

Cawston Primary School



School Plan 2011-12



Mission Statement:

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

Our Motto:

We strive for our personal best.

Rationale for the 2011-12 School Plan

For the past two years, we have sought to answer the following question in the work we have done with our School Plan:

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

As a Learning Community, we recognize that, after two years of focus on Writing:

1. Staff has a better understanding of the writing process at all age levels. We have studied the research and learned how to best teach writing from people with expertise in this area;
2. We are more cognizant of writing, and writing is more often the topic of our professional conversations than it used to be;
3. Writing is a much more subjective subject to evaluate than reading and math, even with provincially- developed evaluation tools;
4. It is critical that children of all ages and at all levels of achievement have direct, structured instruction in writing, in order to progress into higher levels. A Grade 3 student fully meeting expectations in writing can move toward the exceeding level with very specific writing instruction;
5. There is a significant correlation between writing achievement and receptive/expressive language skills. Knowing this, we have made a particular effort to provide language enriched activities and lessons for our students.

We have studied our school writing data extensively to look for trends and changes in direction. We have noted that every year, our Grade 3 students seem to struggle with writing but there is always a substantial improvement in achievement levels by the end of Grade 4.

Over this past year, we developed a Scope and Sequence Writing Chart, based on the provincial Prescribed Learning Outcomes. Having the entire Kindergarten to Grade 4 Writing Curriculum on a chart allows us to continually monitor where we are in relation to the outcomes which are to be taught at each grade level. In addition, it assists teachers in planning for and teaching students who are not yet meeting grade level writing outcomes, clearly delineating what still needs to be learned.

As our Learning Community discussed the direction of our 2011-12 School Plan, we made a decision to continue to focus on writing achievement. Our students' writing achievement has increased, but overall, writing remains our weakest area. This year, we want to especially focus on our reluctant, poor and/or weak writers. We want to study what we can do to best help these children, while continuing to build our skill and expertise in teaching writing to all our students. Our question will remain the same; our staff development, teaching and student learning activities will reflect what we have learned over the past two years, and what we still need to do to further increase the writing achievement of all our students.

All data related to Numeracy, Culture/Climate and the Reading area of Literacy is attached to the 2011-12 School Plan as an Addendum. We continually monitor this data. This year, we are also adding data related to the Speaking and Listening Skills of our students.

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>2006</u>		<u>2007</u>		<u>2008</u>		<u>2009</u>		<u>2010</u>
Grade 1	46%	→	54%	→	59%	→	74%	→	50%
Grade 2	63%	→	49%	→	44%	→	46%	→	51%
Grade 3	46%	→	43%	→	41%	→	44%	→	44%
Grade 4	69%	→	77%	→	52%	→	62%	→	63%

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

Grade 1 June 2006	-----	Grade 4 June 2009
46%		62%
Grade 1 June 2007	-----	Grade 4 June 2010
54%		63%

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

	<u>2008</u>		<u>2009</u>		<u>2010</u>
Grade 1	83%	→	89%	→	71%
Grade 2	88%	→	78%	→	85%
Grade 3	78%	→	78%	→	76%
Grade 4	90%	→	95%	→	99%

3. 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>2006</u>		<u>2007</u>		<u>2008</u>		<u>2009</u>		<u>2010</u>
Grade 1	mask	→	mask	→	mask	→	36% (11)	→	14% (7)
Grade 2	42%	→	mask	→	0% (8)	→	0% (6)	→	23% (14)
Grade 3	50%	→	29% (17)	→	40% (10)	→	13% (8)	→	0% (6)
Grade 4	mask	→	86% (7)	→	46% (13)	→	50% (12)	→	40% (10)

4. Grade 4 students meeting or exceeding expectations in writing based on FSA results:
(Percentage of students writing the FSA who were fully meeting or exceeding expectations)

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
91%	76%	62%	53%	62%
	District 88%	57%	64%	68%
	Province 90%	77%	68%	69%

5. First Nations Grade 4 students meeting or exceeding expectations in writing based on FSA results:
(Percentage of First Nations students writing the FSA who were fully meeting or exceeding expectations)

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
mask	57% (4)	50% (14)	58% (11)	mask
	District 81% (13)	58% (36)	72% (23)	63% (19)
	Province 79%	52%		54%

6. 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>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
79%	75%	81%	77%	63%
		District 83%	72%	68%
		Province 65%	62%	

Strategies and Activities:

The following list of strategies and activities is the plan we have determined should help us make positive changes in the writing achievement of our students. However, we are aware, that as we explore our topic in depth, 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:

- School Planning Day - Monday, August 29
 - revise our Scope & Sequence Chart, Dolch list & word families as needed.
 - review spelling programs used in school.
 - discussion - planning for teaching writing conventions.
- Pro D Day - Tuesday, August 30
 - Resource Sharing - staff will meet as whole group and grade partners to discuss programs, ideas and resources used for teaching writing.
- Staff Development - staff will purchase book to be used to guide study at Staff Development meetings. Book title to be announced. (J.Keyes, L. Thiel)
- Staff Development - study of Writing as a Response to Reading - Adrienne Gear. (J.Martin)
- Staff Development - study of the Writing Portion of Miriam Trehearne book. (K. Brunton)
- Study, co-plan and team teach with grade level partners.
- Participate in professional development activities with a writing and/or language focus within and outside district as available.
- All staff will accept leadership roles by selecting specific areas of the Plan to be responsible for.

