



James Ardiel School Plan  
2014/2015

# School Context

- ◉ North Area of Surrey (Whalley)
- ◉ Inner City Designation
- ◉ 355 students
- ◉ 49 special needs students (13.5%)
- ◉ 52 Aboriginal (15%)
- ◉ 102 ELL students (29%)
- ◉ 140 (43%) of Students on the School Meal Program
- ◉ 25 students attend the Attendance Matters breakfast program



# Special Programs

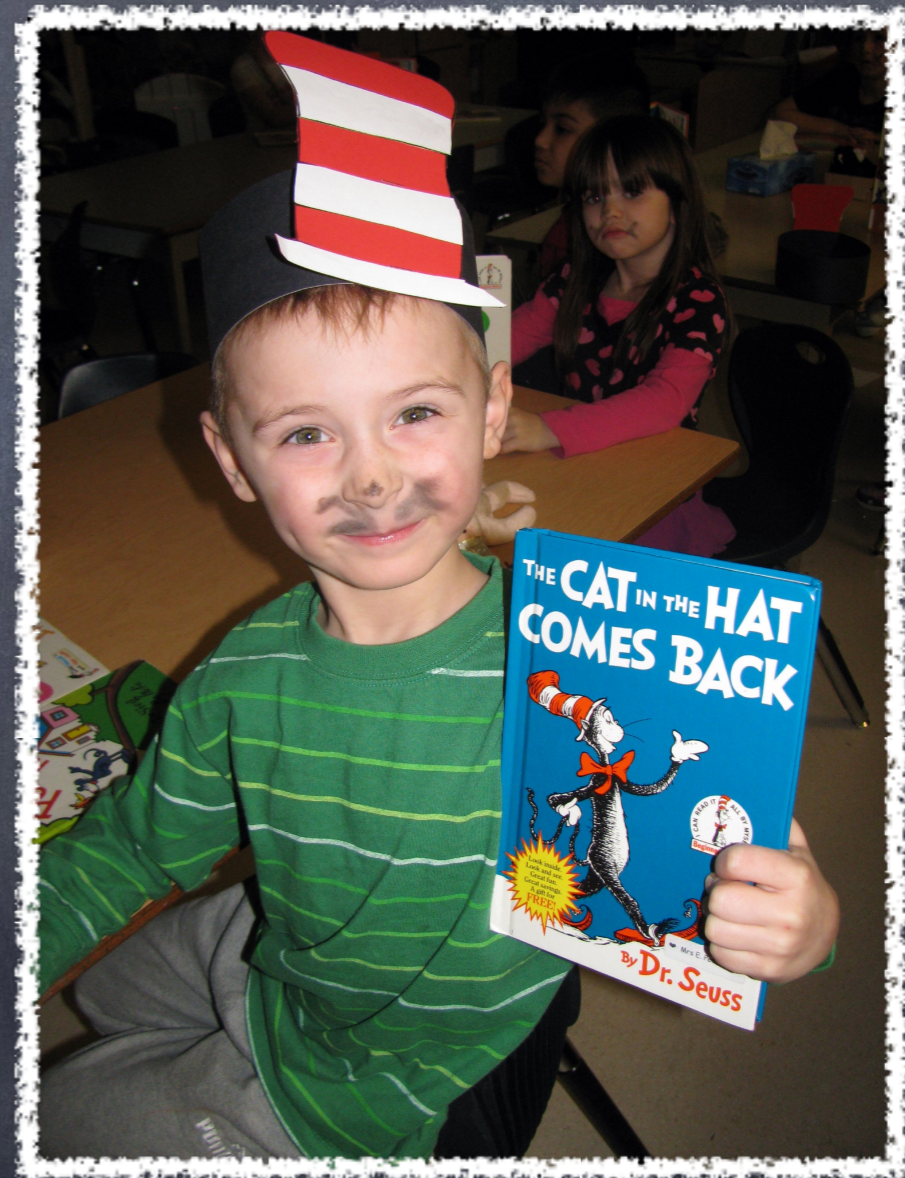
- ◉ Young Buddies Daycare
- ◉ Strongstart Program
- ◉ STARR (Services to Access Resources & Recreation) -Through Options
- ◉ School Meal Program
- ◉ Attendance Matters Breakfast Program
- ◉ PALS-(parents as literacy supporters)
- ◉ CSP program SPARKS at Lunch W and F



# School Goal: To Improve Literacy Skills of all Students

Achievement results show that students still struggle with reading and writing skills and there is also a high number of ELL students and students in language poor environments who would benefit from this school goal

As a school population only 36% of our students are fully meeting grade level expectations in both reading and writing.

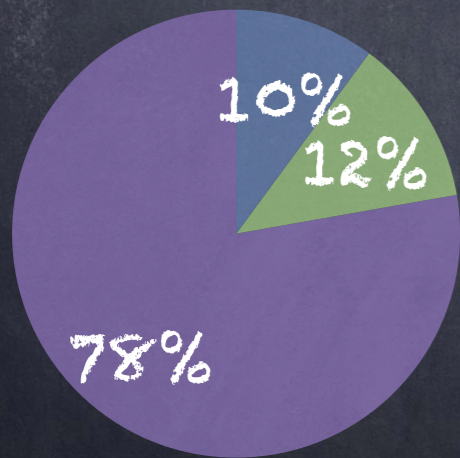


# Objective A

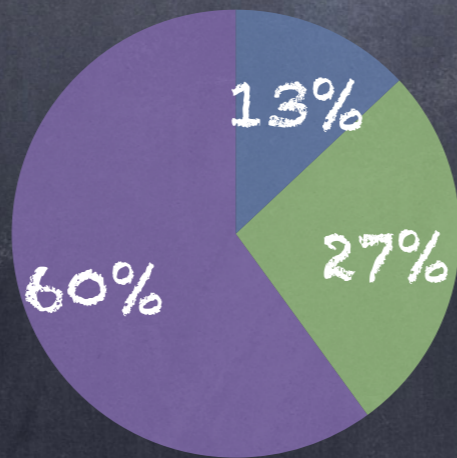
To have students reading at or above grade level.

