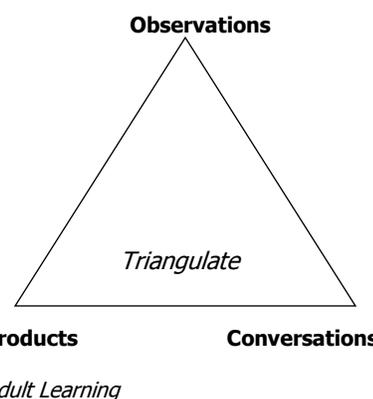


Student Success Plan 2013-14

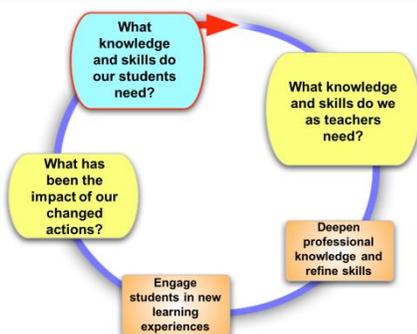
School: Georgia Park

School Inquiry Question # 1: In what ways will targeted and collaborative interventions improve success for our vulnerable students?

<p>1) Rationale</p> <ul style="list-style-type: none"> • Evidence based • <i>Why did you choose this goal or inquiry?</i> • <i>On what evidence is the decision based?</i> • <i>The rationale is also the summary of your results from last year and can be based on some current research</i> <p>To determine baseline data we:</p> <ul style="list-style-type: none"> • Used data collected about Lunchtime behaviours • Used DART • DRA (Alberta Diagnostic) • DMA 	<p><u>Inquiry Question #1</u></p> <p>During the class review process staff members articulated that we had several students who needed extra support in the areas of following school- wide expectations as well as making and keeping friends.</p> <p>In the 2012-13 school year, Georgia Park focused on teaching students about the "Zones of Regulation". The "Zones" was one piece that we identified that would help students who needed more direct teaching with self-regulation.</p> <p>This year both administrators and the school secretary were new to Georgia Park and this goal also serves as a way for us to get a better understanding of our vulnerable students. We also know that when students are part of caring communities they have a greater probability of academic and social success (Gibbs, 2006, Brownlie and King, 2011)</p>
<p>2) Action Plan/Evidence Sources <i>(to achieve and measure the goal)</i></p> <ul style="list-style-type: none"> • <i>The plan to a make progress on the goal or inquiry and assess next steps</i> • <i>All evidence sources being used to validate student and adult learning</i> • Aboriginal student evidence must be disaggregated  <p>Products Conversations</p> <p><i>Adult Learning</i></p>	<p>In the fall of 2013, the staff at Georgia Park met collectively and individually (during the class review process) to discuss the needs of the needs of the Georgia Park students. We decided that we wanted to focus on a group of students who we deemed the most vulnerable. In the fall:</p> <ul style="list-style-type: none"> • We introduced the school-wide behaviour expectations to all students in the September assembly. This served as a review for many of the older students. • Met during the class reviews and identified school and individual class needs. Staff indicated there were many vulnerable children. • We met as a staff at the October staff meeting and discussed some of the interventions we would like to employ. Staff developed criteria as to what we would consider vulnerable. • Staff members submitted names of students they knew to be vulnerable. Thirty students were identified by teachers, support staff and admin. • Campbell River Family Services was contacted and agreed to conduct a boys group. As a way to introduce

Student Success Plan 2013-14

Teacher inquiry and knowledge-building cycle
to promote valued student outcomes



Timperly, Helen

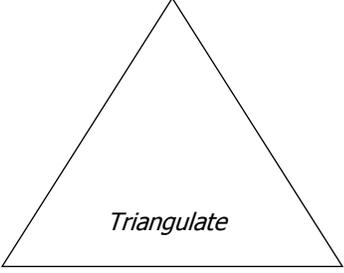
the counselors, they came and spoke to the classes who had students that would be attending the group sessions

