

# Cawston Primary School



## School Plan 2009-10



### **Mission Statement:**

**We provide a safe and supportive community  
where all children succeed.**



### **Our Motto:**

**We strive for our personal best.**

## Rationale for the 2009-10 School Plan

For the past two years (2007-08 & 2008-09), the Cawston Primary School Plan has focused on five objectives in three goal areas; namely, Numeracy, Literacy and Culture/Climate. We have completed all the strategies set out in each plan and our goal groups have provided excellent leadership in each goal area. However, we feel that it is time for a change in direction.

Our school data indicates that our students are achieving better in Numeracy than in Literacy (reading and writing). Social Responsibility data and results from parent & student Satisfaction Surveys in these areas are also higher than our Literacy results. This indicates to us that we need to perustrate what we, as a school, are doing to support our students in their literacy development.

In addition, working on five objectives in three goal areas means that some work is done on each objective but time does not permit an in-depth study and analysis of any.

So, this year, we have selected one goal area; namely, Literacy, and we will focus on just one objective within that goal: increasing the writing achievement of our students. As a learning community, we believe we can make a greater difference for each one of our students by focusing our attention specifically, and in great detail, on just one objective. We made the decision to choose writing only after extensive discussion and analysis; as always, what we felt our students needed most became our choice.

We have decided to state our writing objective as a question. This question will direct our staff development and keep us continually seeking an answer, while also keeping us focused on our most important objective - the achievement of our students.

We will continue to maintain all that we have done in the areas of Numeracy, Culture/Climate and the Reading area of Literacy. If, at the end of this year, our learning community feels our 2009-10 Plan has been successful, we will consider having Reading as the subject of our question for the 2010-11 School Plan. We have included, and will continue to maintain, relevant data in all goal areas. This data is attached to our 2009-10 School Plan as an addendum.

# Our Question:

## Will a school-wide focus on Writing increase the writing achievement of all our students?

**Note:** "Writing" is used to mean all aspects of written language.

### Writing Data:

1. Students fully meeting or exceeding expectations in writing by end of Grade 4 using BC Performance Standards in Writing:  
(percentage of students fully meeting or exceeding expectations)

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Grade 1	50%	68%	46%	54%	59%
Grade 2	64%	60%	63%	49%	44%
Grade 3	79%	36%	46%	43%	41%
Grade 4	-	-	69%	77%	52%

Grade Group Data: Students fully meeting or exceeding expectations in writing using BC Performance Standards in Writing:

Grade 1 June 2004 50%	----	Grade 4 June 2007 77%
Grade 1 June 2005 68%	----	Grade 4 June 2008 52%

2. First Nations students fully meeting or exceeding expectations in writing by end of Grade 4 using BC Performance Standards in Writing:  
(percentage of students fully meeting or exceeding expectations)

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Grade 1	83%	38%	mask	mask	mask
Grade 2	33%	38%	42%	mask	0% (8)
Grade 3	79%	20%	50%	29% (17)	40% (10)
Grade 4	-	-	mask	86% (7)	46% (13)

3. Grade 4 students meeting or exceeding expectations in writing based on FSA results:

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
83%	85%	91%	76%	62%
		District	88%	57%
		Province	90%	77%

4. First Nations Grade 4 students meeting or exceeding expectations in writing based on FSA results:

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
63%	83%	mask	57% (4)	50% (14)
		District	81% (13)	58% (36)
		Province	79%	52%

5. Ministry Satisfaction Survey Results: Grade 4 Parent Survey

*Are you satisfied with the development of your child's writing skills at school?*

(percentage of parents reporting "all of the time" or "many times")

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
63%	84%	79%	75%	81%
			District	83%
			Province	65%

## **Strategies and Activities:**

We feel that the following list of strategies and activities will help us make positive changes in the writing achievement of our students. However, we are aware, that as we explore our topic in greater depth than we are accustomed to in past School Plans, changes in our strategies and activities may be needed. As with all working documents, we will adjust our plans accordingly.

