Program   | - Action Schools Leadership   |
| - Fine Arts and Theatrical Presentations   | - Multicultural Program   |
| - Fall and Spring Open House   | - Fruit & Veggie Program  |
| - Community Field Trips  | - Fire Safety   |
| - Family Science Nights  | - Skipping Program  |
| - TD Bank Book Donation  | - District Art Show   |
| - Big Brother's and Sister's Program   | - Grade 5 Field Trip to Vernon O'Keefe Ranch and<br>the Okanagan Science Centre |
| - Penticton Vee's Reading Visit  |   |
| - Ready Set Learn Program for Parents & Preschoolers   |   |
| - Guest Readers from the Community   |   |
| - Reading Volunteers   |   |
| - Christmas Food Hamper Drive  |   |
| - Gingerbread Christmas Family   |   |
| - K-2 Visits to Safety Village   |   |
| - Deksmart Christmas Family  |   |
| - Brain Injury Society – Helmets   |   |
| - Movie Nights   |   |
| - Hockey Tournaments   |   |
| - ECE Meetings   |   |
| - Grade 4 Rotary Dictionary Program  |   |
| - PALS Program   |   |
| - Delegations from Penticton Library and Community Centre visit School in June to promote Summer Activities. |   |

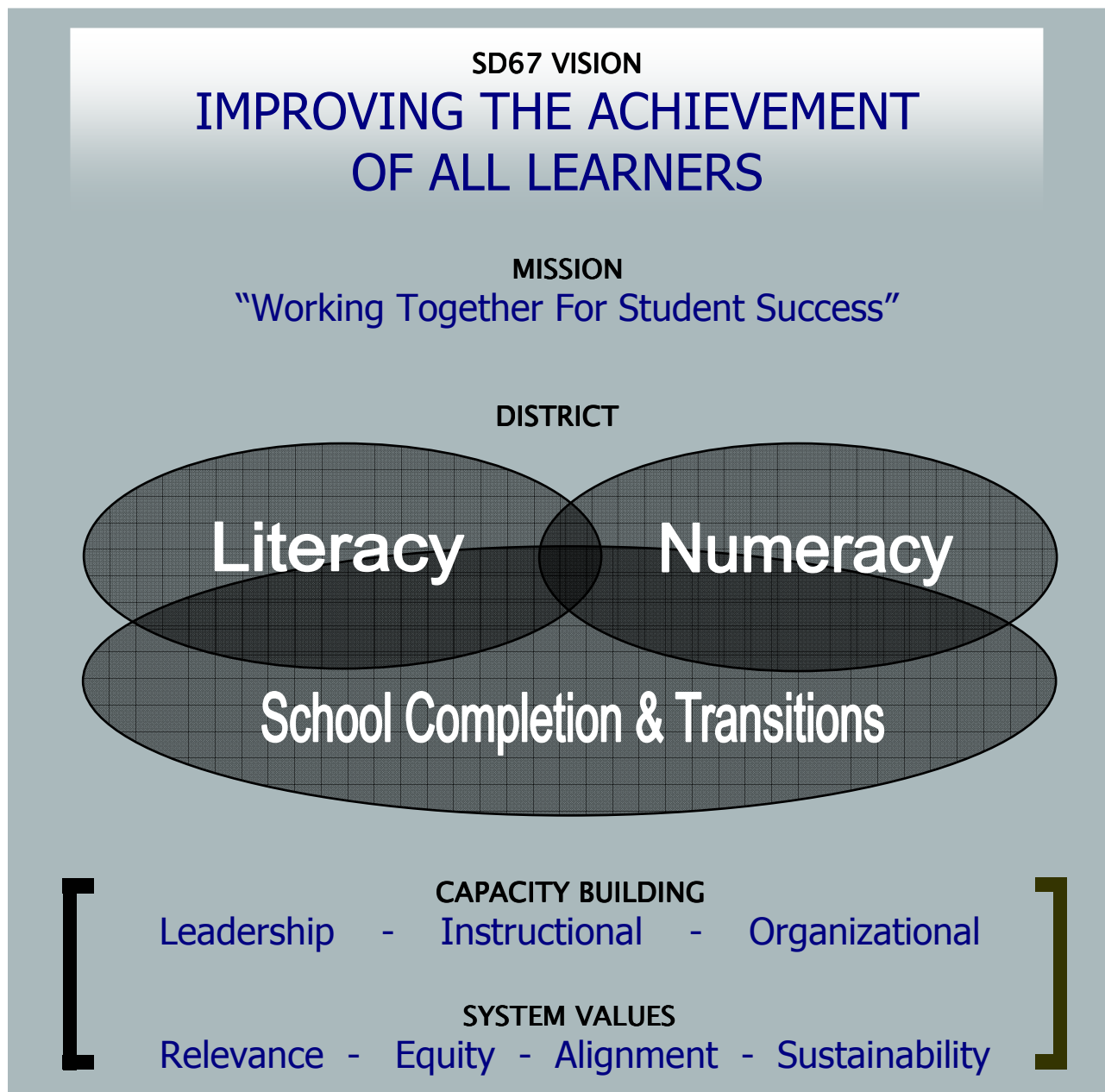
# Part C: Improvement Framework

## Leadership for Learning Framework

The vision of 'improving achievement of all students' deepens each year as schools and communities explore and develop the concepts of:

