

Madeira Park Elementary School School Development Plan 2013 -2014



Madeira Park Elementary School is a Sunshine Coast District #46 public school with approximately 80 students from Kindergarten to Grade Six. It is located in the rural setting of Pender Harbour which consists of Garden Bay, Francis Peninsula, Egmont, Kleindale and Irvine's Landing.

Our school population is diverse We fully integrate our Aboriginal children and the almost 10% of our students with a Ministry Designation that represents their specific learning requirements. Parents are formally involved in our school through an active and supportive Parent Advisory Council (PAC) and with generous contributions to fund raising, organizing school events, and aiding students' academic, social, and cultural growth.



As a school community we strive to have all of our students demonstrate enthusiasm for learning and to take increasing responsibility for their success. During the Kindergarten year, students develop their knowledge of sound-symbol relationships in reading and expand their awareness of the world around them using literature and hands-on learning opportunities. As students progress through Grades 1-6, the emphasis is on becoming fluent, proficient readers,

writers, and speakers of English and to utilize fine arts, music, movement, and social responsibility to develop well rounded learners.

The staff is committed to collaboration in a variety of ways with primary and intermediate teams, Resource Team, and School Based team. Emerging technological change from web based resources to classroom hardware is increasingly utilized to aid instruction. We acknowledge the positive contributions of all participants in our school from classroom, to volunteers, parents, community partners, and district personnel.

We are continuously working to support each student's success with high expectations for all learners. Our strategies include:

- support from our school resource teacher
- support from district staff including the Ab Ed teacher, psychologist, speech pathologist, Occupational/Physiotherapist and counselor
- after - school programs and extra-curricular opportunities
- reading initiatives including special literary theme days and book orders



School Goal: #1 Literacy

Improve the knowledge, skills and attitudes in reading literature for all students K - 6.

Background & Rationale

The current SRA reading program used in some of our classrooms is very time and staff intensive. Research suggests that the highly scripted, teacher-directed methods of teaching reading are less effective compared to **other** methods which offer more flexibility.

With an emphasis on critical thinking we believe students will become more proficient at recalling facts, retelling stories in sequence, analyzing readings by exploring character motivation, comparing story plots for similarities, evaluating performances, and assessing their own beliefs and assumptions.

In order to vary reading instruction, inspire our learners and implement new strategies to vary reading instruction we need to continue upgrading our library and purchase sets of novels and reading resources at each grade level.

Our library is regularly open to students for reading and enjoyment of resources before and after school as well as during the school day. We also welcome community families who have preschool children and our involved in our StrongStart and Kinder-Spark Programs to enjoy the various resources available in our library. We believe that developing an interest in reading and nurturing an early connection with the local community literacy skills will become stronger for everyone. It is our assumption that basic literacy skills are the foundation for much future success, hence the nucleus of our school.

Objectives

- Increase the number of students who are fully meeting or exceeding expectations in reading, writing, and oral language.
- Track improvement in students who are minimally meeting or not meeting expectations in reading, writing, and oral language.
- Maintain support for literacy based Professional Development opportunities for staff (self-directed, school based, district initiatives, etc.)
- Continue to provide buddy reading and literacy projects to expand students' learning opportunities.
- Encourage the practice of Balanced Literacy Strategies and Reading Circles
- Continue to upgrade our school collection of novels, leveled book collections and reading resources to support and complement literacy strategies.

Data Summary

- Individual student Benchmark results
- DART Reading Assessment
- FSA Results
- School and classroom data
- Attendance
- Performance Standards

Data Analysis: PM Benchmarks

Grade 1	Fall 2012	Mid Year	End of Year	Normal Range
	10 level 1	1 level 1	1 level 2	Grade 1 levels 2 -16
	1 level 2	3 level 2	1 level 3	Grade 2 levels 13-23
		2 level 3	1 level 5	Grade 3 levels 21-26
		1 level 4	2 level 8	
		3 level 6	2 level 9	
			1 level 13	
			2 level 14	
			1 level 15	
Grade 2	Fall 2012	Mid Year	End of Year	
		1 level 6	3 level 23	
		1 level 8	1 level 26	
		1 level 16	3 level 30	
		1 level 17		
		1 level 19		
		1 level 20		
		1 level 22		
		1 level 25		

DART Reading Assessment

Oral Reading

	Not Yet Meeting		Meeting or exceeding		
	Fall (%)	# of students	Spring	Fall (%) # of students	Spring
Grade 3	40%		35%	60%	65%
Grade 4	40%		38%	60%	62%
Grade 5	60%		40%	40%	60%
Grade 6	14%		40%	86%	60%

Comprehension & Analysis

	Not Yet Meeting		Meeting or exceeding		
	Fall (%)	of students	Spring	Fall (%) of students	Spring
Grade 3	87%		77%	13%	23%
Grade 4	60%		69%	40%	31%
Grade 5	60%		60%	40 %	40%
Grade 6	21%		60%	79%	40%