Our planned strategies and activities fall into five general areas:

### **1. Staff Development:**

- Our School Planning Day and staff development meetings will focus on writing.
- Procure a "writing expert" guest presenter for summer professional development day.
- Participate in professional development with a writing focus within and outside the District as available.
- Develop a scope and sequence chart and writing continuum from Kindergarten to Grade 4.
- Understand and learn brain gym techniques.
- Study, co-plan and team teach writing with grade level partners.
- Observe and team teach writing lessons at other grade levels.
- Form a book club to study current writing research.
- Provide opportunities for all staff to take leadership roles in our study of writing.

### **2. Data:**

- Analyze student results in writing, based on BC Performance Standards, from June 2004 to June 2009. Expand current data to include students approaching and not yet meeting expectations in addition to students meeting and exceeding expectations.
- Gather cohort data on writing achievement, including information on the number of students who moved in and out of each grade. Compare "true cohorts" to grade group cohorts.
- Review individual student writing achievement at the end of each term.

### **3. Teaching and Student Learning:**

- Continue to do our October and June school-wide writes and use the information for planning.
- Utilize a writing workshop format in our daily lessons.
- Assess student writing using BC Performance Standards, the Okanagan Mainline rubrics and the Kindergarten Writing Continuum.

- Develop self-assessment and peer assessment skills in students.
- Teach writing for different purposes and how to write different genres.
- Teach brain gym strategies.
- Teach handwriting and printing skills as set out in our scope and sequence chart.

#### 4. **Celebrate Writing:**

- Have school-wide writing “events” such as an Authors’ Tea and Poetry Cafe.
- Create a writing gallery in the hallway.
- Consider having a monthly school-wide focus (eg. poetry month, non-fiction writing month, creative writing month, etc).

#### 5. **Resources:**

- Purchase writing-focused resources for our Professional Library.
- Explore and purchase, when appropriate, mentor texts which exemplify well-developed writing lessons and strategies.
- Purchase, learn to use, and teach students to use writing technology: Kidspiration, Co-Writer, Kurzweil, and Draft Builder.
- Purchase learning resources which assist in teaching writing (eg. ABC Dice).

## School Plan Procedures and Process

August 2008 - June 2009

August 29 - School Planning Day - reviewed 2008-09 School Plan, new staff placed in goal groups & curriculum resources from Hedley School distributed

September 24 - Grade 1 - Grade Group Meeting - reading, writing & math

September 29 - Grade 1 - Grade Group Meeting - reading, writing & math

October 2 - Grade 2 - Grade Group Meeting - reading

October 12 - Grade 2 - Grade Group Meeting - reading & writing

October 6 - 16 - each Grade Group met to mark School-Wide Write & plan for writing instruction  
- all teachers complete baseline Active Living Rubrics

October 1 - 16 - Math, Reading, Writing & Culture/Climate Goal Groups each met to plan when/how to complete strategies noted in their goal area.

October 16 - Grade 1 - Grade Group Meeting - reading & writing

October 22 - Staff Development Meeting - reports from each Goal Group outlining plan for completing strategies in each goal area.  
- Reading Goal Group presented workshop on PM Benchmark assessments.

October 29 - Grade 2 - Grade Group Meeting - math

November 4 & 6 - principal met with each teacher to review achievement in Math, Reading, Writing & Social Responsibility for each student in the class

November 6 - Grade 1 - Grade Group Meeting - reading & writing

November 7 - Grade 4 - Grade Group Meeting - reading & math

November 12 - Staff Meeting - discussion of Regional Writing Rubrics available for use by staff & update of Grade Group meetings to date.

November 18 - three teachers attend Faye Brownlie reading workshops in Kelowna

November 25 - Grade 4 Grade Group Meeting - reading

December 3 - Staff Meeting - Grade Group teachers reviewed Term 1 Math, Reading & Writing Achievement for their students.

January 21 - Assessment for Learning Webcast - attended by 6 staff

January 23 - Family Literacy Day - school-wide participation in World Record Challenge.