2. Data:

- Review data for student achievement in Reading, Writing, Listening/Speaking & Math at end of each term. (L. Thiel)
- Continue to follow progress of grade group "true" cohorts. (L. Thiel)
- Include data for Listening & Speaking achievement (from June report cards) in our School Plan Addendum. (L. Thiel)
- Collect Term 1 and 3 writing sample and rubric in student assessment file.

3. Teaching and School Organization:

- Do October and June grade wide writes and use the information for planning. (organized by K. Brunton)
- Assess student writing using the BC Performance Standards and the Okanagan Mainline Regional Literacy group rubrics as well as the Kindergarten Writing Curriculum.
- Have a grade wide Writing block each day in the timetable, as we already do for Reading. This will allow for team teaching and Learning Assistance support between classrooms at the same grade level.
- All classes make a commitment to have writing lesson each day.
- Begin each Staff Meeting by demonstrating an activity designed to build fine motor skills. (J.Keyes, J.Martin)
- Staff will utilize some Learning Assistance time to support students with difficulties in Writing. (G. Doi)
- Staff will consider team teaching Writing lessons with buddy classes or grade level partners.
- Staff will provide as many language enriching activities as possible (eg. drum workshop, concerts, performances, story tellers, local experts, etc.).
- When appropriate, teach students to use assistive writing technology. (Kurzweil) (M. Fairbrother, G. Doi, K. Brunton)
- Staff will teach writing for different purposes and writing in different genres.
- Staff will teach printing and handwriting skills as set out in Scope & Sequence.

4. Students & Writing:

- One week per term, staff will develop and plan a school wide theme (eg. frogs). The purpose will be to build language skills and have all students learn the common vocabulary. The theme will be used in writing activities. Consider making bins with activities, books and props to support the theme. (G. Doi, S. Kruger)
- The Librarian will make theme displays in library. One week a term the display will be related to the school wide theme being studied. At other times, Librarian will set out a display of different themed books (eg. sports, animal, author). Staff will use the morning announcements and other ideas to generate enthusiasm for reading the books in that theme. The purpose of the Library display is to build language skills and vocabulary and provide ideas for writing. (Librarian)
- Each class will have buddy class. Staff will make a point to alternate buddy activities between reading and writing. Buddy writing activities may include buddy journals, big buddies scribe, ABAB writing, etc.
- We will continue our Writing Display Wall in the hallway (picture frames). Note whose writing is being displayed each month in our school newsletter and on morning announcements to emphasize its importance. (B. Bews, M. Webster)

5. Resources:

- Buy classroom games which build fine motor skills (eg. Pick up Sticks, Jacks, Jenga, etc.). (T. Nunes, J. Martin)
- Purchase writing focused resources for staff and professional library. (M. Lucich, Librarian)

Note:

Over the course of this year, our Staff is also exploring the extent to which student self-regulation affects achievement and what we, as teachers, can do to help students become better at self-regulating. All staff will attend a presentation on Self-Regulation by Stuart Shanker, a world-renowned expert in the area of self-regulation. This workshop will be on August 31, 2011, and all staff have committed to using a Professional Development Day to attend this workshop. Our staff is considering making self-regulation the focus of our 2012-13 School Plan.

Cawston Primary School



School Plan
2011-2012



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>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Grade 1	68%	66%	66%	81%	48%
Grade 2	70%	61%	66%	64%	76%
Grade 3	75%	72%	51%	67%	63%

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>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Grade 1	mask	mask	mask	45% (11)	14% (7)
Grade 2	50%	67% (6)	25% (8)	0% (6)	54% (13)
Grade 3	100%	53% (17)	50% (10)	33% (9)	0% (6)

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>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Grade 4	50%	59%	72%	51%	73%

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

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
	84%	100%	96%	94%	98%

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>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
	mask	57% (7)	46% (13)	50% (12)	33% (10)

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

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
	85%	60%	73%	71%	72%
District		64%	73%	71%	80%
Province		75%	74%	68%	68%

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

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
mask		57% (4)	71% (14)	55% (11)	mask
District		44% (7)	73% (36)	72% (23)	63% (19)
Province		59%	57%		51%