## FSA Reading Data Grade 4

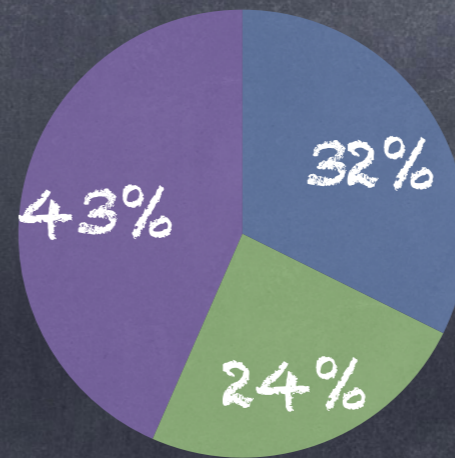
2011 FSA  
Grade 4



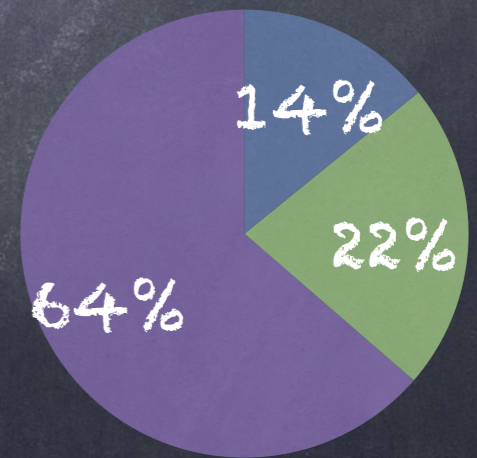
2012 FSA  
Grade 4



2013 FSA  
Grade 4



2014 FSA  
Grade 4



% Unknown

% Not Meeting

% Meeting or Exceeding

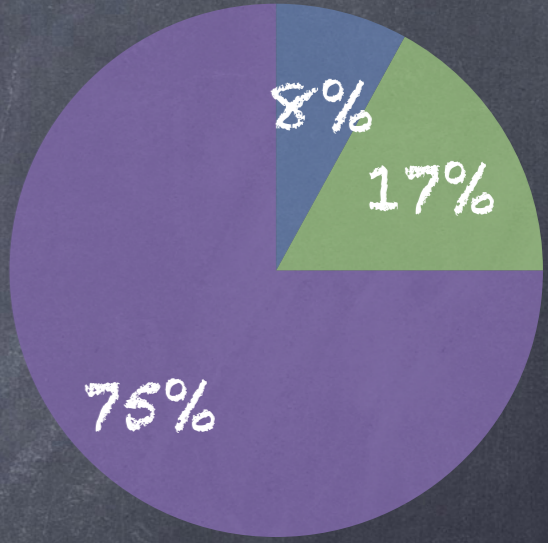
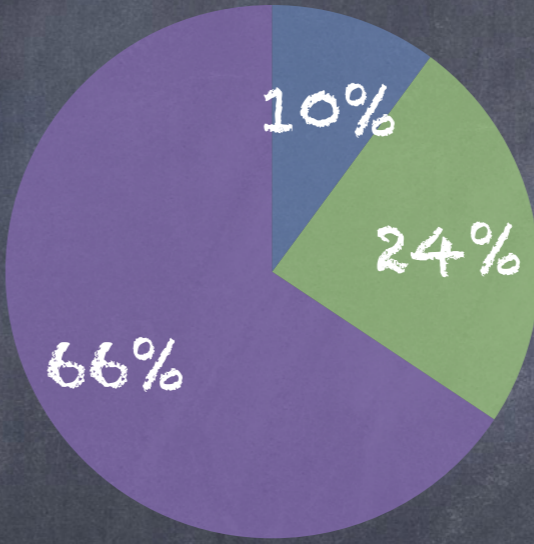
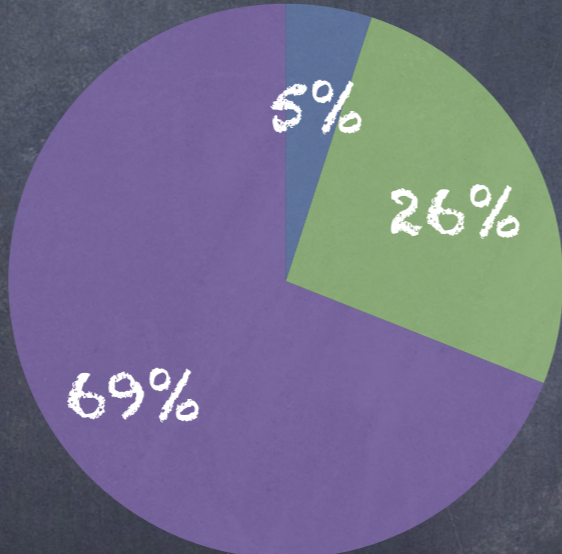
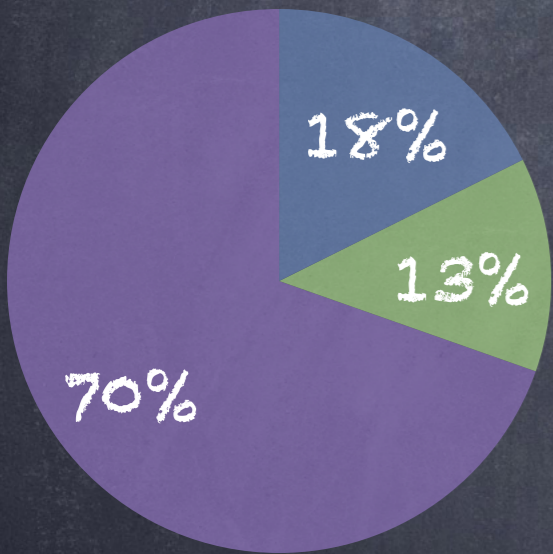
# FSA Reading Data Grade 7