- One of the behavioural support teachers assigned to GP will attend the group sessions so that she can learn the same language and follow through on the social skills instruction with the students.
- Staff has chosen 1-2 little buddies from the list of vulnerable students. Staff will check-in with their buddy on a weekly basis.
- Our Ab. Ed support worker is running a craft club at lunch one day a week. She is also meeting with two smaller groups of students.
- Ab. Ed support worker and one of the Behaviour resource teachers is also teaching a group using the "circles program"
- Introduced students to the WITS program via a student led assembly with WITS skits.
- School liaison officer working with teachers through the WITS program
- Positive Behaviour supports used within the school to recognize positive actions by students
- Continue to publically reinforce the behaviour matrix with students and reinforce the expectations through monthly themes
- Members of the Timberline Advocacy group will be coming to Georgia Park in January to deliver an anti-bullying message and to help the students start an Anti-bullying campaign at GP.
- Redesigned our supervision schedule and locations based on the discipline data received.
- We are looking as a staff at ways to deal with students who are chronically absent.

Staff Development / Teacher Collaboration

- Look into Nonviolent crisis intervention training for the 3 classrooms with identified students with potential for violence
- Release time for teachers to collaboratively plan activities that teach and reinforce behavioral expectations.
- Look at sections of Tribes/articles shared with staff at staff meetings
- A section of each staff meeting is dedicated to looking at our vulnerable students.

Student Success Plan 2013-14

<p>3) Budget Sources:</p>	<p><input checked="" type="checkbox"/> School-based Success Plan Funds \$ _____</p> <p><input checked="" type="checkbox"/> District Success Plan Funds \$ _____</p> <p><input type="checkbox"/> Supplementary Prep. \$ _____</p> <p><input checked="" type="checkbox"/> School-based Pro-D \$ _____</p> <p><input type="checkbox"/> District Pro-D \$ _____</p> <p><input checked="" type="checkbox"/> Interaction Grants \$ _____</p> <p><input checked="" type="checkbox"/> Collaboration for Growth \$ _____</p> <p><input type="checkbox"/> Mentorship Grants \$ _____</p> <p><input type="checkbox"/> Inquiry Research-Network of Performance Based Schools \$ _____</p> <p><input type="checkbox"/> PAC \$ _____</p> <p><input checked="" type="checkbox"/> Community Links \$ _____</p> <p><input type="checkbox"/> Additional District Support Requests \$ _____</p> <p><input checked="" type="checkbox"/> Other \$ <u>Community Links – special project grant</u></p> <p style="text-align: center;">Total \$ _____</p>
<p>Evidence of Progress</p> <ul style="list-style-type: none"> • <i>Assessment and evidence of student and adult learning</i> • <div style="text-align: center; margin-top: 10px;"> <p>Observations</p>  <p>Products Conversations</p> </div>	<p>Evidence as collected: _____ (date)</p> <p><u>Inquiry Question #1 – Data to be used</u></p> <ul style="list-style-type: none"> • We have assessed all of the vulnerable students in terms of social responsibility, reading and math. We will reassess in February, readjust strategies and supports as necessary and then reassess again at the end of the school year. • We have applied for and received an intervention grant for reading support with grade 5 students. Of the 18 students identified as needing reading intervention support, 8 of them have also been identified as being a vulnerable student at Georgia Park.

Student Success Plan 2013-14

Goal / School Inquiry Question # 2: How will collaborative planning and targeted interventions with our primary reading program improve reading proficiency with our primary students?

1) Rationale

- **Evidence based**
- *Why did you choose this goal or inquiry?*
- *On what evidence is the decision based?*
- *The rationale is also the summary of your results from last year and can be based on some current research*

To determine baseline data we:

- Used data from the class review process
- Had our LART do a phonemic awareness test with all K and grade 1 students.
- Speech and language teacher did a Kindergarten Screening for speech and language – October
- Letter recognition – K – October
- Benchmarks – 1/2/3
- Writing samples – Grade 2 - November

Inquiry Question #2

During the fall we had several conversations with staff and a concern about reading was a prevalent theme. Our data indicated that we have 48% of our children who were not yet meeting or were approaching expectations for reading / reading readiness. Our class review process confirmed this concern among staff members.