January 27 - Staff Development Meeting - M. Fonteyne & L. Thiel presented Active Living Workshop focusing on Action BC materials.

January 29 - Trevor Calkins Primary Math Workshop - attended by all K-3 teachers

February 4 - Grade 2- Grade Group Meeting - reading

February 4 - Staff Meeting - first discussion 2009-10 Plan focusing on one question

February 9 - Trevor Calkins Intermediate Math Workshop - attended by Grade 4 teachers

February 10 - 20 - Family Math Carnival & School Wide Mathathon

February 17 - three teachers attended Faye Brownlie reading workshop in Kelowna

February - each Goal Group met to discuss:

- What have we accomplished in this goal area? What still needs to be done?
- What does the data (including June 2008) tell us?
- recommendations for 2009-10

March 4 - Staff Meeting - Goal Groups presented information from their goal meetings. Discussion of "question" focusing on student achievement.  
Which goal area? How to proceed?

April 1 - Assessment for Learning Webcast attended by six teachers

April 7 - SPC Meeting - review of 2008-09 School Plan with June 2008 data included. Discussion of 2009-10 Plan focusing on one question related to student achievement in one goal area.

April 8 - Staff Meeting - extensive discussion of which goal area to select and how to word the question which would focus on student achievement.

April 15 - Adrienne Gear Reading Workshop in Penticton attended by five teachers

April 22 - Staff Meeting - further discussion on selection of goal area - "writing" is chosen. Wording of question is determined.  
Rationale for selection of one question in one goal area is finalized for Plan.  
Grade groups brainstormed strategies & staff development for the question.

April 24 - Principal & two teachers met to review brainstormed lists; data & materials organized in preparation for next staff meeting.

April 28 - Support Staff Meeting - discussion of data and proposed 2009-10 School Plan with support staff

May 6 - Staff Meeting - review draft of Plan & determine strategies and activities for Writing Question

May 7 - SPC Meeting - review draft of Plan

May 12 - PAC Meeting - presentation of draft 2009-10 School Plan to PAC

May 13- Staff Meeting – finalize School Plan

# **Cawston Primary School**



School Plan  
2009-10

**Addendum**

# Data

## Reading, Numeracy & Social Responsibility

### Reading:

1. Number of students fully meeting or exceeding expectations in reading by end of Grade 3 - PM Benchmarks Grade 1, 2, 3:  
(percentage of students fully meeting or exceeding expectations)

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Grade 1	69%	→ 70%	→ 68%	→ 66%	66%
Grade 2	82%	→ 76%	→ 70%	→ 61%	66%
Grade 3	85%	→ 76%	→ 75%	→ 72%	51%

2. First Nations students fully meeting or exceeding expectations in reading by end of Grade 3 - PM Benchmarks Grade 1, 2, 3:  
(percentage of students fully meeting or exceeding expectations; number of students in brackets)

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Grade 1	83%	→ 51%	→ mask	→ mask	mask
Grade 2	66%	→ 76%	→ 50%	→ 67% (6)	→ 25% (8)
Grade 3	100%	→ 80%	→ 100%	→ 53% (17)	→ 50% (10)

3. Students fully meeting or exceeding expectations in reading by end of Grade 4 - Peters/Gardner Assessment:  
(percentage of students fully meeting or exceeding expectations)

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Grade 4	70%	57%	50%	59%	72%

Number of students minimally meeting, fully meeting or exceeding expectations in reading by end of Grade 4-  
Peters/Gardner Assessment:

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
	100%	89%	84%	100%	96%

4. First Nations students fully meeting or exceeding expectations in reading by end of Grade 4 - Peters/Gardner Assessment:  
(percentage of students fully meeting or exceeding expectations; number of students in brackets)

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
	67%	67%	mask	57% (7)	46% (13)

5. Grade 4 students meeting or exceeding expectations in reading based on FSA results:  
(percentage of students meeting or exceeding expectations)

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
	78%	83%	85%	60%	73%
			District	64%	73%
			Province	75%	74%

6. First Nations Grade 4 students meeting or exceeding expectations in reading based on FSA results:  
(percentage of students meeting or exceeding expectations; number of students in brackets)

