

SCHOOL EDUCATION PLAN 2011-2012

(To be submitted to the Assistant Superintendents' office by September 30, 2011)

Goal

(see Guidelines document for details to complete this document)

School Name: Park Avenue Community School

GOAL

Can we increase the level of success for all students by focusing on resources and strategies that support our most vulnerable students in a safe, caring and responsible learning community?

RATIONALE FOR SELECTING GOAL

As a staff, we work as a team to ensure our students and their families are part of a safe, kind and responsible learning community. We work closely with the PAC, with families and other community organizations. Our school song "It takes a whole village to raise one child" reflects our commitment to the benefits of having many adults guiding and supporting our students.

David Rose, an advocate for Universal Design for Learning (UDL) and professor at Harvard University suggested that educators should plan with the margins in mind. In exploring strategies and resources to support *our most vulnerable* students (or marginalized students), we end up providing all students with support frameworks. We predict we will see an increase the level of success for all of our students. No one person will have all of the answers to meet the needs of our very diverse learners, so it is essential that we collaborate as a professional learning community to share understandings, instructional practices, strategies and resources, and to explore instructional planning models to better meet our students' diverse needs.

Our goal query can essentially be broken down into four parts:

- "Increase the level of success for all students" can be defined and measured in many ways. Students may be successful in academics, in athletics, in the arts, in their work ethics, in their personal and social development as citizens. So often students are satisfied with just 'getting it done' so in 2010-2011, we took the time to recognize students who exceeded expectations by representing their school in teams, clubs, volunteer work and who exceeded expectations in their report card marks in the above areas. To increase the level of success we need to acknowledge those who are making the effort to go beyond 'good enough'.
- "Focusing on resources and strategies that support our most vulnerable students" will naturally be shaped by our current understandings, practices and access to resources. In order to challenge the diverse learning needs and strengths of our students, we as a staff must also have an opportunity to challenge and experiment with our practices. In 2010-2011, we looked to improving access to the Internet for all students in classrooms as both access to

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resources and a means to explore new support strategies for students. We want to continue exploring technology as a means to support students with diverse needs and learning styles. In addition to the technology, staff members are looking for alternative ways to group students and the intermediate teachers want to try working with ability groups in math so students have an opportunity to focus on the math skills they need to learn to increase their knowledge rather than working on grade-level outcomes when they have not yet mastered outcomes from previous grades.

- Our “most vulnerable students” are defined as those students not yet meeting grade level expectations, those students frequently absent from school and those students with special needs (medical, behavioural, developmental) that put them at risk of not succeeding in school. With a province-wide concern about lower graduation rates for Aboriginal students, we must also consider our Aboriginal students as being potentially among our vulnerable students and the following examples show the comparative percentages for Aboriginal students in parentheses. While the majority of students are within the widely held expectations for their grade:
 - 11% (8%) are not yet meeting expectations for their grade level in language arts
 - 11% (11%) are not yet meeting expectations for their grade level in math
 - 2%(0%) struggle with meeting social responsibility expectations
 - Approximately 8% are absent and 10% are late more than 15% of the time
 - 9% have a Ministry of Education designation.

- A “safe, caring and responsible learning community” must be reflected in our actions. To support students along the path to becoming safe, kind, responsible citizens, the adults in contact with our students and their families focus on modelling, teaching, practicing and celebrating school-wide positive behaviour. We frame these as “*Doing the Right Thing*” and “*Being a Ready Learner*”. Staff members also build in family and community involvement through student planners, problem solving forms/think sheets and appreciation for the many volunteers who help in a myriad of ways to shape our community (breakfast program, school garden, PAC, hot lunches, fundraising). Our learning community is comprised of students, staff members, families and community organizations. We will also continue to look for ways to involve our community partners.

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EVIDENCES USED:

- “Increase the level of success for all students”: report card marks, assemblies recognizing teams, clubs and volunteers, reading assessments, newsletter recognition, student leadership.
- “Focusing on resources and strategies that support our most vulnerable students”: anecdotal comments from staff, students, families, satisfaction surveys, support room and ability group models, technology use, nutrition (breakfast, snack and emergency lunches).
- “Our most vulnerable students”: office referrals, absence/late reports, report card marks, PM Benchmark assessments for reading, number of students with/without a designation not yet meeting grade level expectations, students accessing breakfast, snack and lunch programs.
- A “safe, caring and responsible learning community”: anecdotal observations, satisfaction surveys, office referrals, parent/volunteer involvement, community attendance at special events, assemblies, meetings.

SPECIFIC PERFORMANCE TARGET:

- To increase the % of students meeting or exceeding grade level expectations by 3% in each of the next three years.
- To increase student and parent satisfaction by 2% in each of the next three years.
- To re-establish Park Avenue as a Community School.

FOCUSED ATTENTION ON:

- Students not yet meeting grade level expectations in academics, athletics (DPA), arts, work habits, personal and social development.
- Community involvement and community members respect of our code of conduct when working on school premises or with our students.