- *A collaborative, student focused (Learning Community) culture;*
- *Assessment for Learning practices; and*
- *Differentiated instruction strategies to meet student's varying needs.*

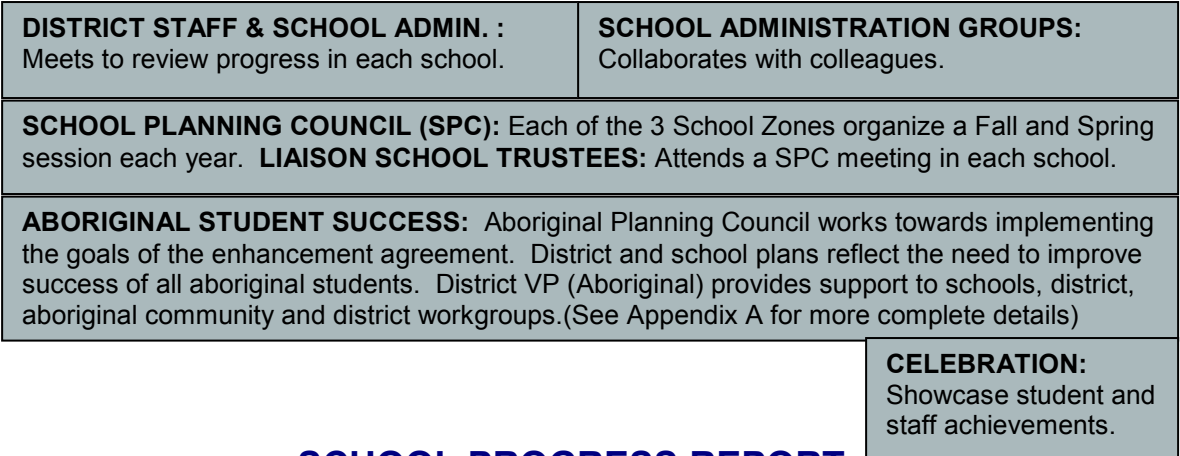
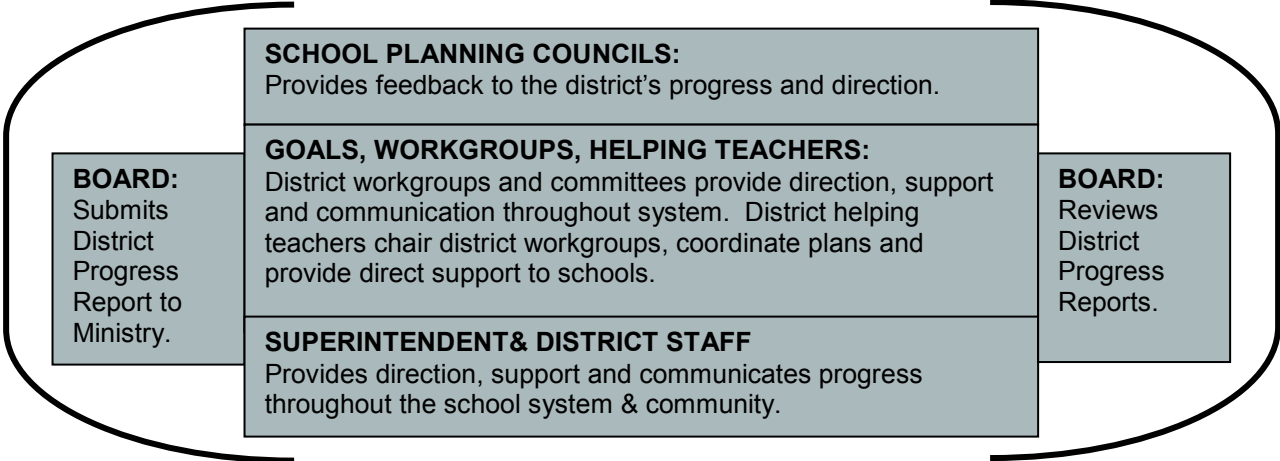
The critical elements (vision, mission, goals, capacity building and values) are reflected in the 'leadership for learning' framework.