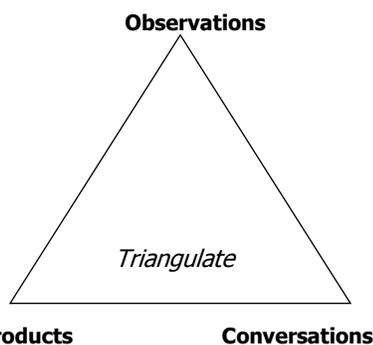
READING/READING READINESS				
	→	→	→	→
	NYM	AE	M	E
KINDERGARTEN	1	6	25	4
GRADE 1	17	5	11	10
GRADE 2	10	9	11	7
GRADE 3	6	12	12	5
GRADE 4	1	19	12	2
GRADE 5	5	16	18	3
TOTAL	40	67	89	31

READING/READING READINESS FNS				
	→	→	→	→
	NYM	AE	M	E
KINDERGARTEN	1	1	0	0
GRADE 1	5	1	0	1
GRADE 2	3	0	2	0
GRADE 3	3	3	0	0
GRADE 4	0	3	1	0
GRADE 5	2	5	2	0
TOTAL	14	13	5	1

Student Success Plan 2013-14

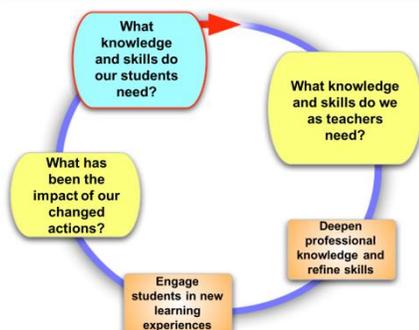
2) Action Plan/Evidence Sources (to achieve and measure the goal)

- The plan to a make progress on the goal or inquiry and assess next steps
- All evidence sources being used to validate student and adult learning
- **Aboriginal student evidence must be disaggregated**



Adult Learning

Teacher inquiry and knowledge-building cycle to promote valued student outcomes



Timperly, Helen

For our grade 5 students, we applied for an intervention grant that would target the reading and reading comprehension levels. We chose to target our grade 5 students because we know that they will be transitioning into middle school and may be required to read a larger volume of material and we are hoping to prepare them for this change. Our Aboriginal students who are not yet meeting / approaching expectations are also being supported by our ESD teacher.

To address the needs of our primary students we have:

- Had 3 teachers become part of the CR4YR program.
- We have organized students in reading groups where we will be able to target specific needs of our primary students.
- We are using both admin, all EA's, our librarian and trained parent support to help with our reading groups so that the group size remains small enough to support the needs of all students.

We have one of our primary classrooms where 17/23 are not yet meeting or approaching expectations in reading. We are in the process of restructuring some of our IST time as well as our LART to give more support to this very high needs room.

Staff Development / Teacher Collaboration

- We have 6 teachers who are attending the Changing Results for Young Readers. (CR4YR). Within this we have 3 groups of teachers who are each focusing on an inquiry question to improve reading / reading readiness for their specific child. Although one specific child is targeted in each class, we know from previous years that the intervention used for the one child will benefit several children within each class.
- Three times per year we will ask staff members who are involved in the CR4YR to share what they have been trying in their classes and what they have learned.
- As a staff we have looked at the diagnostic tools we will use throughout the year so that the data we collect will help guide the instruction of our students as so we will also know that as a school our data across the grades is consistent.