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DATA USED TO TRACE PROGRESS:

- Data from report card marks in academics, athletics, arts, work habits, personal and social development (with specific attention to reading, writing and math marks).
- PM Benchmark scores in the primary grades and for struggling readers at the intermediate level.
- Technology use before and after survey
- Anecdotal data from staff, students and families about ability groups, technology supports and support room model
- Absence/late reports
- Office referrals (problem-solving sheets)
- Anecdotal data regarding parental/community involvement and also data regarding incidences of personal harassment.

1. PM Benchmark – grade 1-39 reading within expectations)

Tracking	March, 2007	March, 2008	March, 2009	March/10	March/11
Grade 1			10%	90%	Stephanie
Grade 2		48%	69%	60%	Has this
Grade 3	32%	40%	60%	87%	Data!
Grade 4	46%	50%	80%	83%	
Grade 5	69%	66%	82%	n/a	n/a

2. DART assessment – grade 4 – 7 (meeting expectations)

Spring Assessment	2007	2008	2009	2010	2011
All	85.1%	90%	83%	80.9%	Not done
Males.	84.4%	89%	74%	74.1%	
Females	85.9%	91%	91%	91%	
Aboriginal St	72.4%	87%	80%	79.2%	

3. Report Card Mark – Language Arts - % meeting/exceeding expectations

	06/07	07/08	08/09	09/10	10/11
Gr 1	76.5%	84.4%	85%	95%	90%
Gr 2	83.3%	85%	90%	85%	100%
Gr 3	93.5%	100%	89%	79%	100%
Gr 4	93.3%	91%	83%	81%	93%
Gr 5	84.4%	92%	89%	91%	77%
Gr 6	88%	90%	85%	98%	84%
Gr 7	75.6%	94%	85.7%	89%	77%
Total					89%

Report Card Mark – Language Arts– Male/Female %

	06/07	07/08	08/09	09/10	10/11
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Gr1	70/86	85/84	70/100	100/91	81/100
Gr2	75/100	76/94	86/94	72/100	100/100
Gr3	90/100	100/100	83/95	69/89	100/100
Gr4	93/94	86/100	71/100	65/100	93/98
Gr5	79/92	94/89	92/86	83/100	53/93
Gr6	81/82	88/92	86/83	96/100	67/100
Gr7	67/85	94/94	86/88	92/85	65/95

Report Cards – Social Responsibility -% meeting/exceeding

	06/07	07/08	08/09	09/10	10/11
Gr 1	91%	87%	100%	95%	96%
Gr 2	100%	97%	100%	96.3%	100%
Gr 3	100%	96%	95%	100%	97%
Gr 4	97%	100%	92%	100%	97%
Gr 5	97%	97%	76%	89%	93%
Gr 6	94%	93%	98%	94%	96%
Gr 7	81%	94%	94%	96%	94%
Total					98%

Report Cards – Social Responsibility Male - Female

	06/07	07/08	08/09	09/10	10/11
Gr1	86/100	69/100	100/100	100/91	94/100
Gr2	100/100	94/97	100/100	93/100	100/100
Gr3	100/100	93/100	94/100	100/100	93/100
Gr4	86/100	100/100	98/99	100/100	93/100
Gr5	100/100	95/100	97/99	89/97	88/100
Gr6	94/94	94/92	97/99	95/98	91/100
Gr7	81/68	94/94	96/98	84/94	92/95

4. Office referrals for disobedience or disrespectful behaviours

	06/07	07/08	08/09	09/10	10/11
Office Referrals	529	359	355	256	383
Breakdown 2010-2011	Not Yet Meeting	Minimally Meeting	Meeting	Exceeding	Population
# of Students	12	23	51	173	Of 259
	4.63%	8.88%	19.69%	66.79%	Of 100

Observations:

One trend was established where referral numbers were decreasing. Until 09/10 all referrals were entered by the secretary into Easy Discipline. This year we counted all of the referral forms the students filled out when they came to the office so the number is higher but it accounts for every student referral to the office. There is a continued need for school-wide promotion of expectations and strategies and we will be one of the PBIS schools in 2011/2012.

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5. Satisfaction Survey

1. Do you know how your school expects you to behave?
2. At school, are you bullied, teased or picked on?

Grade 4	05/06	06/07	07/08	08/09	09/10	10/11
Question 1.	78%	96%	87%		86%	
Question 2.	3%	3%	03%		13%	
Grade 7						
Question 1	76%	95%	82%		78%	
Question 2	16%	18%	31%		7%	

SIGNATURES OF SCHOOL PLANNING COUNCIL MEMBERS:

Parent Name (Please Print):	Parent Signature:	Date:
Parent Name (Please Print):	Parent Signature:	Date:
Parent Name (Please Print):	Parent Signature:	Date:
Principal (Please Print):	Principal Signature:	Date:
Teacher (Please Print):	Teacher Signature:	Date:
Student (Please Print)	Student (Signature):	Date

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