2011 FSA  
Grade 7

2012 FSA  
Grade 7

2013 FSA  
Grade 7

2014 FSA  
Grade 7



% Unknown

% Not Meeting

% Meeting or Exceeding

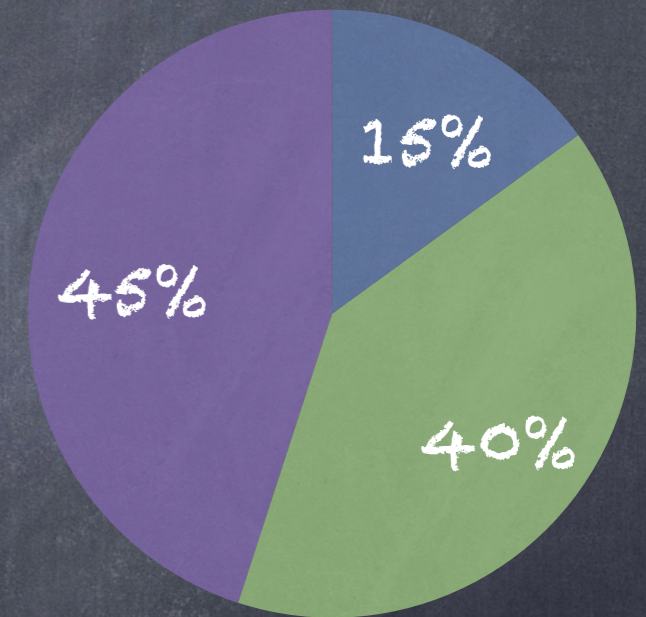
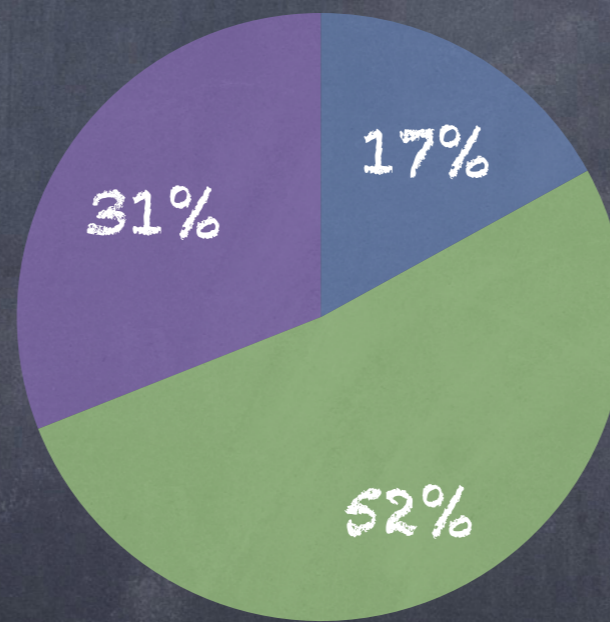
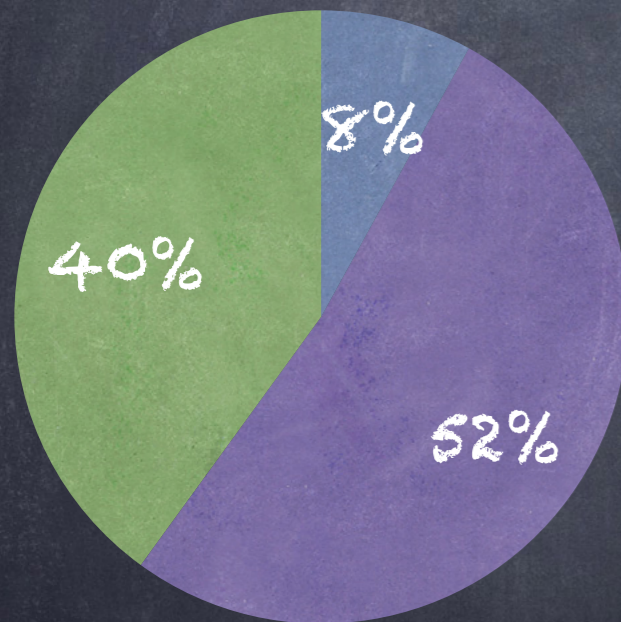
# School Wide Reading Assessments Primary