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>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
	85%	82%	86%	86%	84%
District			90%	73%	82%
Province			76%	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>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Grade 1	66%	66%	62%	74%	48%
Grade 2	64%	52%	56%	50%	62%
Grade 3	48%	62%	45%	52%	46%
Grade 4	85%	91%	89%	93%	92%

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

Grade 1 June 2005 70%	-----	Grade 4 June 2009 89%
Grade 1 June 2006 66%	-----	Grade 4 2009 93%
Grade 1 June 2007 66%	-----	Grade 4 June 2010 92%

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>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Grade 1	mask	mask	mask	36% (11)	14% (7)
Grade 2	41%	17% (6)	13% (8)	0% (6)	23% (14)
Grade 3	50%	41% (17)	40% (10)	25% (8)	0% (6)
Grade 4	mask	100% (7)	61% (13)	91% (12)	89% (10)

Numeracy:

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

(percentage of students meeting or exceeding expectations)

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Grade 1	75%	67%	72%	88%	78%
Grade 2	72%	60%	72%	60%	60%
Grade 3	55%	72%	61%	59%	68%
Grade 4	87%	98%	93%	98%	92%

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>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Grade 1	mask	mask	mask	73% (8)	57% (7)
Grade 2	42%	50% (6)	59% (8)	50% (6)	23% (12)
Grade 3	67%	41% (17)	60% (10)	44% (8)	67% (6)
Grade 4	mask	100% (7)	78% (13)	100% (12)	80% (10)

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

(percentage of students writing the FSA fully meeting or exceeding expectations)

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
	91%	86%	68%	76%	77%
District		84%	72%	74%	80%
Province		85%	74%	66%	63%

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

(percentage of First Nation students writing the FSA fully meeting or exceeding expectations; number of students in brackets)

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
	mask	100% (7)	64% (14)	82% (11)	mask
District		95% (15)	78% (36)	72% (23)	63% (19)
Province	45%		73%	57%	47%

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>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
	86%	79%	90%	82%	72%
District			90%	73%	71%
Province			69%	68%	

Culture and Climate:

1. 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>		<u>2009</u>		<u>2010</u>
Kindergarten	57%		----		-----		----		----
Grade 1	69%	→	75%	→	71%	→	95%		82%
Grade 2	80%	→	63%	→	77%	→	74%	→	79%
Grade 3	77%	→	64%	→	62%	→	71%	→	75%
Grade 4	71%		84%	→	73%	→	65%	→	76%

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

		<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
<u>2010</u>					
Do you think your child is safe		93%	93%	95%	82%
at school?	District	91%	85%	92%	84%
94%					
90%					
Is your child bullied, teased		14%	21%	10%	24%
or picked on at school?	District	11%	8%	10%	14%
21%					
12%					
Does your school provide clear		88%	93%	95%	95%
expectations for student	District	89%	90%	92%	90%
behavior?					
87%					
87%					

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

		<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
<u>2010</u>					
Do you feel safe at school?		78%	93%	66%	68%
at school?	District	83%	85%	81%	83%
76%					
74%					
At school, are you bullied,		6%	7%	6%	9%
teased or picked on?	District	12%	9%	6%	10%
15%					
12%					
Do you know how your school		94%	85%	85%	93%
expects you to behave?	District	90%	89%	89%	91%
68%					
83%					

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
3 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 (2004-2005) - 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%).