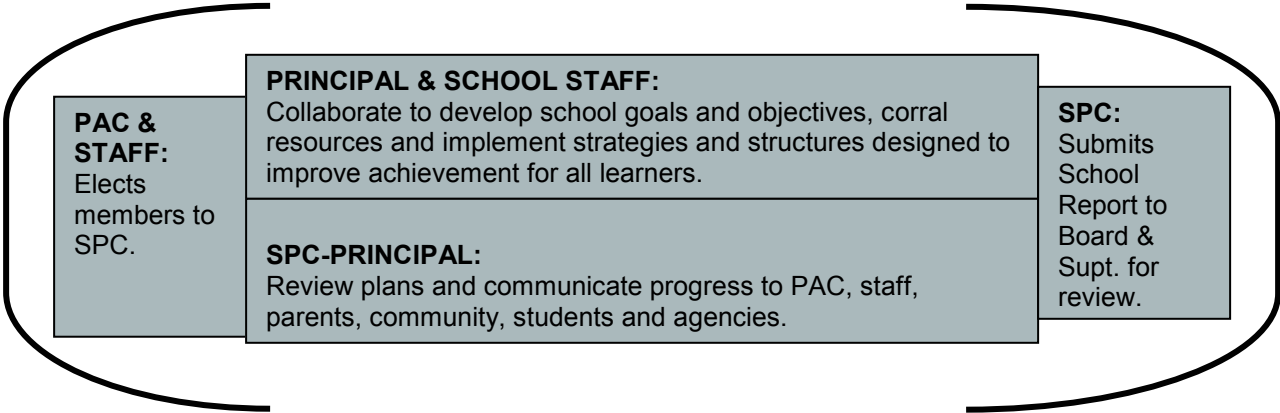
# DISTRICT & SCHOOL CONNECTIONS

The diagram illustrates the integrated working relationship among all partner groups in SD67, the common efforts to improve student achievement and the process used to approve and support school plans.

## DISTRICT PROGRESS REPORT



## SCHOOL PROGRESS REPORT



## Part D: School Goals

### PARKWAY ELEMENTARY SCHOOL GOALS 2009/10

To improve student performance in the reading and writing components of literacy.

To improve student performance in numeracy.

#### GOAL: To improve student success in the reading and writing components of literacy.

**RATIONALE:** From 2002 to 2008, the percentage of students leaving Kindergarten who have identified as being “at risk” in reading has varied from 0% – 30%. It is obvious that reading needs to continue to be a school focus because of the high number of at risk students.

**LITERACY OBJECTIVE 1:** To increase the percentage of student minimally meeting, fully meeting or exceeding expectations in reading by the end of 2010.

**TARGET:** By the end of June 2010, 90% of all Parkway students (grades 1-5) will be consistently minimally meeting, fully meeting or exceeding expectations in reading.

Leading Performance Indicator(s)	Baseline Results	Results			
	2006	2007	2008	2009	2010
Classroom Reading Assessments					
READING: Students minimally meeting, full meeting or exceeding expectations	86%	95%	93%	97%	
READING: Students fully meeting or exceeding expectations	70%	80%	81%	79%	

Kindergarten	2005-06	2006-07	2007-08	2008-09	2009-10
K screening Phonemic Awareness (Administered in May: Not Yet Meeting, Minimally Meeting, Fully Meeting Expectations)	23 % 'NY' 40 % 'MM' 37 % 'FM'	20% 'NY' 41% 'MM' 38% 'FM'	0% 'NY' 10% 'MM' 90% 'FM'	5% NY 11% MM 84% FM	

SCHOOL LITERACY DATA COLLECTION FOR PARKWAY ELEMENTARY SCHOOL PM Benchmarks Reading (Kit 1 or 2) Performance Standards								
	June 2007		June 2008		June 2009		June 2010	
Grade One	#	%	#	%	#	%	#	%
Not Yet Meeting	1	3%	2	5%	3	9%		
Approaching / Minimally Meeting	7	19%	1	3%	1	3%		
Fully Meeting	16	43%	25	64%	19	58%		
Exceeding	13	38%	11	28%	10	30%		
Total Number Writing	37	95%	39	93%	33	97%		
Total Number of Students	39		42		34			
Grade Two	#	%	#	%	#	%	#	%
Not Yet Meeting	6	12%	8	20%	0	0%		
Approaching / Minimally Meeting	7	14%	6	15%	5	13%		
Fully Meeting	17	34%	6	15%	12	32%		
Exceeding	20	40%	20	50%	21	55%		
Total Number Writing	50	98%	40	95%	38	95%		
Total Number of Students	51		42		40			
Grade Three	#	%	#	%	#	%	#	%
Not Yet Meeting	2	4%	2	5%	3	7%		
Approaching / Minimally Meeting	2	4%	8	18%	19	42%		
Fully Meeting	25	53%	24	54%	23	51%		
Exceeding	16	34%	10	23%	0	0%		
Total Number Writing	47	98%	44	90%	4	98%		
Total Number of Students	48		49		46			

\*These percentages are based on the number of students who wrote the assessment

Notes: Data includes:

- Special Education
- Aboriginal Education
- Exempted – (2007)

SCHOOL LITERACY DATA COLLECTION FOR PARKWAY SCHOOL Whole Class Reading Assessment (Peters/Gardner) Performance Standards Grade Intermediate Students								
	June 2006		June 2007		June 2008		June 2009	
Grade Four	#	%	#	%	#	%	#	%
Not Yet Meeting	3	6%	1	2%	0	0%	0	0%
Approaching / Minimally Meeting	13	27%	9	19%	6	13%	0	0%
Fully Meeting	28	57%	35	74%	34	76%	36	88%
Exceeding	5	10%	2	4%	5	11%	5	12%
Total Number Writing	49	91%	47	94%	45	94%	41	93%
Total Number of Students	54		50		48		44	
Grade Five	#	%	#	%	#	%	#	%
Not Yet Meeting	10	16%	1	2%	2	5%	0	0%
Approaching / Minimally Meeting	18	29%	12	23%	5	11%	10	26%
Fully Meeting	32	52%	26	49%	31	70%	19	48%
Exceeding	2	3%	14	26%	6	14%	10	26%
Total Number Writing	62	97%	53	96%	44	92%	39	91%
Total Number of Students	64		55		48		43	