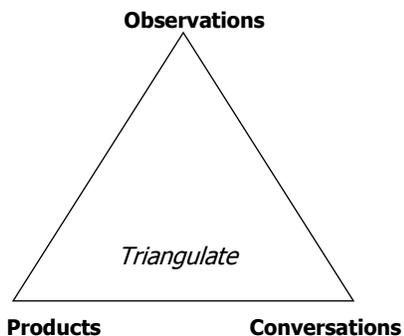
Student Success Plan 2013-14

3) Budget Sources:

- School-based Success Plan Funds \$ _____
 - District Success Plan Funds \$ _____
 - Supplementary Prep. \$ _____
 - School-based Pro-D \$ _____
 - District Pro-D \$ _____
 - Interaction Grants \$ _____
 - Collaboration for Growth \$ _____
 - Mentorship Grants \$ _____
 - Inquiry Research-Network of Performance Based Schools \$ _____
 - PAC \$ _____
 - Community Links \$ _____
 - Additional District Support Requests \$ _____
 - Other \$ _____
- Total \$ _____

Evidence of Progress

- *Assessment and evidence of student and adult learning*
-



Evidence as collected: _____ (date)

- Class reviews – September
- Social Responsibility Rubric – September
- Kindergarten Screening with speech and language – October
- Phonemic awareness – K/1 – October
- Letter recognition – K – October
- Benchmarks – 1/2/3
- Writing samples – Grade 2 - November

Student Success Plan 2013-14

<p>Strategies for community communication and involvement</p>	<p>We will use a variety of strategies to communicate with our community partners which include:</p> <ul style="list-style-type: none"> • Aboriginal Cultural Awareness embedded throughout the year • School Monthly Newsletters, Synervoice messages and emails directly to parents • Transitioning events for students moving into grade 6
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<p>Other initiatives the school wishes to highlight</p>	<p><u>Check in and Connect</u></p> <p>The Check in and Connect initiative is a program that tries to improve behavior by connecting students with an adult(s) on a daily basis using positive reinforcement. The teacher and student focus on a small number of student behaviours that the student needs to improve in order to be successful in their classes.</p> <p>For these students they will check in with someone in the office at the beginning of the day. Admin and student will go over a home communication sheet that the student brings in each day. We use the initial sheet from parents to determine the “zone” that the student is in at the beginning of the day and work with the child to get to green before entering the classroom.</p> <p>Throughout the day the child will check out before all breaks and check in after the breaks. The child is given a visual schedule so that they know who they are required to check in with.</p> <p>The Check –In and Connect program works extremely well with some students but not well with all. It is another way to connect students to a caring adult in the building. We continue to experiment with this program.</p> <p><u>Aboriginal cultural awareness</u></p> <p>We are addressing the Aboriginal Enhancement Agreement goal of increasing all Aboriginal students’ sense of pride and ensuring they have opportunities to participate in and learn about their heritage and culture.</p> <p>At Georgia Park we are having cultural events embedded throughout the year with the all students. Instead of having a one day Aboriginal celebration we have chosen to tie many aboriginal themes throughout the year. Some of the activities completed by December 2013 have included:</p> <ul style="list-style-type: none"> • Cultural awareness lessons for all grade 4-5 classes
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Student Success Plan 2013-14

	<p>followed by making cedar bracelets</p> <ul style="list-style-type: none">• Drum making for some of the Aboriginal students• Painting drums with art club students• School wide presentation of the Holmalco cultural group <p>Activities planned for the spring include:</p> <ul style="list-style-type: none">• Cultural awareness activities for all primary students which includes a nature walk.• Introduction to the importance of the Big House• Tour of Big House for all grade 4-5 students.• Aboriginal art activities for all classes.• Focus on Aboriginal stories and storytelling for all classes <p><u>Communicating Student Learning</u></p> <p>This initiative is based on assessment for learning practices which research has proven makes the biggest difference for students, especially our vulnerable students. By involving students in the assessment process they will learn more. Ways in which we are addressing this initiative:</p> <ul style="list-style-type: none">• Monthly communication about what students are working on.• Monthly communication about the students' individual progress.• Two face to face conferences throughout the year.• Assessment for learning collaboration and pro-d throughout the year
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