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
75%	100%	mask	57% (4)	71% (14)
		District	44% (7)	73% (36)
		Province	59%	57%

7. Ministry Satisfaction Survey Results - Grade 4 Parent Survey:

*Are you satisfied with the development of your child's reading skills at school?*

(percentage of parents reporting "all of the time" or "many times")

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
78%	95%	85%	82%	85%
		District		90%
		Province		76%

## Additional Language Arts Data:

1. Students fully meeting or exceeding expectations in Language Arts (reading, writing, speaking and listening) -  
report card data: (percentage of students fully meeting or exceeding expectations)

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Grade 1	73%	70%	66%	66%	62%
Grade 2	70%	71%	64%	52%	56%
Grade 3	79%	53%	48%	62%	45%
Grade 4	-	-	85%	91%	89%

Grade Group Data: Students fully meeting or exceeding expectations in Language Arts:

Grade 1 June 2004	----	Grade 4 June 2007
73%		91%
Grade 1 June 2005	----	Grade 4 June 2008
70%		89%

2. First Nations students fully meeting or exceeding expectations in Language Arts - report card data:  
(percentage of students fully meeting or exceeding expectations; numbers of students in brackets)

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Grade 1	83%	50%	mask	mask	mask
Grade 2	33%	63%	41%	17% (6)	13% (8)
Grade 3	60%	40%	50%	41% (17)	40% (10)
Grade 4	-	-	mask	100% (7)	61% (13)

## Numeracy:

### 1. Students fully meeting or exceeding expectations in Numeracy - report card data:

(percentage of students meeting or exceeding expectations)

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Grade 1	88%	87%	75%	67%	72%
Grade 2	86%	89%	72%	60%	72%
Grade 3	80%	58%	55%	72%	61%
Grade 4	86%	93%	87%	98%	93%

### 2. First Nations students fully meeting or exceeding expectations in Numeracy - report card data:

(percentage of students fully meeting or exceeding expectations; number of students in brackets)

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Grade 1	67%	75%	mask	mask	mask
Grade 2	100%	100%	42%	50% (6)	59% (8)
Grade 3	80%	60%	67%	41% (17)	60% (10)
Grade 4	71%	100%	mask	100% (7)	78% (13)

### 3. Grade 4 students meeting or exceeding expectations in Numeracy based on FSA results:

(percentage of students fully meeting or exceeding expectations)

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
89%	98%	91%	86%	68%
		District	84%	72%
		Province	85%	74%

### 4. First Nations Grade 4 students meeting or exceeding expectations in Numeracy based on FSA results:

(percentage of students fully meeting or exceeding expectations; number of students in brackets)

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
100%	100%	mask	100% (7)	64% (14)
		District	95% (15)	78% (36)
		Province	73%	57%

### 5. Ministry Satisfaction Survey Results: Grade 4 Parent Survey

*Are you satisfied with the development of your child's math skills at school?*

(percentage of parents reporting "all of the time" or "many times")

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
84%	81%	86%	79%	90%
		District		90%
		Province		69%

## Culture and Climate:

### 1. Student fitness levels based on Achievement Indicator of PE IRP:

(percentage of students emerging, developing, acquiring and accomplished levels)

	October 2008				June 2009			
	EM	D	AQ	AC	EM	D	AQ	AC
Kindergarten	43%	48%	9%		4%	49%	47%	
Grade One	5%	35%	60%		2%	23%	75%	
Grade Two	5%	27%	63%	5%	7%	20%	57%	16%
Grade Three	6%	35%	59%			25%	55%	20%
Grade Four	2%	21%	74%	2%		16%	78%	7%

### 2. Students able to describe the benefits of participation in physical activity based on Achievement Indicator in PE IRP:

(percentage of students emerging, developing, acquiring and accomplished levels)