EARLY LITERACY INTERVENTION PROGRAM						
Year	Grade 1 students participating in Early Literacy Intervention	Not Meeting	Minimally Meeting	Fully Meeting	Exceeding	Spec. Ed Designation
May 2005-06	8	1	3	4	0	1
May 2006-07	6	0	1	3	2	0
May 2007-08	7	0	0	1	3	0
May 2008-09	3	0	1	2	0	0

This intensive reading program involved one-to-one instruction three to five times per week over a twelve to fifteen week period. Instruction was delivered by the Learning Assistance Teacher and/or the District Early Intervention Teacher.

<b>Action Plan (2009/10):</b>	<b>Ongoing Progress To Date</b>
<p>1. Use assessments tools to establish baseline data and to then provide ongoing monitoring of progress made.</p> <ul style="list-style-type: none"> <li>a. Conduct the Kindergarten Literacy Screening in May on all students to identify at risk students to refer for Early Literacy.</li> <li>b. PM Benchmark assessment for grades 1- 3.</li> <li>c. Whole class literacy assessment for grades 3 - 5.</li> </ul>	<ul style="list-style-type: none"> <li>a. Kindergarten screen completed in May each year.</li> <li>b. PM Benchmark data is gathered in November and May of each year.</li> <li>c. Whole class literacy assessment data is gathered in November and May of each year.</li> </ul>
<p>2. Classroom teachers will incorporate strategies that both align with and support the school's reading goal.</p> <ul style="list-style-type: none"> <li>a. Use assessment observations from PM Benchmarks (grades 1 – 3) to guide instructional practices.</li> <li>b. Animated Alphabet used in grade 2.</li> <li>c. SMART reading assessment in grades 2 &amp; 4.</li> <li>d. Reading train strategy used in grade 1 for children to practice their reading.</li> <li>e. Reading Power used to support increased comprehension of text.</li> <li>f. Guided reading used in the primary grades (Cornerstones and Collections series are used to support this).</li> <li>g. Read Naturally used to support reading fluency.</li> </ul>	<ul style="list-style-type: none"> <li>a. Assessments are on-going throughout the year.</li> <li>b. Daily support in the classroom.</li> <li>c. Completed in the Fall and Spring.</li> <li>d. Reading train is practiced weekly.</li> <li>e. Ongoing basis in the classroom (weekly).</li> <li>f. On-going basis in the classroom (weekly).</li> <li>g. Used weekly to support fluency both in and out of the classroom.</li> </ul>
<p>3. The teacher will access the following services that assist the school's goal.</p> <ul style="list-style-type: none"> <li>a. Referrals to Learning Assistance and Speech &amp; Language Pathologist.</li> <li>b. School based Early Literacy Intervention.</li> <li>c. Referrals to School Based Team.</li> <li>d. Lunch program.</li> <li>e. Successmaker.</li> <li>f. Ab. Ed. CEA support and after school tutorial.</li> <li>g. Ab. Ed. Early Literacy Intervention program.</li> <li>h. 1-1 Reading program.</li> <li>i. Buddy reading.</li> </ul>	<ul style="list-style-type: none"> <li>a. On-going consultation as needed.</li> <li>b. One student per term for daily intervention.</li> <li>c. Weekly meeting with recommendations and action plan followed.</li> <li>d. Daily for at-risk students (13 students).</li> <li>e. 16 students use the program daily.</li> <li>f. Daily CEA support and after school tutorial on Thursday.</li> <li>g. One student per term for daily intervention.</li> <li>h. 7 students are seen for 8 weeks (3 terms per year). There are 6-10 trained adult volunteers.</li> <li>i. Weekly buddy reading sessions.</li> </ul>
<p>4. Continue use of "Home Reading" program for at risk Grades K-3 students and at risk students in grades 4 &amp; 5.</p> <ul style="list-style-type: none"> <li>a. Demonstrate strategies for parents/guardians to use with their children at home.</li> <li>b. Leveled reading books in the classroom and in the Library</li> </ul>	<ul style="list-style-type: none"> <li>a. On-going and as needed.</li> <li>b. Daily exchange.</li> </ul>
<p>5. Provide necessary in-service to teaching and non-teaching staff.</p> <ul style="list-style-type: none"> <li>a. Fay Brownlie workshop (Literacy Circles).</li> <li>b. Adrienne Gear (Reading Power: Fiction and Non-Fiction).</li> <li>c. SD67 Early Literacy Intervention demonstration DVD.</li> </ul>	<ul style="list-style-type: none"> <li>a. Various staff members have attended in-services through the use of flex funds and are implementing strategies in the classroom.</li> <li>b. Staff members have attended workshops through the use of flex funds and are implementing strategies in the classroom.</li> <li>c. CEA's have watched the DVD and there are plans to have a primary teacher viewing.</li> </ul>
<p>6. Use technology to support reading goals.</p> <ul style="list-style-type: none"> <li>a. Successmaker used daily for grades 1-6.</li> <li>b. Starfall.com website for grades K-3.</li> <li>c. Abcteach website for resources.</li> <li>d. Reading a-z.</li> <li>e. Clicker 5.</li> <li>f. 'Playaway' technology for novel support for the intermediate grades.</li> <li>g. Webquests used with intermediate students.</li> </ul>	<ul style="list-style-type: none"> <li>a. Teachers are using a variety of technology in the classroom with their entire class and with individual students.</li> </ul>