\* Baseline Data June 2013

2014 Grade 1

2014 Grade 2

2014 Grade 3



% not meeting

% minimally meeting

% Fully to Exceeding

# School Wide Reading Assessments Intermediate

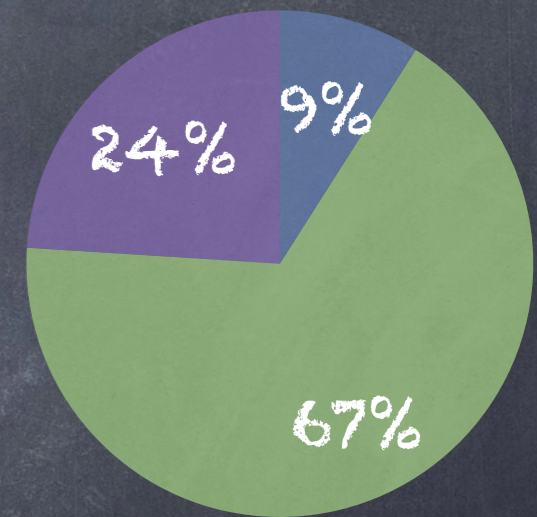
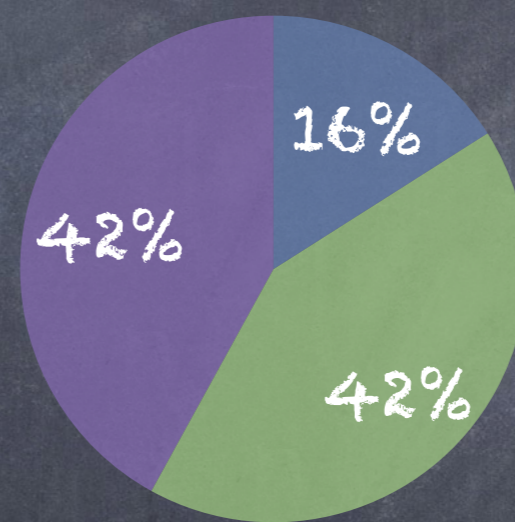
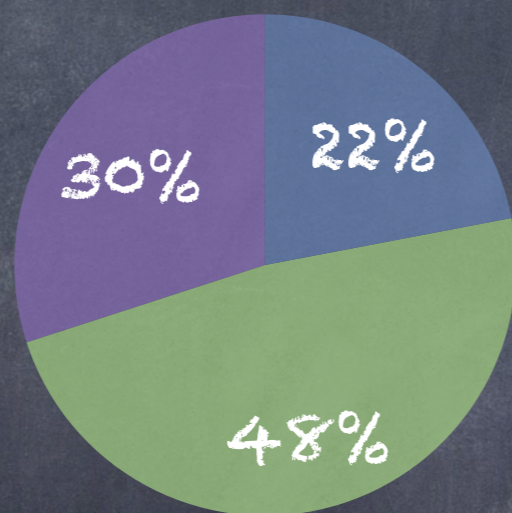
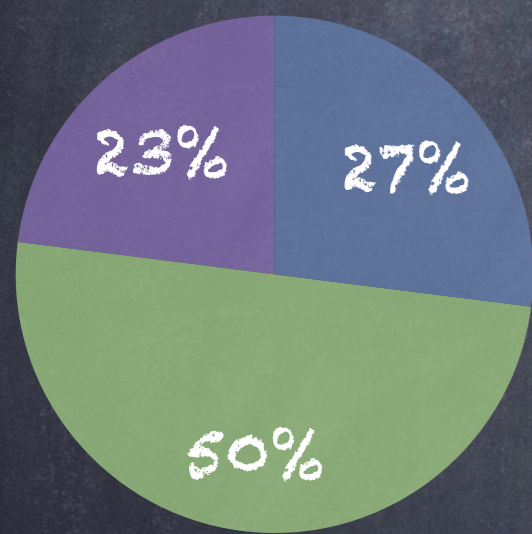
\* Baseline Data June 2013

2014 Grade 4

2014 Grade 5

2014 Grade 6

2014 Grade 7



% not meeting

% minimally meeting

% meeting to Exceeding



# Performance Targets and Summary of Results

- ◉ 2012/13 was first year formally with literacy as school goal. (2011/12 job action, 2014 job action)
- ◉ Our goal is to have 70% of students at or above grade level in reading. In 2013 36% of students were fully meeting or exceeding. This data remains the same in 2014.
- ◉ In 2013 14.5% of students not meeting. This data remains the same in 2014
- ◉ Performance Targets to be reviewed in June 2015.

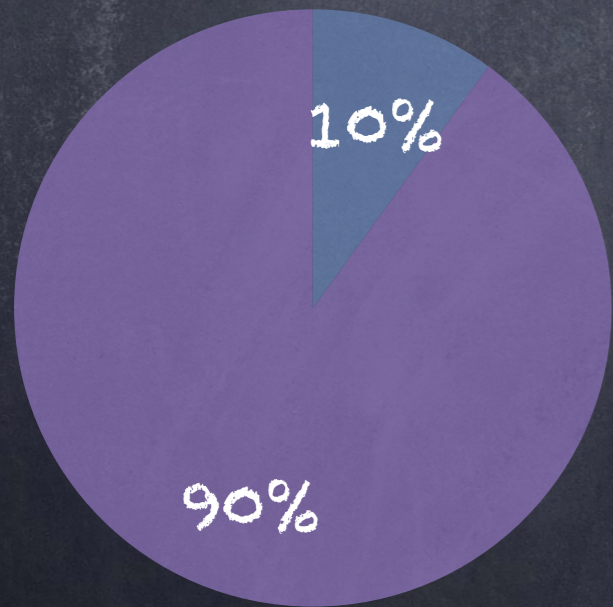


# Objective B

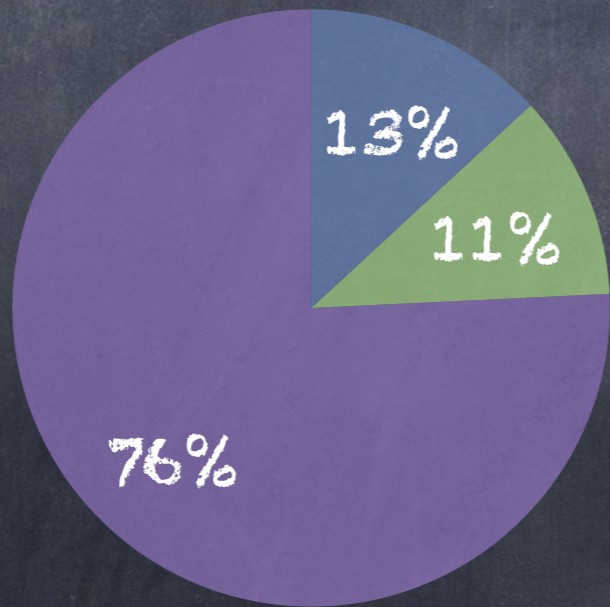
To have students writing at or above grade level.