FSA Data, 2013

Grade 4 (11 Students)	Not Yet Meeting	Meeting	Exceeding
Reading	5 (45%)	6 (55%)	

Targets Sept 2013 - 2014

- 75% of students meeting or exceeding expectations on the DART reading assessment
- 75% of Grade 4 students meet or exceed expectations on the Grade 4 FSA reading test
- 75% of students meeting or exceeding expectations on the reading Performance Standards

Progress on Targets

Dec	<ul style="list-style-type: none">• Primary Benchmark Assessments will have been administered• DART reading assessments administered for all intermediate students
March	<ul style="list-style-type: none">• Balanced Literacy Programs in practice in all classrooms• Teachers will have participated in reading strategy inservice
June	<ul style="list-style-type: none">• PM Benchmark & DART Assessments re-administered,• celebrate successes

Strategies & Action to Enrich Literacy

Looking Back

- read student short story submissions over the PA each morning
- encouraged daily writing and critical listening
- family reading night in our library was successful, 15 families participated
- our Christmas Concert script was adapted from a library resource which inspired kids to provide imaginative input, learn lines and perform
- the Polar Express Train from our Christmas Concert was set up in our school library as a reading center to inspire kids to read
- our grade 5/6 class used the critical thinking framework to synthesize and analyze the plot structure of several novels
- weekly assembly book sharing sessions were popular
- stories/artwork displayed in school hallways
- buddy reading system was very successful and encouraged young readers
- book club orders were popular and encouraged book talk
- provided time for staff and support workers to meet each week to review programs and implement reading initiatives
- our primary inquiry team worked on implementing the Daily 5, a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals.
- home reading programs and volunteer readers throughout the year provided direct instruction in literacy
- resource teacher support, small group instruction for developing readers

Looking Forward to 2013-2014

- develop a school wide literature based reading program at each grade level
- establish a consistent formative classroom assessment process
- attend and host a series of Reading Power Workshops with Adrienne Gear
- participate in the Faye Brownly, Balanced Literacy series
- incorporate class presentations and readers theatre at our weekly assemblies
- engage parents and staff in discussions regarding the benefits of fine arts presentations, particularly with the oral language opportunities afforded through theatre and drama
- increase collaborative opportunities for staff to plan for assessment and review student performance
- continue to compliment and enrich our balanced literacy program with stories, novels and experiences that highlight aboriginal culture
- implement the, 'Reading Dog Program' where each class shares a trained reading dog to read to, for company during silent reading and for students who are reluctant readers



Engaging Parents

- Parent workshops
- Brochures and articles sent home about the importance of reading 20 min /day
- PAC sponsored book fairs, 2/year
- KinderSpark connection—reading focus, library access

Connections to District

Literacy Plan for the Sunshine Coast
District #46 Achievement Contract

Budget

- Purchase of some structured reading resources = \$600/division = \$2400.00
- TOC's to help bench marking: 2 FTE days x 3 divisions x 2 times=\$3600.00
- .2 literacy support for co-ordinating inservice and assessment = \$18,600

Goal: #2 Social Responsibility

To increase students' sense of social responsibility including, caring for each other, respect for diversity and to exercise democratic rights and responsibilities.

Background / Rationale



A key component of our school's goal in the area of social responsibility is the development of leadership skills and self-regulation.

While the majority of students at Madeira Park articulate the W.I.T.S. strategies (**W**alk away, **I**gnore, **T**alk it out, **S**eeK help) to solve social conflict, we need more specific interventions/strategies to support those students experiencing difficulty meeting our standards and expectations.

Our staff recognize that students benefit from school and classroom activities that promote a safe, caring and positive school culture that help to achieve the following Objectives:

Objective 1: To contribute to the classroom and school community

Objective 2: To solve problems in peaceful ways

Objective 3: To value diversity and defend human rights

Objective 4: To exercise democratic rights and responsibilities

Data Summary

- MDI, The Middle Years Development Instrument (MDI) for grade 4 students is a survey that asks children to report on five dimensions that are critical components of development and strongly linked to well-being, health, academic achievement, and success throughout the school years and in later life:
- Performance Standards
- Classroom data
- Office referrals for behavioural incidents
- Reports from PAC

Data Analysis

MDI Results

Well-Being Index 71% thriving
21% low well-being
7% Medium to High Well-being

Social & Emotional Development (% thriving)

64% Optimism

93% Empathy

36% Prosocial Behaviour

86% Self-Esteem

86% Happiness

79% Absence of Sadness

50% Absence of Worries

School Experiences (% thriving)

93% Academic Self-Concept

79% School Climate

86% School Belonging

Targets 2013 - 2014

- 90% of all students meet or exceed on the Social Responsibility Performance Standard
- Maintain an average of 75% or better with the MDI assessment and measures of well being, social/emotional development and school experiences



Progress on Targets

- | | |
|-------|---|
| Dec | Students will have facilitated 5, all-school leadership initiatives |
| March | Referrals to the office for behaviour will decrease by 50% |
| June | All-school celebrations acknowledging social responsibility, diversity, problem solving and random acts of kindness |

