



OSOYOOS ELEMENTARY

Student Achievement Plan

2009 – 2010 –draft

“Everything we do today will make a difference in our world tomorrow.”

School Highlights:

- School Literacy Plan
- Terry Fox Run / Fundraising
- Environmental Week / Pitch-In
- Fruit and Veggie Program
- EBS Program / Assemblies / Gotcha
- Honour Band [Gr. 7]
- PAC Activities
- One-to-One Literacy Program
- Book Fairs [Fall & Spring]
- Swim Program [K – Gr. 6]
- Gr. 5 Field Trip
- Cultural Events [K – Gr. 7]
- Bandorama Participation [Gr. 6 – 7]
- Primary Fun Day [K – 2]

- Recognition Assemblies
 - Terrific Kids Program
 - District Athletic Teams
 - Winter Athletics
 - Achievement/Effort Rolls
 - Lunch Hour Intramurals [Gr. K -7]
 - Canada Hockey Skills Academy
 - DARE Program [Gr. 5]
 - Christmas & Spring Concerts
 - Dance-A-Thon
 - Hi-Lo Track & Field Meet
 - Family Life Sessions [Gr. 4 – 7]
 - Walk/Run Club
 - Information Technology Improvements
- [laptops]
- Gr. 7 Drug & Alcohol Counseling
 - Salad Bar

Focus: Reading

School Goal

To **increase reading comprehension** skills for all students.

Rationale

Staff and parents believe that continued emphasis on the language arts curriculum, particularly in the areas of fiction and nonfiction comprehension reading, will improve student achievement rates in all areas. Staff and parents were polled and the majority agreed literacy needs to be the focus.

Osoyoos Elementary has 20% ESL population. We would like to see a significant improvement in their reading comprehension in the next year.

Objective 1

To increase the percentage of Primary (Non ESL) students meeting or exceeding expectations for reading comprehension in the primary grades based on the PM Benchmarks reading assessment.

Indicator of Success

PM Benchmark reading assessment levels will improve, seeing all (non-ESL/Special Ed.) in Grade 1, 2 and 3 students improve their spring score over their fall score, ultimately reaching 90% meeting or exceeding expectations by the spring of 2010.

Objective 2

To increase the percentage of all (non-ESL/Special Ed.) students meeting or exceeding expectations for reading comprehension in the intermediate grades.

Indicator of Success

Peters-Gardner (Kamloops) reading assessment achievement rates for Spring 2010 assessment will improve over the 2009 fall assessment, ultimately, showing 90% of all intermediate students meeting/exceeding expectations in the Spring of 2010.

Objective 3

Have all ESL students improve by one level based on their Annual Instructional Plan, over the course of the 2009-2010 school year.

Indicator of Success

Annual Education Plans will be reviewed by the school based team to determine if all ESL students have improved their ESL ratings by year-end.

Objective 4

All students not meeting expectations based on fall reading assessments will receive learning assistance, ESL, and One-to-One Reading.

Indicator of Success

Each individual student will improve relative to their individual education plan or fall assessment score (to be reviewed June 2010 by the school-based team).

Strategies and Activities

Professional Learning Committee will continue to meet every Monday morning while administration holds EBS assemblies. **The focus of our PLC next year will be the improvement of reading skills of all our students. One administrator will attend the PLC meetings.**

Fall assessments using the PM Benchmarks (for primary) and the Peters Gardner (for intermediate) will now be conducted by all classroom teachers in order to establish a baseline score. Each teacher will meet with one of the administrator to review fall assessments and the teacher's plans and needs for remediation.

Expand EBS assemblies to include stories read by the principal or vice principal.

Continue the purchase of leveled fiction/nonfiction reading materials for Grade 1.

In order to allow for appropriate and efficient access to literature, we will continue to level and organize the fiction and nonfiction materials in the primary and intermediate book rooms.

In order to enhance reading comprehension instruction:

All intermediate classes will be participating in reading comprehension platooning for a sustained period of time during the school year (October through May).

Teachers will collaborate with one another within their platooning groups and agree upon the intent of instruction and strategies to match.

Specific strategies agreed upon by teachers to develop increased comprehension during platooning time.

Addition of Primary Achievement Assemblies. In order to foster personal pride in academic achievement students in primary grades K-3 will be part of the achievement recognition assemblies. We will develop the 20-20 program. **Students who read 20 minutes per night for 20 days will be recognized at monthly assembly.

Provide staff with collaborative time for grade group planning though release time and collaborative time within the schedule (EBS assemblies along with their own time. This time will be dedicated to the discussion and training for assessment best practices such as, Assessment For Learning, PM Benchmarks and Peters Gardner. Teachers will be given one full day TOC coverage for the year to facilitate quality assessment.

ALL students receive planners.

Newsletters to contain strategies for parents working at home with students on reading strategies, etc.

Establish three DEAR mornings, one per term. (DEAR = Drop Everything And Read).

Staff development will continue, including sessions with prominent literacy presenters, assessment for learning information from school administrators and teacher-leaders in staff development meetings in service for staff to optimize access to the professional collection in the school library.

To further enhance at-risk students' abilities to comprehend reading in content areas, a deliberate assigning of more LAT time than the minimum assigned by the District.

levels to
range of
This will
assessment

Develop school-based, specific literacy standards for all grade
provide more cohesive coverage of curricula to help lessen the
student abilities and increase achievement across the population.
focus on key learnings and also assessment for learning practices
(including consistent rater reliability while using identified
tools).

Continued staffing of library with teacher-librarian.

Continue with the 'One-to-One Reading' program.

Continue with supporting / promotion of the 'Read and Rec' summer
program.

Persons Responsible

Administration and Teaching Staff

Structures

Learning Resources:	\$5000
Staff Development:	\$10000

Successes 2008/09

- √ Collaboration time given to all teachers on a weekly basis.
- √ Book Club: All staff given a book on the principles of Assessment For Learning. Volunteer book club had strong commitment from staff.
- √ Majority of intermediate staff engaged in a the whole school Literacy program (Platooning)
- √ Eight members of the teaching staff participated in the Adrienne Gear Reading Power workshop, spring 2008.
- √ FSA Reading scores improved in both Grades 4 and 7 over the 2007-2008

Cohort.