## FSA Writing Data Grade 4

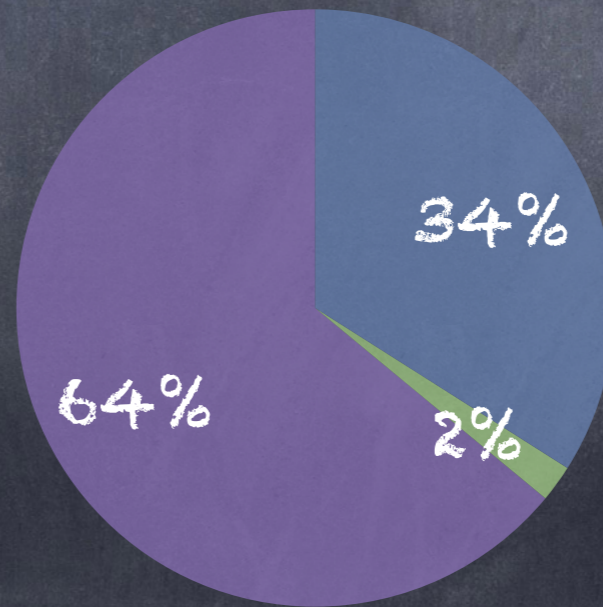
2011 FSA  
Grade 4



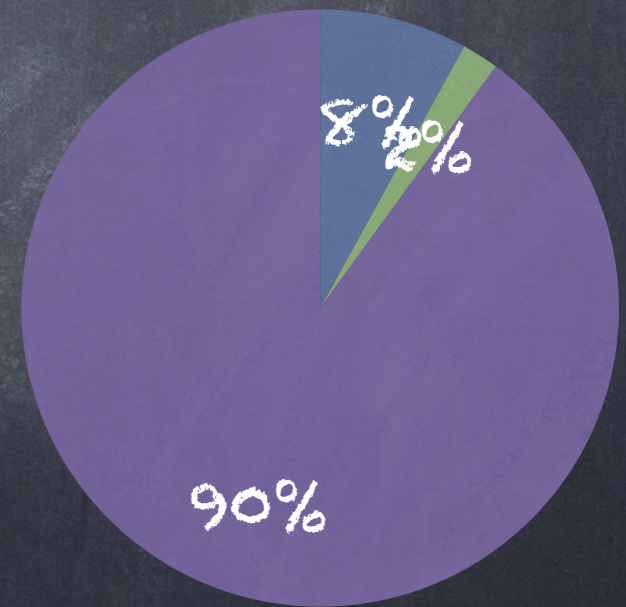
2012 FSA  
Grade 4



2013 FSA  
Grade 4



2014 FSA  
Grade 4



% Unknown

% Not Meeting

% Meeting or Exceeding

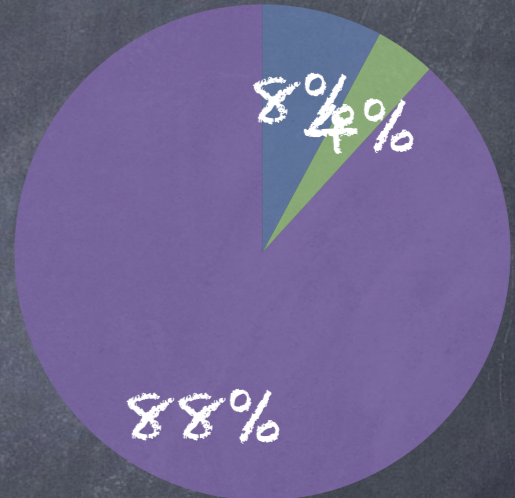
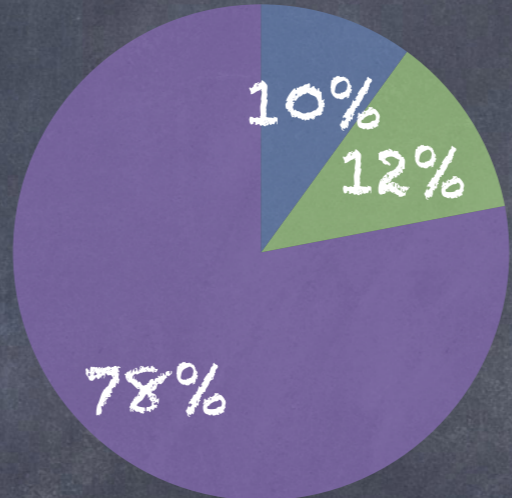
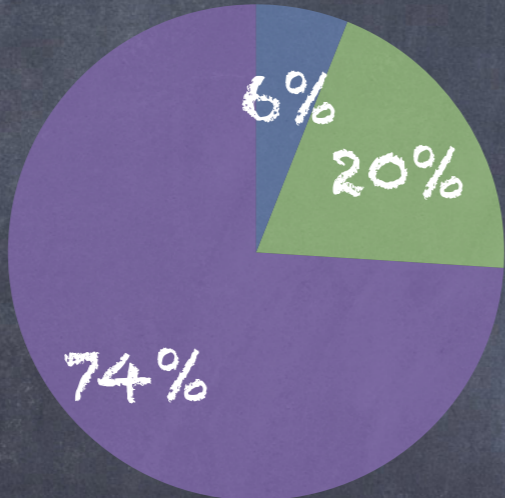
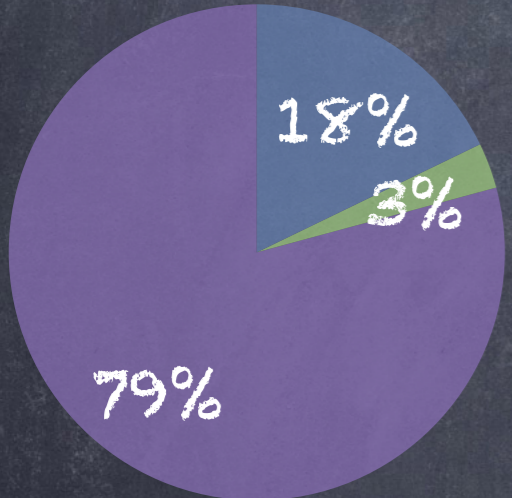
# FSA Writing Data Grade 7

