



School District No. 34

Auguston Traditional Elementary School

School Plan for Student Success

2009-2010

'Our Students ... Our Community ... Our Future'

Name of School: Auguston Traditional Elementary School

1. Mission Statement:

Motto:

Courage, Integrity Wisdom

Mission:

At Auguston Traditional Elementary School we will endeavour to:

- * empower children to become contributing, productive citizens through a consistent, structured environment
- * provide a nurturing environment to encourage children to develop their individual potential and the confidence to achieve their goals
- * emphasize basic skills and achievement of curricular outcomes in an environment based on traditional values of citizenship, responsibility and respect
- * ensure a shared sense of mission and purpose among staff, parents and students

2. School Context:

Auguston Traditional Elementary School is in its tenth year of operation in 2009/2010 and has an enrollment of 345 students. The school configuration includes: three half day kindergarten classes, three grade one classes, three grade two classes, three grade three classes, two grade four classes and two grade five classes. 3% (11 students) of the Auguston student population are ESL students and 5% (17 students) are Aboriginal.

The teachers receive support in varying degrees from a physical education specialist (1.0), learning services including learning assistance (1.1), ESL (.2), library (.1), administration (0.9). There are 2.0 teaching assistants. Services are also available for students around behaviour, counseling, and First Nations. The School Based Team is a vital component of the Auguston culture of doing what is best for kids. SBT meetings are held on a monthly basis to plan around our at-risk students.

Approximately 65% of the student population come from the Auguston development. The rest of the student body are driven to our school from all parts of Abbotsford. Auguston Traditional is a unique school of choice in that it has its own defined catchment which limits the number of students entering our school from outside the catchment.

Auguston Traditional is a school with incredible parent involvement on a daily

basis. Parent volunteers are used in many of our classrooms. Extra curricular activities are available to our students throughout the year including: cross-country, soccer, volleyball, basketball, skittle ball, floor hockey, chess, kilometre club, choir and track and field. Many of our teachers volunteer their services before school, recess, lunch and/or after school.

It is important to note that Auguston had an extensive building envelope renovation from May 2008 until May 2009. This 12 month project had a negative impact at our school around safety concerns including increased noise levels and construction worker traffic.

3. Leadership/Teamwork: 2009/2010

The School Planning Council is made up of the following members:

Principal: Mr. Bob Voth

Teacher Representative: Vacant position

Parent PAC Representative: Mrs. Jodie Amaya

Parent Representative: Bonnie Ayotte

Parent Representative: Vacant position

Twice monthly all-teacher staff meetings will give teachers at least 30 minutes to focus on our school goal in grade groups. The principal will also provide one thirty minute block per week for teachers to meet in their grade groups as part of our professional learning community. Teachers discuss issues surrounding the goal (example: resource sharing, organizing, purchasing, programming, data collection, sharing student work and lesson plans etc.).

4. Communication:

Auguston operates with an open-door policy. The principal encourages people to speak openly and honestly about how we can continue to make our school better. All of our teachers have been provided with a laptop which is intended to improve communication and positively impact the learning of our students.

Staff:

- 1) Draft Auguston School Plan to be drafted at April 24/09 NI day.
- 2) Revise School Plan with teachers at April 2009 NI day.
- 3) Data will be shared regularly at staff meetings and grade group meetings.
- 4) Written calendar posted in staffroom, e-calendar, weekly bulletin.
- 5) Many teachers communicate with parents via weekly or monthly bulletins.
- 6) Build weekly grade group collaborative time into regular schedule.

Parents:

- 1) Goal and goal updates to be sent home in school newsletter
- 2) Auguston School Plan to be presented at Fall 2009 PAC mtg.
- 3) Display School Plan on Auguston Traditional Web Site.
- 4) SPC parents will communicate plan/ideas with parents at monthly PAC mtgs.

PLC:

- 1) Communicate with staff about ongoing project work in staff meeting time.
- 2) Communicate with principal on a regular basis.

5. Goal and Objective(s):

5.1 Goal: To increase students' writing ability

5.2 Rationale for the Goal:

5.2 Writing is a vitally important academic skill and current achievement levels at Auguston indicate improvement is needed:

- 1) In May 2008 66.7% (60) of grade 3 students were fully meeting or exceeding expectations in the district wide write.
- 2) In May 2008 69.6% (23) of grade 3 boys were fully meeting or exceeding expectations in the district wide write.
- 3) In May 2008 64.9% (37) of grade 3 girls were fully meeting or exceeding expectations in the district wide write.
- 4) In May 2008 0% (1) of grade 3 ESL students were fully meeting or exceeding expectations in the district wide write.
- 5) In May 2008 100% (4) of grade 3 Aboriginal students were fully meeting or exceeding expectations in the district wide write.
- 6) In February 2009 88% (59) of grade 4 students were fully meeting or exceeding expectations on the provincial FSAs in writing.

5.3 Structures Which Support the Goal (Time, resources, organization):

Time

Regular instructional time will be specifically allocated to writing process development within the Language Arts/cross curricular

framework within each classroom. Protect a.m. time for new direct instruction.

Time will be provided to prepare and code a school wide write for K-5 in September 2009, January 2010 and May 2010. Primary and intermediate assignments, assessments, and strategies will be grade appropriate.

Time will be provided (staff meetings, pro-d days and 30 minutes of grade group collaborative time within the regular school day) to each grade group to work together in planning for, reflecting on, responding to, and supporting the needs of each of their students in the areas of writing as outlined in our goals.

