



Tuc-el-Nuit Elementary School

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STUDENT ACHIEVEMENT PLAN 2011 - 2012

FOCUS GOALS

- **Strengthening Number Sense**
- **Building Mutual Respect**

SCHOOL PLANNING COUNCIL

Parents: Cathy Gale, Samantha Marsel & Susan Zita

Principal: Chris Hambleton/Shannon Miller

Teachers: Tuc-el-Nuit Staff

MISSION STATEMENT

**"A safe and caring community with a focus on quality learning."
*Through...Excellence, Respect, Responsibility, Individual Worth,
Partnership, Community Environment, and Growth***

MOTTO

"Learning Without Limits"



EAGLE PRIDE:

2010-2011 Success Stories:

- Reading and writing FSA results
 - SOAR to Success
 - Aboriginal Education
- Environmentally Aware Kids

Programs that work:

- Roots of Empathy
 - Terry Fox Run
- Fruit & Veggie program
 - Salad bar program
 - Smart Boards
- Extra-Curricular Activity Program
 - PAC Family Activities
 - SPIRIT Days
 - Terrific Kids
 - Peer Mediators
 - Showcase Assemblies
 - Welcome to Kindergarten
 - Ready-Set-Learn
 - Environmentally Aware Kids
 - Pitch-In
- Missoula Children's Theatre

Building the Student Achievement Plan for 2011-12

<u>School Planning Council Training Session</u>	February 9, 2011
<ul style="list-style-type: none">• PAC presentation on SPC role and structure and function of SPC• Confidentiality and Review goal setting process• Direction of school and school district• Timeline / Group Process• Bill 33	
<u>School Planning Council Meeting</u>	March 8, 2011
<ul style="list-style-type: none">• Review Social Responsibility Goals, Rationale, Strategies, Structures• Review related data and evidence• Discuss needs/concerns• Document suggested revisions for new plan	
<u>Staff Development Meeting</u>	April 13, 2011
Staff meeting discussion regarding refining the School Plan to include one academic and one 'climate' goal. Decision to move forward with Math and Social Responsibility as focus goals and move Reading and Writing goals to a maintenance category.	
<u>School Planning Council Meeting</u>	April 20, 2011
Discussion regarding new direction of School Plan. SPC agreed to the reduction of focus goals and the movement of reading and writing to maintenance status.	
<u>School Planning Council Meeting</u>	May 10, 2011
<ul style="list-style-type: none">• Review new format of School Plan• Review/ discussion about what data/evidence will be used for tracking• Document suggested revisions for new plan	
<u>Staff Development Meeting – Breakout Sessions</u>	May 11, 2011
<ul style="list-style-type: none">• What are we doing on the student achievement plan in each goal area? Subgroups (6 teachers each): Social Responsibility & Numeracy <ul style="list-style-type: none">• Discussion about strategies and activities as well as data collection	
<u>Staff Development Meeting: Group Process Building the Plan 2011-12</u>	May 25, 2011
<ul style="list-style-type: none">• Review school plan draft, given revisions from prior SPC & Staff Meetings• Open discussion: re: content (fine tuning, priorities, responsibilities, evidence)	
<u>Special Staff Meeting with SPC/Trustees/Senior District Staff</u>	June 15, 2011
<ul style="list-style-type: none">• Draft process from SPC/Staff reviewed with group• Celebrations• Questions	
<u>School Planning Council Meeting</u>	June 21 2011
<ul style="list-style-type: none">• Review school & district priorities and team recommendations• Staffing outline and budget review	
<u>Staff Development & SPC/PAC Meeting</u>	June 23, 2011
<ul style="list-style-type: none">• Finalize Strategies & Structures under each goal area• Start 2009/10 Data Entry	
<u>SPC to Sign Student Achievement Plan for 2011-12</u>	June 29, 2011
<ul style="list-style-type: none">• SPC/Staff Sent updated plan draft on June 24 for review• SPC met & approved plan to go forward to Trustees	

Goal: To Strengthen Number Sense

Rationale:

We have had a split focus for the last few years and feel that our Math results have started to show a decline. Data from FSA's, Satisfaction Surveys and Report Cards shows a drop in math performance from 2007 to 2010. We feel that this drop stems from weakness in foundational number sense skills. A school wide focus on developing number sense will have a direct effect on student success with the math curriculum. From number sense awareness we will be able to focus on more specific math skills.

What is number sense?