Strategies & Action to Enrich Social Responsibility

Looking Back

- encouraged anecdotal evidence from parents
- received excellent reports and feedback from volunteers and community partners
- increased numbers of students organizing & participating in activities
- fostered a sense of community through our Christmas production
- supported participation in anti-bullying programs
- promoted the development of social skills through children's literature
- highlighted conflict resolution and self-regulation practices through children's literature
- targeted skill development in all four areas of Social Responsibility at our weekly assemblies and in staff meeting discussions
- David Roche spoke to all students about living with a facial disformity
- Ambassador Program - students trained to be ambassadors for our school and community, to welcome guests and thank hosts
- participated in a rich aboriginal education program including an examination of history, discrimination, culture, cultural segregation and assimilation

Looking Forward

- continue to emphasize, model and practice our key words
- putting more emphasis on having students organize and facilitate special days, events and activities at school
- establishing our partnership with Seymour Elementary, a downtown east side school that celebrates cultural diversity and struggles with poverty
- Circle Training to facilitate circle practice with parents, students and staff
- beginning a 'Girls Group' to address gossip, backstabbing and the virtues of a good friendship
- enrich the key principals presented in our Aboriginal Program by taking a closer look at different cultures in Canada that have experienced discrimination, and racism

Engaging Parents

Our newsletters, articles in the Harbour Speil magazine, the auto-dialer, student planners and our bill-board keep the community in touch with what is happening at Madeira Park Elementary.

Many of our social responsibility initiatives take root at our monthly PAC meetings like bringing in guest speakers, plans and programs to help families in need and ideas that address our school goals and key words.

Connections to District Plans

District #46 Achievement Contract

District #46 Strategic Plan

Goal #3 Health & Careers: Experiential and Environmental Education

To increase the number of learning experiences that promote active living, healthy eating and environmental stewardship.

Background / Rationale

We refer to learning experiences that rattle the imagination, create a sense of reverence and awe and emotionally engage learners as peak experiences. Peak learning experiences may be defined as moments of truth which may often alter a person's view of himself, of others and of the world as well as giving people an increased sense of the value of living. Peak experiences have an ever lasting effect and encourage us to try and make sense of the world. Such experiences are not accidental, but the result of some deliberate planning and facilitating by a teacher. And for the teacher, such experiences often kindle or rekindle the fire in the belly that some say, drives teachers to teach.

The experiential emphasis at Madeira is designed to invigorate learners, and take what starts in the classroom much further.



Data Summary

- Classroom Assessments based on reflection of experienced based projects
- MDI, The Middle Years Development Instrument provides information regarding the consumption of junk food
- MDI assessment to monitor school experiences, safety and belonging
- Questionnaires to monitor garbage free lunches plus the classroom and the school recycling programs

Data Analysis

MDI Results 2013

- 21% of the 14 kids questioned, consume pop, chips, candy etc every day
- 86% agree a lot that they feel they belong to our school
- 79% feel our school climate is thriving
- All teachers have reported that the outdoor and experiential classes and lessons have boosted the enthusiasm and participation in their classes

Targets

MDI results 2014

- 15% of the kids that consume pop, chips, candy etc every day
- 90% of the kids feel a strong sense of belonging to our school
- 85% report that our school climate is thriving

Progress on Targets

- encourage our PAC to have hot lunches more frequently
- stress nutrition in monthly newsletters discouraging kids to head to the hamburger stand and the IGA for lunch
- initiate 2013 - 2014 school year with a whole school outdoor-environmental experience to model the experiential learning cycle



Strategies & Action to Enrich Experiential and Environmental Education

Looking Back

- in school recycling program
- Jump Rope for Heart participation
- community garbage collection & clean up
- monthly cross country runs
- Extended experience...Madeira Mariana & Pender Harbour historic study compared to the historic development and environmental initiatives impacting Vancouver Harbour
- K - 6 Hatchery Study & stream ecology...environmental impact affecting salmonid species
- Earth Day - a band of local environmental educators worked with each of our classes and the whole school to focus on consumption, waste, sustainability, discovery, active citizenship...
- construction of an outdoor classroom
- reconstruction of a larger school garden
- Week Without walls: Each class did a series of local hikes and studies to promote the ecological and recreational diversity of our own back yard

Looking Forward

- school wide environmental broad based themes
- greater emphasis on nutrition
- connect school recycling program with the community
- continue with the Week Without Walls initiative
- integrate a greater sense of an aboriginal environmental perspectives into the experiences designed for class and whole school outdoor activities

Engaging Parents

Madeira Park Elementary has a small but mighty Parent Advisory Council that works hard to support the students and staff of the school. They embark in a variety of fundraisers each year to create funds to support student learning (e.g., extended experiences, library resources and learning opportunities that extend beyond the classroom.

Connections to District

District #46 Achievement Contract emphasizes: Health, Social Responsibility and Environmental Sustainability.

District #46 Strategic Plan

School District No. 46 will promote safe and healthy learning environments that are welcoming, culturally responsive and environmentally responsible.