2011 FSA Grade 7

2012 FSA Grade 7

2013 FSA Grade 7

2014 FSA Grade 7



% Not Meeting

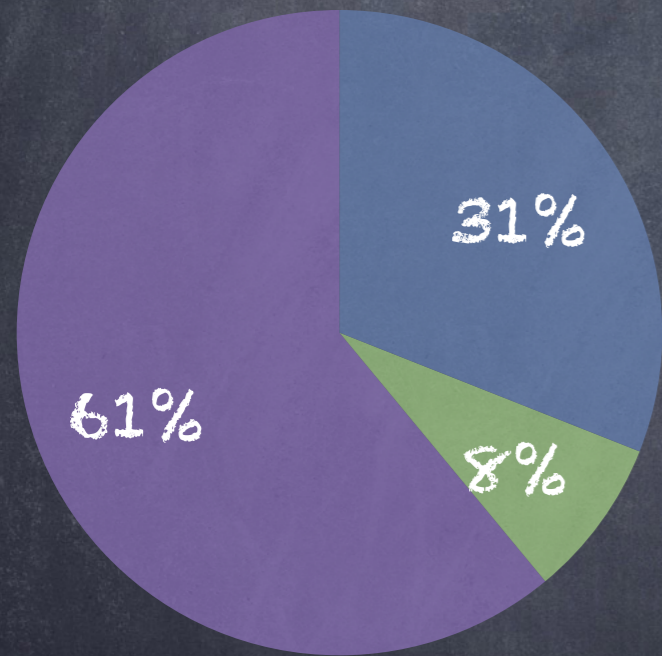
% Minimally Meeting

% Meeting or Exceeding

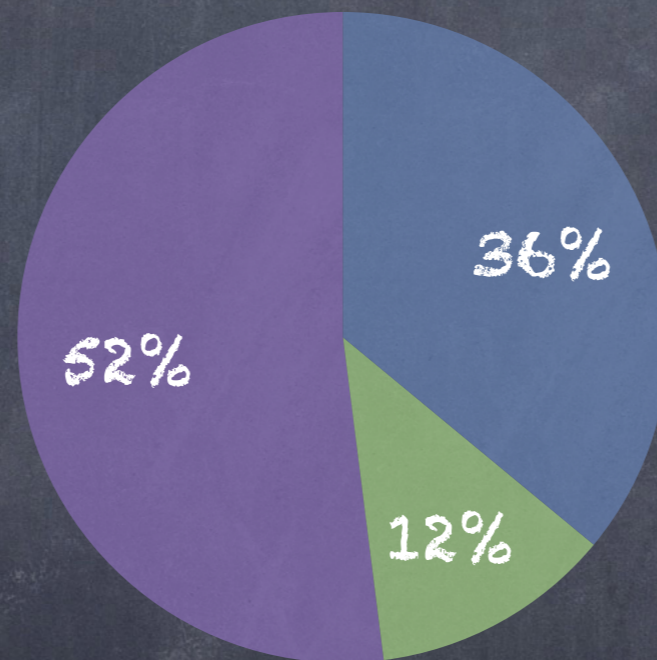
# School Wide Writing Assessments

\* Baseline Data June 2013

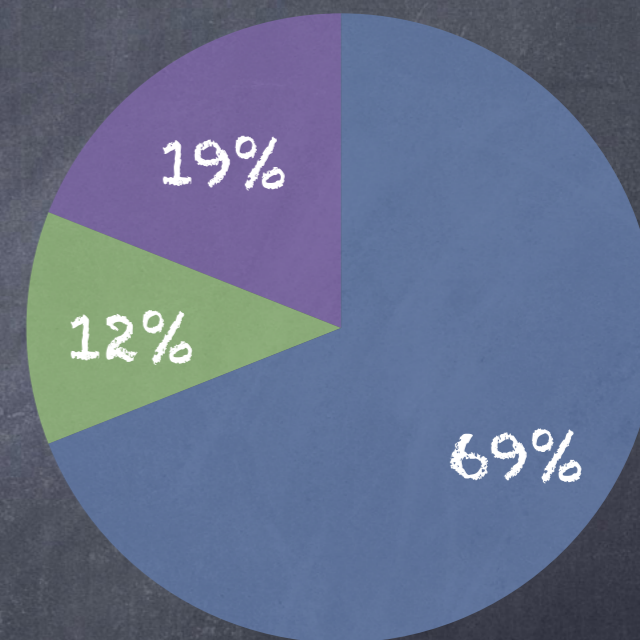
2014 Grade 1