Number sense is how numbers relate to each other. In order for students to develop deep understanding of many math concepts, flexible and fluent thinking with numbers is necessary. Number sense develops when students connect numbers to their own real-life experiences. By focusing on the building blocks of awareness, relationships, magnitude, relative effect, mental mathematics, estimation, quantity and proportional reasoning we can increase students confidence in their ability to make sense of mathematics.

Strategies:

Power of 10 Program: This program has a specific 'number sense' component. We would like to implement aspects of this program at all grade levels to create common language and access to skills. We are committed to using staff development time and funds to increase staff understanding and familiarity with Power of 10, specifically in number sense. We are looking to hire Trevor Culkins as a consultant and have him work with both individual class activities as well as whole school. His work with us will provide us with a framework for our number sense goals.

Math Focus Program: Finding ways to use this program to enhance number sense. We have contacted our Math Focus Representative to find ways that we could be using our text and support material to meet our number sense goals. We are also interested in developing a technology link with the Math Focus program.

Math Focused PD: Number sense team will seek out PD opportunities to support methods of improving number sense and present possibilities for implementation.

AFL: Good assessment will drive best practice for our goal and math programs. We will use Assessment for learning strategies to both assess students' progress and to guide math instruction. We will access opportunities to become more proficient and knowledgeable about assessment for learning approaches specific to improving number sense.

Aboriginal Education: using some of our Aboriginal Education time to support our aboriginal learners with improving their number sense.

Activities:

School wide math activities: we are committed to providing math opportunities in which students are able to use numbers. This year we will offer the following 'whole school' activities:

- Monthly estimation activities (guess how many jelly-beans ect.)
- Interactive number sense bulletin board that focuses on 'what we're doing right now.'
- Math night
- Math-a-thon

Cross - Curricular Math Connections: Math/Language Arts club, Edible Math activity

Indicators of Success/Performance Indicators:

In - Class:

Pre, mid, post 2 question quiz/problem:

Year	Timeline	Average Primary Score	Average Intermediate Score	Average Aboriginal Students Score
2011	June			
2011	September			
2012	January			
2012	June			

**** (Classroom teachers will also keep tracking sheet of individual scores)**

Whole School:

June Report Card Math Marks *(Percentage of students in each category)*

Primary

Grade	1				2				3			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
EX	29	6	0	0	6	7	6	29	16	19	21	36
ME	64	62	85	79	82	79	82	63	36	47	61	58
AP	4	24	15	13	12	7	9	8	32	35	14	3
NY	4	6	0	4	0	4	0	0	12	0	4	0
NM	0	0	0	4	0	0	3	0	0	0	0	3
IEP	0	3	0		0	4	0	0	4	0	0	0

Tuc-el-Nuit Elementary School Student Achievement Plan 2011 – 2012

Intermediate:

Grade	4				5				6				7			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
A	47	36	36	45	38	26	44	30	13	22	29	31	34	26	15	18
B	29	18	21	34	33	29	24	40	25	34	15	31	24	23	40	18
C+	11	27	9	14	7	21	24	17	38	20	18	8	8	23	10	15
C	8	5	12	7	16	17	8	13	9	15	9	23	3	17	18	21
C-	5	9	18	0	0	5	0	0	13	2	24	8	24	6	13	24
F					0	0	0	0	0	0	0	0	0	0	0	0
NM	0	0	3	0	0	0	0	0	0	0	6	0	0	0	5	6
IEP	0	5	0	0	7	2	0	0	3	7	0	0	8	6	0	0

FSA Numeracy Results (% of students meeting or exceeding expectations)

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Grade 4	91	93	91	93	95	89	100	81	86
Grade 7	96	88	87	97	88	88	91	87	56

Whole School:4 Year Data Collection

June Report Card Math Marks (Percentage of students in each category)

Primary

Grade	1				2				3			
	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
EX	0	0			6	29			21	36		
ME	85	79			82	63			61	58		
AP	15	13			9	8			14	3		
NY	0	4			0	0			4	0		
NM	0	4			3	0			0	3		
IEP	0	0			0	0			0	0		

Intermediate:

Grade	4				5			
	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
A	36	45			44	30		
B	21	34			24	40		
C+	9	14			24	17		
C	12	7			8	13		
C-	18	0			0	0		
F					0	0		
NM	3	0			0	0		
IEP	0	0			0	0		

MINISTRY SATISFACTION SURVEY (Gr. 4 & Gr. 7)

"Are you satisfied with the development of your child's mathematics skills at school?"

