



James Ardiel Elementary SCHOOL LEARNING PLAN 2011 - 2012

School Context:

James Ardiel Elementary School is located at the north end of Surrey and its catchment area borders on the area known as Whalley. The school currently enrolls 356 students distributed among 16 divisions. The school is designated as an Inner City School, as 17% of the families have an annual income of less than \$30,000, 8.4% of the families are on Income Assistance. The school's transiency rate for the 2010/2011 school year was 40%, which means that throughout the course of the school year, 145 students either transferred in or out. There are 42 Aboriginal students in the school (12% of total population), 98 ESL students (28%) and 41 Special Education students (12%). As well, the Surrey School Meal Program serves between 125 and 130 students on a monthly basis, which is about 37% of the total population. James Ardiel currently has a daycare in the school as well as a StrongStart program that enhances the early learning experiences for children from birth to age 5. Students also have the opportunity to participate in free recreational programs through our STARR (Services To Access Resources Recreation) program during and after school.

Goal: To improve the literacy skills of all students.

Rationale:

James Ardiel has focused on Numeracy as their school goal for the past three years and felt that we could maintain Numeracy as a focus, while revisiting literacy as a formal school goal. We have had a number of new staff members in the past four years and felt it necessary to collaborate as a staff on common goals, teaching strategies, assessments and best practice in order to build cohesion and improve student achievement. Achievement results show that students still struggle with their reading and writing skills and there is also a high number of ESL students and students who are in language poor environments who would benefit from this as a school goal.

School Name: James Ardiel Elementary

Objective(s):	Data:	Performance Targets:	Summary of Results in Relation to Achievement of Targets:												
<p><u>Objective A</u></p> <p>To have students reading and comprehending at or above grade level.</p>	<p>2010 FSA Results in Reading</p> <table border="1" data-bbox="554 727 1117 846"> <thead> <tr> <th>Grade</th> <th>% Unknown</th> <th>% Not Meeting</th> <th>% Meeting and Exceeding</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>6%</td> <td>31%</td> <td>63%</td> </tr> <tr> <td>7</td> <td>6%</td> <td>20%</td> <td>74%</td> </tr> </tbody> </table> <p>2011 FSA Results in Reading - Still awaiting data</p> <p>No data from school wide reading assessments this year. (job action year)</p>	Grade	% Unknown	% Not Meeting	% Meeting and Exceeding	4	6%	31%	63%	7	6%	20%	74%	<p>This is our first year with this goal so it is difficult to address targets. Students appear to improve their reading skills throughout the intermediate grades, so it would be important to target the primary grades for early intervention. A goal would be to have at least 70% meeting or exceeding expectations in Grade 4 and 80% in Grade 7.</p>	
Grade	% Unknown	% Not Meeting	% Meeting and Exceeding												
4	6%	31%	63%												
7	6%	20%	74%												

<p><u>Objective B</u></p> <p>To have students writing at or above grade level.</p>	<p>Data:</p> <p>2010 FSA Results in Writing</p> <table border="1" data-bbox="556 354 1115 467"> <thead> <tr> <th>Grade</th> <th>% Unknown</th> <th>% Not Meeting</th> <th>% Meeting and Exceeding</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>6%</td> <td>13%</td> <td>82%</td> </tr> <tr> <td>7</td> <td>6%</td> <td>8%</td> <td>86%</td> </tr> </tbody> </table> <p>2011 FSA Results in Writing - Still awaiting data</p> <p>No data from school wide writing assessments this year. (job action year)</p>	Grade	% Unknown	% Not Meeting	% Meeting and Exceeding	4	6%	13%	82%	7	6%	8%	86%	<p>Performance Targets:</p> <p>This is our first year with this goal so it is difficult to address targets. Writing is a greater strength of students at both the grade 4 and 7 level, however it is still something that we feel students can improve at and is directly linked to reading achievement. Results from previous years show that writing achievement has not been as strong as it was in 2010. In previous years achievement has hovered around 60-70% meeting or exceeding expectations at both the Gr. 4 and 7 levels. A goal would be to have at least 80% of Gr. 4 students meeting or exceeding expectations and 80% of Grade 7's on a consistent basis.</p>	<p>Summary of Results in Relation to Achievement of Targets:</p>
Grade	% Unknown	% Not Meeting	% Meeting and Exceeding												
4	6%	13%	82%												
7	6%	8%	86%												

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Key Instructional Interventions:

Strategies

Reading

- Common assessment strategies – RAD, Performance Standards, DRA, Kamploops reading assessment (Gr. 3-7), ELPATS (K)
- Structured Guided Reading
- Power Reading Program – Common Reading Strategies/Language
- School Wide Home Reading Program with reading goals
- Book Talks for Kids and by kids
- Author Visits – Featured Authors in the Library
- Theme Reading days – Flashlight, Noisy, Pajama
- Evening Reading Strategy Workshops for parents
- Literature Circles
- Literature Centers
- Increase use of Non-Fiction Resources
- Inventory, purchase, organize Resources
- Increase staff

Writing:

- School Wide Writes two times per year
- Common Assessment strategies – Performance Standards
- Use of Write Traits writing program school wide
- Common language and editing strategies
- Writing Power Inservice – Adrienne Gear

Structures

- StrongStart Program for pre-school children to enhance early literacy skills and school readiness
- Parents as Literacy Supporters (PALS) program for preschool learners
- Pro-D on Reading/Writing Strategies and Differentiated Instruction – (Kelly Buis/Adrienne Gear/Other?)
- Teachers Book Club
- Release time for assessment – using LST/TOC’s twice per year
- Regularly scheduled release time for teachers to collaborate on effective reading instruction
- Possibly form a committee to participate in District Literacy Inquiry Team

Signatures of School Planning Council:

Principal: _____ Parent: _____

Teacher: _____ Parent: _____

Parent: _____

Assistant Superintendent Approval: _____

Date: _____