## Structures (2009/2010)

### Funding:

- a) Learning Resource Funds – to purchase reading materials.
- b) District Fund – to attend workshops.
- c) School Flex Funds.
- d) PAC Funding.
- e) School fundraising (Spell-a-thon) to purchase leveled readers.
- f) Library Book Fair.

### Personnel:

- a) Staff member sits on District Literacy Committee.
- b) Support teacher for the Early literacy Intervention Initiative is the school Learning Assistance Teacher.
- c) Resources are selected by Primary and Intermediate staff groups.

### Communications:

Reading Progress will be communicated in the following ways:

- Student reading results communicated through newsletter, School Progress Report, on school web page, PAC meetings, SPC meetings, staff meetings, emails, planners, department meetings, report cards and student/parent interviews.

### Questions for Future Study:

- 1) How does the high influx of new students into our school during the year influence our data and what are we going to do about it?
- 2) Are the PM Benchmark data and results a true reflection of a student's reading ability upon entering grade 4?
- 3) Is the School District No. 67 Kindergarten screener an accurate measure of future student success in reading?
- 4) What can we do to increase the meaningful involvement of parent participation in their child's reading development?
- 5) Should we be delineating results to show male and female progress?

## LITERACY

**GOAL:** To improve student success in the reading and writing components of literacy.

**RATIONALE:** According to classroom based writing assessments, using the BC Performance Standards, there are still a large number of students that we would like to move into the fully meeting category. Classroom teachers are concerned with the gap between reading and writing abilities.

**OBJECTIVE 2:** To increase the percentage of students minimally meeting, fully meeting or exceeding expectations in writing by the end of 2010.

**TARGET:** By the end of June 2010, 90% of all Parkway students (grades 1-5) will be minimally meeting, fully meeting or exceeding expectations in writing.

Leading Performance Indicator(s)	Baseline Results	Results			
B.C. Performance Standards	2006	2007	2008	2009	2010
WRITING: Students minimally meeting, fully meeting or exceeding expectations.	50%	77%	93%	95%	

SCHOOL WRITING DATA COLLECTION FOR PARKWAY ELEMENTARY SCHOOL Performance Standards								
	June 2007		June 2008		June 2009		June 2010	
	#	%	#	%	#	%	#	%
<b>Grade One</b>								
Not Yet Meeting	3	8%	1	2%	2	6%		
Approaching / Minimally Meeting	4	11%	5	13%	3	9%		
Fully Meeting	24	65%	29	72%	28	85%		
Exceeding	6	16%	5	13%	0	0%		
Total Number Writing	37	95%	40	93%	33	97%		
Total Number of Students	39		43		34			
<b>Grade Two</b>								
Not Yet Meeting	5	10%	6	15%	0	0%		
Approaching / Minimally Meeting	10	20%	14	35%	4	10%		
Fully Meeting	25	49%	17	43%	23	61%		
Exceeding	11	22%	3	7%	11	29%		
Total Number Writing	51	100%	40	95%	38	95%		
Total Number of Students	51		42		40			
<b>Grade Three</b>								
Not Yet Meeting	1	2%	4	9%	7	17%		
Approaching / Minimally Meeting	9	20%	10	23%	20	50%		
Fully Meeting	29	63%	19	43%	11	28%		
Exceeding	7	15%	11	25%	2	5%		
Total Number Writing	46	96%	44	90%	40	98%		
Total Number of Students	48		49		41			
*These percentages are based on the number of students who wrote the assessment								
Notes: Data includes:								
<ul style="list-style-type: none"> <li>• Special Education</li> <li>• Aboriginal Education</li> </ul>								

SCHOOL LITERACY DATA COLLECTION FOR PARKWAY SCHOOL								
Writing Assessment								
Performance Standards								
Intermediate Grade Students								
	June 2006		June 2007		June 2008		June 2009	
<b>Grade Four</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Not Yet Meeting	3	6%	4	9%	0	0%	0	0%
Approaching / Minimally Meeting	16	36%	6	13%	9	20%	8	18%
Fully Meeting	18	41%	32	70%	31	69%	23	52%
Exceeding	8	18%	4	9%	5	11%	13	30%
Total Number Writing	45	83%	46	92%	45	92%	44	100%
Total Number of Students	54		50		49		44	
<b>Grade Five</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Not Yet Meeting	6	9%	0	0%	4	9%	0	0%
Approaching / Minimally Meeting	25	42%	11	21%	10	22%	7	18%
Fully Meeting	23	38%	33	63%	30	65%	22	56%
Exceeding	6	9%	8	15%	2	4%	10	26%
Total Number Writing	60	94%	52	95%	46	96%	39	91%
Total Number of Students	64		55		48		43	