Year	Results	Number and percentage of parents responding	
2005-2006	72%	39	60%
2006-2007	84%	49	54%
2007-2008	97%	33	48%
2008-2009	91%	23	40%
2009-2010	90%	10	14%
2010-2011	MSK	MSK	

"Are you getting better at Math".... (many times or all of the time"; bracketed number includes 'sometimes').

	Grade 4	Grade 7
2005-2006	97%	81%
2006-2007	98%	86%
2007-2008	95%	80%
2008-2009	86%	94%
2009-2010	77% (92%)	57% (80%)
2010-2011	No Respondents	55%

Goal: To increase respectful behavior between students and between students and staff.

Rationale:

Classroom teachers and supervisors report that students respect levels both in the classroom and on the school field can be low. Our behavior tracker shows an increase in the number of referrals that focus on respect. We feel that respect should be the foundation of our behavior expectations and by focusing on respect building we will be able to deal with connected behaviours such as bullying, language, hands on, vandalism and littering.

Strategies:

Cooperative Discipline Model -

3 Year Implementation of the 'Tribes' program school wide:

The goal of using this program is to develop common language and shared approach to behavior management. This program is a good fit with the 'personalized learning' mandate as it is based on the foundation of using the four agreements to prepare students for the 21st century. It also has great ties to our Action BC time as it includes 'energizers' that tie directly to the social and emotional learning connected with Tribes.

Year one goals:

- to have two one hour training sessions with a Tribes coach
- to develop a 'school code' based on the four agreements in the program
- to use 'tribes' (groups) in classes

EBS behavior Tracker - this system allows the principal, behavior teacher and child care worker to record incidents on a networked system. It tracks time, place and referring teachers. It will help us to be able to track incidents of disrespectful behavior and develop realistic plans.

Planning Room - use of this room with a designated child care worker and a focus on restorative justice provides consistent consequences for students that display disrespectful behavior. It also provides a place to work as a team with students and teachers to come up with realistic and effective behavior plans.

Activities:

Buddy Classes: Increasing the use and frequency of buddy classes as a way to tie both teachers and students together to create a respectful atmosphere based on understanding and acceptance. This also gives older students a stronger sense of responsibility about the behaviours they display to the younger students.

Peer Mediation Program: this program focuses on students helping students and leading by example. It offers students an opportunity to work together to solve problems and build leadership capacity.

Energizers: Activities from Tribes program will be used once a week during 'Action BC' time. These activities focus on team-building, cooperation and respect.

Tuc-el-Nuit Elementary School Student Achievement Plan 2011 – 2012

Indicators of Success/Performance Indicators:

Number of students seeing/using Peer Mediators per semester

Year	Month	Number of students seeing/using Peer Mediators	
		Primary	Intermediate
2011	Semester 1		
2012	Semester 2		
2012	Semester 3		

Number of students missing recess/lunch due to behavior per semester

(Information from EBS Tracker)

Year	Month	Number of students missing lunch/recess due to respect related issues.	
		Primary	Intermediate
2010	Semester 1		
2011	Semester 2		
2011	Semester 3		

Referrals

School Year	No. of Respect Referrals	No. of Students	Number of students in at lunch/recess
2006-0207	60	57	
2007-2008	74	70	
2008-2009			
2009-2010	64	51	
2010-2011 (-> Feb. 28/11)	0	27	
2010-2011 (June)			

Social responsibility levels

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
	/270 %	/284 %	/ 270 %	/ 254 %	/235 %	
Exceeding	42 16%	60 21%	51 19%	37 14.5%	33 14%	
Fully meeting	114 42%	130 46%	133 49%	152 60%	123 53%	
Approaching	87 32%	68 24%	72 27%	51 20%	68 29%	
Not yet meeting	20 7%	24 8%	13 5%	9 3.5%	6 2%	
Excused	7 3%	2 1%	1 0%	5 2%	5 2%	

Ministry Satisfaction Survey (Grade 4 &7)

“Do you know how your school expects students to behave?”

	Grade 4	Grade 7
2005-2006	100 %	88%
2006-2007	88%	95%
2007-2008	97%	85%
2008-2009	96%	94%
2009-2010	89%	75%
2010-2011		

“At school, are you being bullied, teased or picked on?”

	Grade 4	Grade 7
2005-2006	10%	9%
2006-2007	5%	9%
2007-2008	0%	10%
2008-2009	18%	9%
2009-2010	4%	6%
2010-2011		

“Do you feel safe at school?”

	Grade 4	Grade 7
2005-2006	97%	97%
2006-2007	100%	88%
2007-2008	89%	80%
2008-2009	100%	79%
2009-2010	77%	71%
2010-2011		