2014 Grade 2



2014 Grade 3



% Not Meeting

Meets minimal

% Meeting or Exceeding

# School Wide Writing Assessments Intermediate

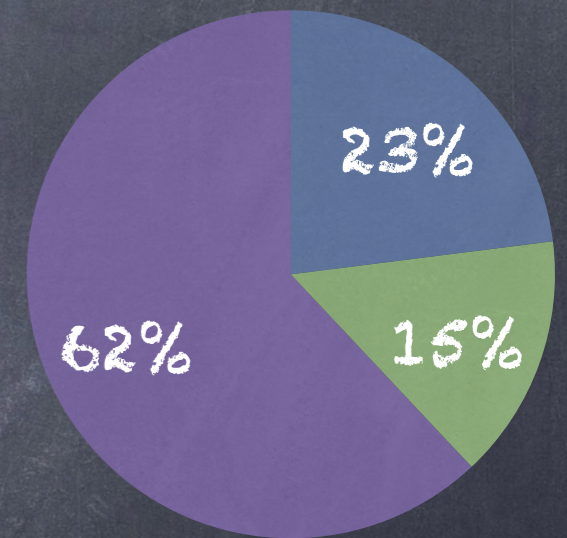
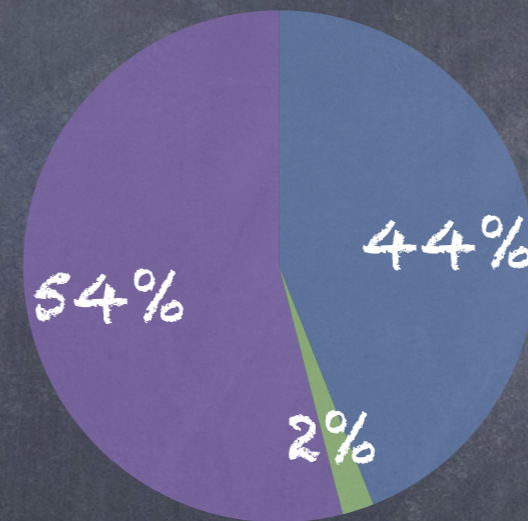
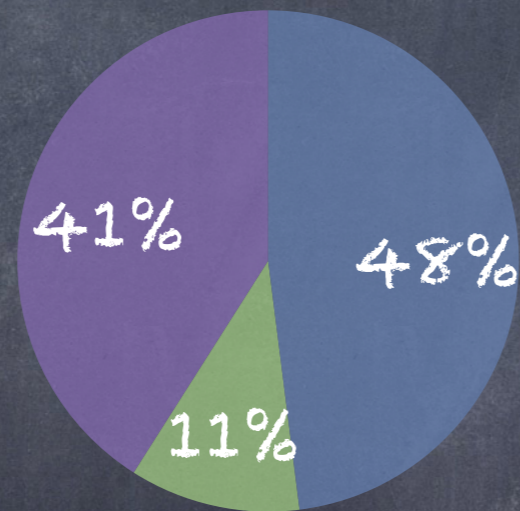
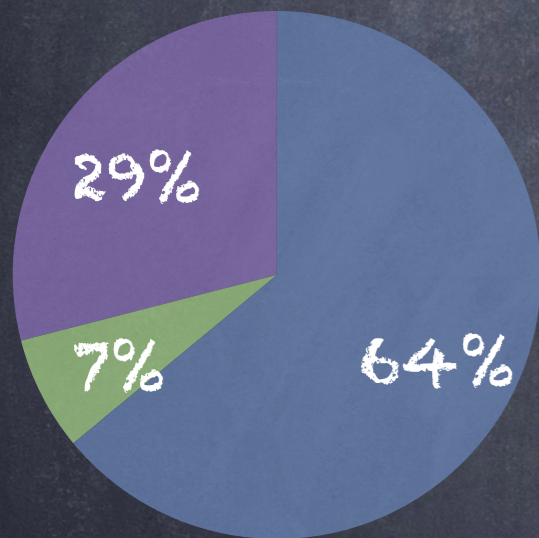
\* Baseline Data June 2013