<u>Action Plan (2009/10):</u>	<u>On-going Progress to Date:</u>
<ol style="list-style-type: none"> <li>1. Use assessment tools to establish baseline data and to then provide ongoing monitoring of progress made.               <ol style="list-style-type: none"> <li>a. Performance Standards.</li> <li>b. School Wide Write.</li> <li>c. Classroom based assessments.</li> </ol> </li> <li>2. Classroom teacher will incorporate strategies that both align with and support the school's writing goal.               <ol style="list-style-type: none"> <li>a. Write Traits program.</li> <li>b. Reading Power strategies for picture books (fiction and non-fiction) and novel studies.</li> <li>c. Read Naturally program.</li> <li>d. Word wall.</li> <li>e. Student dictionary.</li> <li>f. Faye Brownlie strategies (guess and check, paper fold).</li> <li>g. SMART spelling (word sort, etc.).</li> <li>h. Four Blocks program.</li> <li>i. Structured journal writing.</li> </ol> </li> <li>3. The teacher will access the following services that assist the school's goals.               <ol style="list-style-type: none"> <li>a. Referrals to Learning Assistance.</li> <li>b. Referrals to Occupational Therapist</li> <li>c. Referrals School Based Team.</li> <li>d. Lunch program.</li> <li>e. School Based Early Literacy program.</li> <li>f. Ab. Ed. CEA support and after-school tutorial.</li> <li>g. Ab. Ed. Early Literacy Intervention program.</li> </ol> </li> <li>4. Provide necessary in-service to teaching and non-teaching staff.               <ol style="list-style-type: none"> <li>a. Fay Brownlie workshop (Literacy Circles).</li> <li>b. Adrienne Gear (Reading Power: Fiction and Non-fiction).</li> <li>c. SD67 Early Literacy Intervention demonstration DVD.</li> <li>d. Workshop by District OT: Tips and Other Grips.</li> <li>e. Grade group writing assessment.</li> <li>f. District personal pro-d opportunities.</li> </ol> </li> <li>5. Use technology to support writing goals.               <ol style="list-style-type: none"> <li>a. Inspiration software on all computers in Parkway.</li> <li>b. All the Write Type program for increasing keyboarding speed.</li> <li>c. Neo - low tech device to increase written output.</li> <li>d. Co-writer – to increase written output.</li> <li>e. Computer lab and classroom work stations.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>a. On-going throughout the year.               <ol style="list-style-type: none"> <li>b. November and May School-Wide Writes.</li> <li>c. On-going classroom based assessments.</li> </ol> </li> <li>a. On-going throughout the year in the primary grades.               <ol style="list-style-type: none"> <li>b. On-going for Grades 1 to 5.</li> <li>c. Used in LAT/Special Ed. Sessions throughout the year.</li> <li>d. Used daily in primary classrooms.</li> <li>e. Used daily in Grades 1 to 5 classrooms.</li> <li>f. On-going basis in classrooms.</li> <li>g. Weekly lessons for Grades 2 to 5.</li> <li>h. Weekly lessons in the primary classrooms.</li> <li>i. Weekly lessons in various classrooms.</li> </ol> </li> <li>a. On-going weekly basis.               <ol style="list-style-type: none"> <li>b. Through SBT.</li> <li>c. Weekly.</li> <li>d. 13 students on lunch program.</li> <li>e. One student per term.</li> <li>f. Weekly CEA support and tutorial.</li> <li>g. One student per term.</li> </ol> </li> <li>a. Various staff members have attended in-services through the use of flex funds and are implementing strategies in the classroom.               <ol style="list-style-type: none"> <li>b. Various staff members have attended workshops through the use of flex funds and are implementing strategies in the classroom.</li> <li>c. CEA's have watched the DVD and there are plans to have a primary teacher viewing.                   <ol style="list-style-type: none"> <li>a. On-going.</li> <li>b. Weekly use in the computer lab.</li> <li>c. Used in grade 5 classroom.</li> <li>d. In LAT room – used weekly.</li> <li>e. Daily use.</li> </ol> </li> </ol> </li> </ol>

### Action Plan (2009/10):

#### Funding:

- a. Learning Resource Funds are available.
- b. District Funds and School Flex Funds – to attend workshops.
- c. PAC funding for mini dictionaries.

#### Personnel:

- a. Staff member sits on District Literacy Committee.
- b. Support teacher for the Early Literacy Intervention Initiative is the school Learning Assistance Teacher.
- c. Resources are selected by Primary and Intermediate staff groups.
- d. Ab. Ed. Support teacher and CEA support school writing goal.

### Communications (2009/10):

Writing Progress will be communicated in the following ways:

- Student writing results communicated through newsletter, School Progress Report, on school web page, PAC meetings, SPC meetings, staff meetings, emails, student planners, department meetings, report cards and student parent interviews.