	October 2008				June 2009			
	EM	D	AQ	AC	EM	D	AQ	AC
Kindergarten	48%	50%	2%		7%	73%	20%	
Grade One	7%	21%	72%		5%	5%	91%	
Grade Two	12%	39%	49%		2%	18%	80%	
Grade Three	6%	67%	28%		2%	24%	71%	4%
Grade Four	7%	54%	40%		2%	33%	49%	16%

### 3. Ministry Satisfaction Survey Results: Grade 4 Parent Survey

*At school, does your child get exercise (for example, physical activity or sports)?*

(percentage of parents reporting "all of the time" or "many times")

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
94%	82%	86%	86%	90%

### 4. Ministry Satisfaction Survey Results: Grade 4 Student Survey

*At school, do you get exercise (for example, physical activity or sports)?*

(percentage of Grade 4 students reporting "all of the time" or "many times")

<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
86%	97%	86%	98%	78%

### 5. Number of students fully meeting or exceeding expectations in BC Performance Standards in Social Responsibility:

(percentage of students fully meeting or exceeding expectations)

	<u>2006</u>	<u>2007</u>	<u>2008</u>
Kindergarten	57%	--	--
Grade 1	69%	75%	71%
Grade 2	80%	63%	77%
Grade 3	77%	64%	62%
Grade 4	71%	84%	73%

6. Ministry Satisfaction Survey of Grade 4 parents: (percentage of parents responding "all the time" or "many times")

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Do you think your child is safe at school?	94%	86%	93%	93%	95%
		District	91%	85%	92%
Is your child bullied, teased or picked on at school?	13%	19%	14%	21%	10%
		District	11%	8%	10%
Does your school provide clear expectations for student behavior?	94%	91%	88%	93%	95%
		District	89%	90%	92%

7. Ministry Satisfaction Survey of Grade 4 students: (percentage of students responding "all the time" or "many times")

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Do you feel safe at school?	89%	89%	78%	93%	66%
		District	83%	85%	81%
At school, are you bullied, teased or picked on?	6%	11%	6%	7%	6%
		District	12%	9%	6%
Do you know how your school expects you to behave?	92%	97%	94%	85%	85%
		District	90%	89%	89%

## Cohort Data:

### **Kindergarten June 2004 ----- Grade 3 June 2007**

44 students who began Kindergarten in the 2003-04 school year were still at Cawston Primary School in Grade 3 (2006-07).

Considering only those 44 students:

#### Language Arts:

In Kindergarten - 19 students were at risk in one or more areas of Language Arts  
(based on District Kindergarten Assessment)

By Grade 3 - Of these 19 students:

- 7 students fully meeting expectations
- 4 students approaching expectations
- 6 student not yet meeting expectations
- 2 students designated Special Needs

#### Numeracy:

In Kindergarten - 15 students were at risk in one or more areas of Numeracy  
(based on District Kindergarten Assessment)

By Grade 3 - Of these 15 students:

- 1 student exceeding numeracy expectations
- 7 students fully meeting expectations
- 2 students approaching expectations
- 4 student not yet meeting expectations
- 1 student designated Special Needs

## **Kindergarten June 2005 ----- Grade 3 June 2008**

30 students who began Kindergarten in the 2004-05 school year were still at Cawston Primary School in Grade 3 (2007-08).

Considering only those 30 students:

Language Arts:

In Kindergarten - 10 students were at risk in one or more areas of Language Arts (based on District Kindergarten Assessment)

By Grade 3 - Of these 10 students:

- 1 student fully meeting expectations
- 5 students approaching expectations
- 2 students not yet meeting expectations
- 2 students designated Special Needs

Numeracy:

In Kindergarten - 6 students were at risk in one or more areas of Numeracy (based on District Kindergarten Assessment)

By Grade 3 - Of these 6 students:

- 3 students fully meeting numeracy expectations
- 2 students approaching expectations
- 1 student designated special needs

### **Note:**

1. Of 44 students who began Kindergarten (June 2004) - 14 were no longer attending Cawston School when the class reached Grade 3 (31%).
2. Of 42 students in Grade 3 (June 2008) - 15 students have moved into Cawston School since the class began Kindergarten (35%).