2014 Grade 4

2014 Grade 5

2014 Grade 6

2014 Grade 7



% Not Meeting

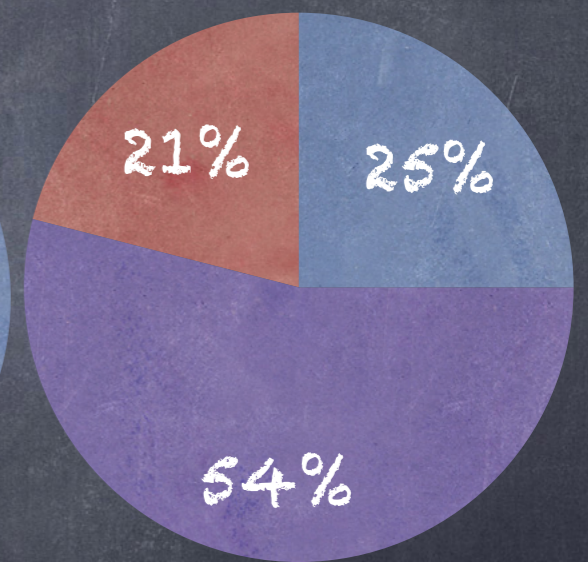
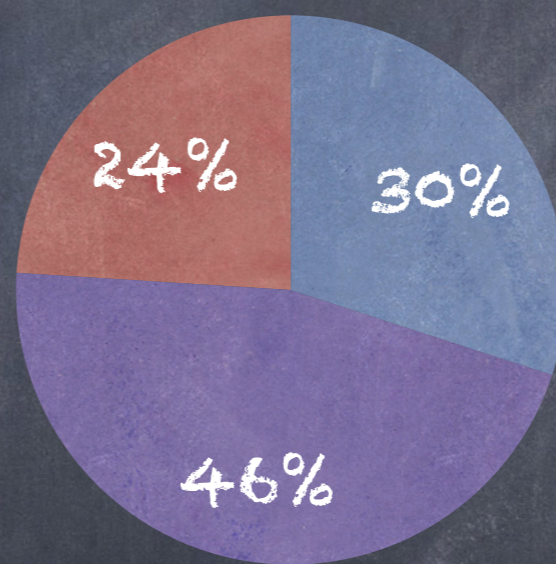
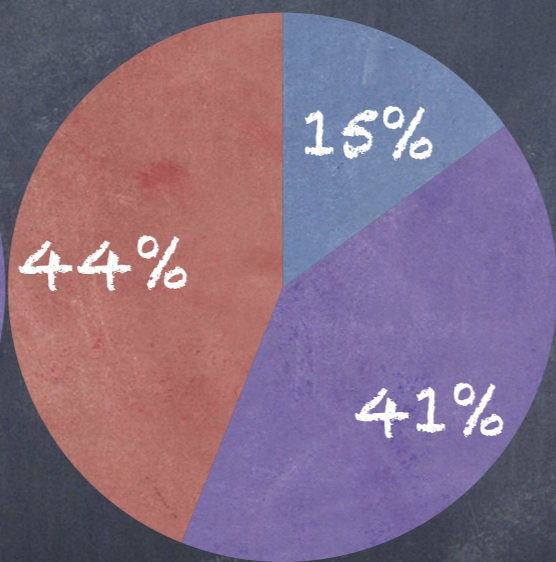
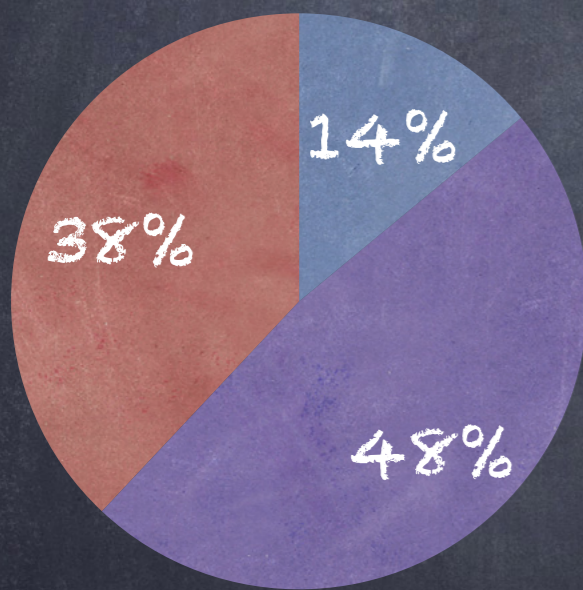
% Minimally meeting

% Meeting or Exceeding

# Aboriginal reading and writing performance

Reading and writing 2013

Reading and writing 2014



Not meeting

Minimally meeting

Meeting to exceeding

# Performance Targets and Summary of Results

- 2012/13 was first year formally with literacy as school goal. (2011/12 and part of 2014 job action).
- Our goal is to have 80% of students at or above grade level in writing. In 2013 25% of students were fully meeting or exceeding. In 2014 34 % of students were meeting or exceeding.
- Performance Targets to be reviewed in June 2015.



# Key Instructional Interventions Reading

- ◉ Common Assessment Strategies  
Fountas and Pinnell, RAD
- ◉ Reading Power Program
- ◉ Structured and protected guided reading time
- ◉ Increase Use of Non-Fiction
- ◉ Special Reading Days
- ◉ Noisy reading and family reading days





# Key Instructional Interventions Reading continued...

- Lit Circles/ Literacy Centers
- Pedagogical documentation inquiry
- Changing Results for Young Readers inquiry project year 2
- Making learning Visible inquiry pilot - FreshGrade
- Inventory, purchase, organize resources
- Integration of technology - Tech Team
- Publish parent friendly, proficient reader, reading strategies in the Newsletter

# Key Instructional Interventions Writing

- ◉ School wide writes 2x per year
- ◉ Common assessment strategies - Performance Standards
- ◉ AESN inquiry project writing for a global audience. Year 2 for grade 7
- ◉ Maker Space room and maker space implementation pilot
- ◉ School wide common language for reading and writing strategies
- ◉ Writing Power
- ◉ Technology integration to improve reading and writing



# Structures

- ◉ Strongstart Program
- ◉ PALS Program for preschoolers
- ◉ Early Literacy Teacher .4 FTE
- ◉ Pro-D on Literacy Topics
- ◉ Release Time for Grade Group Collaboration Meetings-Fit kid coaching and extra music
- ◉ AESN inquiry team project writing for a global audience-student blogging
- ◉ 5 teachers involved in CR4YR
- ◉ Innovative Learning Design(Grant) expand- build teacher capacity to learn how ipads can be used to support literacy and learning
- ◉ Lunch Learning cafe - sharing and learning sessions
- ◉ Indigo grant first year expenditures to build library collections. 2015/16 indigo money to build classroom libraries



# Signatures of School Planning Council

Principal: Ms. Shelley Brett

Parent: Gorete Daykin

Parent: Christina Akers

Parent: Kari Paterson

Teacher: n/a