### Questions for Further Study:

1. How does the high influx of new students into our school during the year influence our data and what are we going to do about it?
2. Is the School District No.67 Kindergarten screener an accurate measure of future student success in writing?
3. What can we do to increase the meaningful involvement of parent participation in their child's writing development?
4. What positive or negative influence do we see technology causing our students in the writing process?
5. What are teacher's expectations regarding keyboarding and formatting skills for grades K to 5?
6. Should we be delineating results to show male and female progress?

## GOAL: To improve student success in numeracy.

### RATIONALE:

Our May 2008 classroom assessments show that 16% of our students are still not fully meeting expectations in numeracy.

The district numeracy assessments from grade 5 were also quite low last year.

### OBJECTIVE 1:

To increase the percentage students minimally meeting, fully meeting or exceeding expectations in the area of Numeracy by the end of grade 5 in 2010.

### TARGET:

By June 2010, 95% of students will be minimally meeting, fully meeting or exceeding expectations in Numeracy.

Leading Performance Indicator(s)	Baseline Results		Results			
	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09
District Numeracy Assessment						
Grade 3	96%	79%	N/A	N/A	98%	
Grade 5	41%	62%	N/A	N/A	81%	

**Note:** No district-wide assessments were conducted from 2005-2007 due to the request of teachers while they were at the beginning stages of implementing the new Math IRPs and using Math Makes Sense. This year all schools will be using the Vancouver Island Diagnostic Math Assessment.

## SCHOOL NUMERACY DATA COLLECTION FOR PARKWAY SCHOOL

Classroom Assessment	May 2005		May 2006		May 2008		May 2009	
	#	%	#	%	#	%	#	%
Not Yet Meeting	7	8%	N/A		7	3%	7	4%
Minimally Meeting	18	20%	N/A		30	13%	39	20%
Fully Meeting	59	67%	N/A		181	77%	131	67%
Exceeding	4	5%	N/A		28	8%	17	9%
Total Number Writing	88		N/A		238	100%	194	96%
Total Number of Students					238		203	

\*These percentages are based on the number of students who were assessed.

SCHOOL NUMERACY DATA COLLECTION FOR PARKWAY ELEMENTARY SCHOOL								
Classroom Based Assessment								
	June 2007		June 2008		June 2009		June 2010	
Grade One	#	%	#	%	#	%	#	%
Not Yet Meeting	0	0%	0	0%	2	6%		
Approaching / Minimally Meeting	4	11%	5	13%	3	9%		
Fully Meeting	32	86%	32	82%	27	79%		
Exceeding	1	3%	2	5%	2	6%		
Total Number Writing	37	95%	39	93%	34	100%		
Total Number of Students	39		42		34			
Grade Two	#	%	#	%	#	%	#	%
Not Yet Meeting	4	8%	3	7%	0	0%		
Approaching / Minimally Meeting	5	10%	5	12%	9	24%		
Fully Meeting	42	84%	33	77%	29	76%		
Exceeding	0	0%	2	4%	0	0%		
Total Number Writing	51	100%	43	96%	38	95%		
Total Number of Students	51		45		40			
Grade Three	#	%	#	%	#	%	#	%
Not Yet Meeting	0	0%	1	2%	3	7%		
Approaching / Minimally Meeting	4	9%	9	19%	12	29%		
Fully Meeting	39	85%	33	70%	26	64%		
Exceeding	3	7%	4	9%	0	0%		
Total Number Writing	46	96%	47	92%	41	100%		
Total Number of Students	48		51		41			
Grade Four	#	%	#	%	#	%	#	%
Not Yet Meeting	1	2%	0	0%	2	5%		
Approaching / Minimally Meeting	6	12%	5	11%	9	21%		
Fully Meeting	42	82%	37	80%	25	60%		
Exceeding	2	4%	4	9%	6	14%		
Total Number Writing	51	96%	46	96%	42	93%		
Total Number of Students	53		48		45			
Grade Five	#	%	#	%	#	%	#	%
Not Yet Meeting	2	4%	2	5%	0	0%		
Approaching / Minimally Meeting	11	22%	7	16%	6	15%		
Fully Meeting	26	51%	27	63%	24	62%		
Exceeding	12	24%	7	16%	9	23%		
Total Number Writing	51	98%	43	90%	39	91%		
Total Number of Students	52		48		43			

\*These percentages are based on the number of students who were assessed.

Notes: Data includes: Aboriginal Education.