School Plan Procedures and Process

- August 30 - School Planning Day - Staff developed Writing Scope and Sequence Kindergarten to Grade 4 Chart.
- August 31 - Professional Development Day - Writing Workshop presented by Cathie Peters - Cawston School. Attended by all staff.
- September 1 - Professional Development Day - Attended Assistive Writing Technology Workshop - Michael Fairbrother
- September 1 & 2 - Professional Development Days - Writing Assistive Technologies Study - Kelly Brunton & Gwen Doi
- September 3 - Professional Development Day - Oral Language Study using M. Trehearne Book. Attended by all staff.
- September 7 - Staff Meeting - Discussion of Show and Tell and Alternates for building Language Skills.
- September - read & incorporated suggestions from "The Daily Five" (Boushey & Moser) - Miike Lucich
- October 6 - Staff Meeting - Brain Gym Activity
- October 20 - Staff Development Meeting - Oral Language Development Study using M. Trehearne book.
- October 22 - Professional Development Day - Oral Language Workshop, D. Miiller Writing Workshop - Jorie Martin
- Grade Group Word Wall Study - Jenna Keyes, Kelly Brunton, Tamara Nunes
- Primary Teachers' Conference - Bonnie Bews
- Learning Assistance Teachers' Conference (adapting & modifying curriculum) - Gwen Doi,
- Don Bridgman
- October 25 - Early Literacy Meeting - Okanagan Mainline Group - Writing focus - Jenna Keyes
- October 29 - Professional Growth Plans - all staff submitted professional growth plans focused on writing.
- November 3 - Staff Meeting - Brain Gym Activity
- November 9 - Literacy Presentation in Kelowna - Kelly Brunton
- November - Fall Writing Sample done & assessed using BC Performance Standards/Okanagan Mainline Regional Rubrics. All staff
- November - Grade Group Meeting - assessment & planning for teaching with writing samples from each Grade 3 student - Bonnie Bews & Megan Webster
- November - Grade Group Meeting - assessment & planning for teaching with writing samples from each Grade 1 & 1/2 student - Kelly Brunton, Jenna Keyes & Tamara Nunes
- November - Grade Group Meeting - assessment & planning for teaching Writing in Kindergarten - Andrea Reichl & Sylvia Kruger
- November - Writing Wall Display in hallway completed.
- November 29 - School Wide multi-grade Writing Activity - Topic: Winter. All students and staff participated.
- December 1 - Staff Meeting - Brain Gym Activity
- December - Grade Group Meeting - assessment and planning for teaching with writing samples from each Grade 2 student - Jorie Martin & Michael Lucich
- January 6 - Staff Meeting - Brain Gym Activity
- study of Cohort Data - following students currently in Grade 5, 6, 7 from K through Grade 4.
- January 12 - Grade Group Meeting - Term Planning for Writing (based on December achievement) - Jorie Martin & Michael Lucich
- January 12 - Grade Group Meeting - assessment and planning for teaching with writing samples from each Grade 4 student - Don Bridgman & Michael Fairbrother
- January 17 - Grade Group Meeting - Planning for teaching writing. Reviewed Scope & Sequence - Bonnie Bews & Megan Webster
- January 26 - Grade Group Meeting - Term Planning for Writing - Sylvia Kruger & Andrea Reichl
- January 26 - Grade Group Meeting - assessment and planning for teaching with writing samples from each Grade 1 & 1/2 student - Kelly Brunton, Jenna Keyes & Tamara Nunes
- January 26 - Kindergarten/Grade 1/Learning Assistance Meeting - planning Kindergarten Writing & Listening/Speaking curriculum using PLOs - Andrea Reichl, Sylvia Kruger, Kelly Brunton, Jenna Keyes, Gwen Doi, Linda Thiel
- January 27 - Authors' Tea - all students prepared and shared writing with parents. Followed by "Tea". All students and staff participated.
- February 2 - Staff Meeting - Brain Gym Activity
- Grade Groups met to discuss & plan using Writing Scope and Sequence Chart
- Cohort Data discussion on Writing Achievement continued from January 6 Staff Meeting

February - Grade Group Meeting - assessment and planning for teaching with February journal entries from each K student - Andrea Reichl & Sylvia Kruger

February - Grade Group Meeting - assessment and planning for teaching with February writing samples from each Grade 1 & 1/2 student – Kelly Brunton, Jenna Keyes & Tamara Nunes

February - Grade Group Meeting - assessment and planning for teaching with writing samples from Grade 3 students - Jorie Martin & Megan Webster

February - Grade Group Meeting - Planning Word Wall Work for Grade 2 - Michael Lucich & Jorie Martin

March 2 - Staff Meeting - Brain Gym Activity

- review and extensive discussion 2010-11 School Plan with June 2010 data added in
- discussion of completed strategies & activities as noted in School Plan
- initial discussion of 2011-12 School Plan direction

April 6 - Staff Meeting - Brain Gym Activity

- discussion of Term 2 Results in Reading, Writing, Math for Grade 1, 2, 3 and Grade 4 FSA results
- decision made to continue Writing as focus of School Plan - particularly how to help poor/weak/reluctant writers

April - Poetry Cafe in Classroom - Jorie Martin

April - Grade Group Meeting - Term Planning for Writing - Sylvia Kruger & Andrea Reichl

April - Participated in Online Presentation “10 Steps to Independence” - Writing - Michael Lucich

April/May - Assistive Technology - all Grade 4 special ed students taught to use Kurzweil for writing assistance - Don Bridgman

April 26 - Ad Hoc School Plan Committee Meeting - planning strategies and activities for 2011-12 School Plan - Bonnie Bews, Jenna Keyes, Jorie Martin, Linda Thiel

April 27 - Staff Meeting - review Rationale for 2011-12 School Plan and discussion of Strategies and Activities developed by Ad Hoc Committee

May 3 - SPC Meeting - review rationale, strategies & activities for 2011-12 School Plan

May 10 - PAC Meeting - review of draft 2011-12 School Plan

May 11 - Staff Meeting - finalize 2011-12 School Plan

May 25 - Staff Meeting - presentation of 2011-12 School Plan to Board by SPC & staff.