The principal will support the PLC as teachers work to develop our professional learning community at Auguston Traditional. Time will be set aside for the PLC members to meet on a regular basis.

Resources

Budget allocations will be set aside to support the implementation of school wide writes three times per year including TOC time.

There is a plan to continue to utilize budgetary resources to hire a school based T.A. to support the learning needs of at-risk learners-this is a budget based decision and is dependent upon having sufficient funds for this support in September 2009.

Each staff member will be provided with a copy of the **“Developing Writer”** and will be given opportunities to receive in-service support from school based and/or district support staff. While the **“Developing Writer** will be our **common staff resource** teachers will be free to use other writing resources including the Nelson Series, Lucy Calkins, Laurie Pessah, Write Trait boxes, Non-Fiction Writing: Procedures and Reports and Janine Read.

Budget allocations will be set to support the purchase of more sets of books to align with **“Developing Writer”** lessons for both primary and intermediate classes.

A new MAC lab will be installed in June 2009.

Organization

The staff will administer two school-wide writes, one in September 2009, and May 2010. The school-wide writes will provide instructional and assessment information to guide and report upon writing process development and achievement levels.

5.4 Objectives: Objective #1: Improve writing skills in K-3 in the following areas:

By the end of Kindergarten students will be able to:

1. Talk-discussion before, during and after writing
2. Do-getting ideas down on paper (in small steps)
 - A) picture
 - B) label picture
 - C) detailed picture with sounds you hear
 - D) estimate words (kid spelling-phonetic)

By the end of Grade One students will be able to:

1. Form simple sentences using conventions (capitals, periods, spacing, etc.)
2. Use simple sentences to write stories (personal, informational, imaginative)

By the end of Grade Two/Three students will be able to:

1. Generate ideas for a variety of writing purposes
2. Organize ideas clearly
3. Write in complete sentences
4. Add descriptive language to their writing
5. Use self-assessment to edit and revise writing

Objective #2: Improve writing skills in Grade 4-5 in the following areas:

By the end of Grade 5 Auguston students will be able to:

1. Write in complete sentences & paragraphs using descriptive language
2. Write a story that has a specific audience in mind with a beginning, middle and end
3. Write in a variety of genres
4. Learn proper use of standard writing conventions

5.5 Performance Indicators:

1. *School Wide Write/Quick Scales in September '09, January '10, May '10*
2. *Grade 3 District Write in May '10*
3. *Provincial FSA in February '10 for grade fours*
4. *Classroom Marks in November '09, March '10 and June '10*
-this will be a report card essential outcome for each grade

5.6 Strategies:

1. Explicit teaching strategies in writing for K - Grade 5:

1a. Teachers will teach students idea, voice, and detail strategies to improve **meaning** in writing.

1b. Teachers will teach students word choice, literary device and sentence fluency strategies to improve **style** in writing.

1c. Teachers will teach students beginning, middle, and ending strategies to improve writing **form**.

1d. Teachers will teach students story organizer strategies to improve writing **form**.

1e. Teachers will teach students a variety of connecting words strategies to improve writing **form**.

1f. Teachers will teach students self-correction and self-editing strategies to improve **independence** and **writing conventions**.

1g. All teaching staff may use computer technology as a tool for encouraging and facilitating writing process skill development to create and edit writing.

Explicit teaching strategies for non enrolling/Learning Support Services staff

2a. Learning Support Staff will use The Developing Writer or other resources in small class settings, to teach and reinforce writing process development in at-risk writers.

2b. Learning Support Staff will use the Developing Writer Strategies or other resources to deliver content based ESL and/or remedial support for our at-risk learners.

Activities in support of the goal & strategies:

1. Staff will seek out opportunities to publish student work (newsletters, class newspaper, Buddy Book, Anthology, Web site)
2. Display aspects of the writing process around the school to build common language and to reinforce same.
3. Display our school goal and writing strategies in a prominent place near each classroom and building entrances and library.

4. School-wide writing day involving guest authors etc.

5.7 Results – Progress towards Targets:

Not Meeting – Approaching – Fully Meeting - Exceeding

K classroom marks	Nov.'09	Mar.'10	June'10
K school-wide write/Quick Scale	Sept.'09	Jan'10	June'10
Gr. 1 classroom marks	Nov.'09	Mar.'10	June'10
Gr. 1 school-wide write/Quick Scale	Sept.'09	Jan'10	June'10
Gr. 2 classroom marks	Nov.'09	Mar.'10	June'10
Gr. 2 school-wide write/Quick Scale	Sept.'09	Jan'10	June'10
Gr. 3 classroom marks	Nov.'09	Mar.'10	June'10
Gr. 3 school/district write	Sept.'09	Jan'10	June'10
Gr. 4 classroom marks	Nov.'09	Mar.'10	June'10
Gr. 4 school-wide write/Quick Scale	Sept.'09	Jan'10	June'10
Gr. 4 FSA	Feb.'10		
Gr. 4 boys FSA	Feb.'10		
Gr. 4 girls FSA	Feb.'10		
Gr. 5 classroom marks	Nov.'09	Mar.'10	June'10
Gr. 5 school-wide write/Quick Scale	Sept.'09	Jan'10	June'10
Satisfaction survey results...staff, students, parents			

We will also report out on how our Aboriginal and ESL students are performing in the performance indicators listed above. We will also report out on the differences between males and females.