Action Plan (2009/10):	Ongoing Progress To Date:
<ol style="list-style-type: none"> <li>1. Assessment               <ol style="list-style-type: none"> <li>a. Use Vancouver Island Math Assessment to track student progress at the end of grades 3 and 5 in May.</li> <li>b. Use classroom based Math Assessment to track student progress at the end of Grades 3 and 5 in may.</li> </ol> </li> <li>2. Provide necessary in-service and resources to teaching and non-teaching staff.</li> <li>3. Involve Parents in supporting the school's math goal by keeping them well informed about the differences and advantages of inquiry based teaching.</li> </ol>	<ol style="list-style-type: none"> <li>a. Classes from grades 2 through 5 and using the pre and post math assessment to direct instruction.</li> <li>b. Teachers are reporting results from November and May assessments to the Learning Resource Teacher.</li> <li>a. 6 teachers have completed the "First Steps in Math" program.</li> <li>b. All teachers use Math Makes Sense as their primary teaching program.</li> <li>c. Some classes are using "Times Tables the Fun Way" program.</li> <li>d. 16 students are working on the Math Concepts and Skills program on Successmaker (technology).</li> <li>a. District math teachers will be scheduled to give presentations to PAC meetings.</li> <li>b. Through formal and informal communication, teachers are involving parents in their math program.</li> </ol>
<b>Structures (2009/10):</b>	
<ol style="list-style-type: none"> <li>1. Funding           <ol style="list-style-type: none"> <li>a) Math Makes Sense text books for all students.</li> <li>b) Flex funds to attend workshops and department meetings.</li> <li>c) School resource money for supplemental programs.</li> </ol> </li> <li>2. Personnel           <ol style="list-style-type: none"> <li>a) District Numeracy Helping Teacher.</li> <li>b) Learning Assistance Teacher – Resource Teacher.</li> <li>c) Ab. Ed. CEA support in the classroom and after school Ab. Ed. Tutorial.</li> <li>d) Staff member attends district Numeracy Committee meetings.</li> <li>e) Resources are selected by Primary and Intermediate staff groups.</li> </ol> </li> </ol>	
<b>Communications (2009/10):</b>	
<p>Numeracy Progress will be communicated in the following ways:</p> <ul style="list-style-type: none"> <li>• Student numeracy results communicated through newsletter, School Progress Report, on school web page, PAC meetings, SPC meetings, staff meetings, emails, planners, department meetings, report cards and student-parent interviews.</li> </ul>	
<b>Questions for Future Study:</b>	
<ol style="list-style-type: none"> <li>1. How does the high influx of new students into our school during the year influence our data and what are we going to do about it?</li> <li>2. Is the School District No. 67 Numeracy Assessment in grade 3 an accurate indicator of student's future success in numeracy?</li> <li>3. What can we do to increase the meaningful involvement of parent participation in their child's numeracy development?</li> <li>4. What can we do for those student's who are struggling with basic computation skills in the primary and intermediate grades?</li> <li>5. Will the reduction in the number of learning outcomes in each grade allow for deeper learning of required skills?</li> <li>6. Are teachers allocating enough time of the school day on Numeracy?</li> <li>7. Are teachers using best practice during the allocated time?</li> <li>8. Should we be delineating results to show male and female progress?</li> </ol>	

# Part E: Appendix

Reading Objective BACKGROUND INDICATORS							
	Parkway Elementary School					SD67	PROV.
	2003/04	2004/05	2005/06	2006/07	2007/08	2007/08	2007/08
<b>FSA Results (GRADE 4) Foundation Skills Assessment</b>							
All Students*	87%	73%	86%	79%	79%		
Male	79%	59%	86%	74%	67%		
Female	93%	82%	86%	86%	89%		
Aboriginal*	75%	83%	100%	Masked	75%		
Reading Participation*	93%	93%	91%	96%	90%		
<b>Elem. Parent Satisfaction Survey</b> "Are you satisfied with your child's reading skills development in school?" **	89%	78%	74%	78%			
<b>Grade 4 Satisfaction Survey</b> "Are you getting better in reading?" **	94%	84%	94%	96%			

\* Percentage of students within average, above average, or well above average.

\*\* All of the time and Many times.

Writing Objective BACKGROUND INDICATORS							
	Parkway Elementary School					SD67	PROV.
	2003/04	2004/05	2005/06	2006/07	2007/08	2007/08	2007/08
<b>FSA Results (GRADE 4) Foundation Skills Assessment</b>							
All Students*	88%	95%	92%	94%	82%		
Male	79%	91%	97%	93%	70%		
Female	96%	97%	86%	95%	92%		
Aboriginal*	100%	100%	100%	Masked	82%		
Writing Participation*	93%	93%	91%	96%	89%		
<b>Elem. Parent Satisfaction Survey</b> "Are you satisfied with your child's writing skills development in school?" **	83%	78%	72%	78%			
<b>Grade 4 Satisfaction Survey</b> "Are you getting better in writing?" **	94%	85%	94%	87%			

\* Percentage of students within average, above average, or well above average.

\*\* All of the time and Many times.

Numeracy Objective BACKGROUND INDICATORS							
	Parkway Elementary School					SD67	PROV.
	2003/04	2004/05	2005/06	2006/07	2007/08	2007/08	2007/08
<b>FSA Results (GRADE 4) Foundation Skills Assessment</b>							
All Students*	94%	86%	96%	89%	85%		
Male	88%	91%	97%	88%	76%		
Female	100%	82%	95%	90%	93%		
Aboriginal*	100%	83%	100%	Masked	84%		
Numeracy Participation*	93%	93%	91%	96%	90%		
<b>Elem. Parent Satisfaction Survey</b> "Are you satisfied with your child's mathematics skills development in school?" **	72%	78%	67%	69%			
<b>Grade 4 Satisfaction Survey</b> "Are you getting better in mathematics?" **	83%	73%	78%	87%			

\* Percentage of students within average, above average, or well above average.

\*\* All of the time and Many times.