

TERRY FOX ELEMENTARY SCHOOL - SUCCESS PLAN PRIORITIES

Priority #1 Literacy for all in both English and French: To foster the development of literacy skills to develop fluent readers, writers and oral communicators

Target	Strategies	Materials	Benchmark	Indicators/Measures	Report 2009
<p>To develop oral language skills</p>	<p>To provide students various tools, strategies and materials to help them develop language skills including:</p> <ul style="list-style-type: none"> • oral presentations and daily modeling of oral language. • Show and tell (K) • Calendar/circle time (K) • Playtime and peer interactions (K) • Conflict resolutions and directed social interactions using the floppy program (K) • dialogues and skits • literature circles • listening to books on tapes • using appropriate mathematical and scientific language during math and science instruction. • Daily 5 pilot project in cycle one. • Retelling stories and read alouds. • To attain French second language skills through communication (cooperative games) and interactions in Physical Education classes • Second and third cycle students will attain French second language skills through discussions, interactions and performances in Art and Drama classes. • Teacher reads aloud in French <p>Mock interviews with cultural and historical figures (Cycle 3)</p>	<p>ABRACADABRA (K and cycle 1)</p> <p>Jolly Phonic and Fluppy (K)</p> <p>Listening centers</p> <p>Puppets</p> <p>Songs and poems</p> <p>Reader's Theater</p> <p>Astuce textbook and other story books</p> <p>Program AIM</p> <p>Rosetta Stone (for children having difficulty in French.</p>	<p>These strategies are currently used.</p>	<p>Observe/track student levels of incidence of the following:</p> <ul style="list-style-type: none"> • Students' success in continuing down their learning path (based on report card results). • Rubrics for oral presentations • Daily observations • Checklists • Student-led conferences • Quizzes • Peer feedback • On-going feed=back 	

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<p>To improve reading comprehension skills</p>	<p>Sequencing activities (K)</p> <p>Shared reading activities involving directed Questioning (literal and open-ended) to increase inductive/deductive comprehension (K and cycle 1)</p> <p>To read a variety of texts; both fiction and non-fiction.</p> <p>To provide many opportunities to read and respond to text including:</p> <ul style="list-style-type: none"> • Answering comprehension questions. • Activities such as literature circles, book talks, book reviews, reading responses, character development, predicting, etc. • I Love to Read week to celebrate literacy in both English and French • Daily 5 pilot project in cycle one. • Provide various methods to respond to literature. 	<p>ABRACADABRA</p> <p>Reading and listening to a wide range of texts: short stories, novels, and poems.</p> <p>Repetitive and predictable books (K. and cycle 1).</p> <p>Literacy Place books</p> <p>Reading A-Z</p> <p>Teacher created materials</p> <p>Leveled readers – both English (DRA)and French (GB+)</p>	<p>Leveled readers in cycle 1 and in cycle 2 year one with all students. Our goal is to extend this into cycle 2 year 2 and cycle 3 year 1.</p> <p>I Love to read week took place in English classes. Our goal is to extend this into French.</p> <p>Cycle One: Most students attain reading level 16-18 in year one (Nelson reading series - PM+).Most students</p>	<p>Observe/track student levels of incidence of the following:</p> <ul style="list-style-type: none"> • Students' success in continuing down their learning path (based on report card results). • Leveled readers up to cycle 3 year 1 • Canadian Achievement Test Results cycle 1 year 2 and cycle 2 year 2 • Language Arts exam – cycle 3 year 2 • Writing samples • Running records • Rubrics • Daily observations • Checklists • Quizzes • Reading responses • Book reports • DRA • Taping students reading • Self evaluation 	

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To improve writing skills	<ol style="list-style-type: none"> 1. To practice correct pencil grip (K) 2. To practice letter formation (K) 3. To match letter/sound (K) 4. To write own name (K) 5. Introduce 3 letter words and sight words (K) 6. In spelling: To teach Phonological based spelling strategies. 7. To provide pre-writing activities that help to give vocabulary to use during the writing process. 8. To revise written work. 9. To write in a variety of styles and for a variety of purposes (example poetry, script writing, informational text, etc.) 10. Journal writing 11. Response to literature 12. Daily 5 pilot project in cycle one. 13. Comparing various texts 14. Computer activities 15. SMARTboard Activities 16. Modelling writing 17. Interactive writing 	<p>ABRACADABRA (K and cycle 1) Jolly Phonics (K) Teacher created theme based materials Phonics books (Cycle 1) Printing/handwriting book (cycle one) Dictionaries Word walls Personal word books Children's literature Sound prints charts Astuce (text and activity book) Ardoise (text and activity book) CAP (activity book) Word Q (computer program used in resource) Speak Q (computer program used in resource) Personal dictionaries</p>	<p>Currently done on an on-going basis.</p>	<p>Observe/track student levels of incidence of the following:</p> <ul style="list-style-type: none"> • Paired writing activities – with a buddy (K) • Students' success in continuing down their learning path (based on report card results). • Portfolios • Writing samples • Canadian Achievement Test Results cycle 1 year 2 and cycle 2 year 2 • Language Arts exam – cycle 3 year 2 • Rubrics • Daily observations • Checklists • Student-led conferences • Quizzes • Reading responses 	

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Students involved in their own learning.	<ol style="list-style-type: none"> 1. To self-evaluate his or her language development. 2. Use of portfolio assessment tools (K) 3. Daily 5 Activities (cycle 1) 4. To self-evaluate his or her reading and writing development. 5. To sometimes be given choice in literacy activities. 6. To write for a purpose and for a specific audience. 7. To use rubrics for self assessment 8. To set their own goals. 9. Make a prioritized list in order to solve a real life situation 10. Working independently on computer programs. 	Portfolios SMART board Student checklist Rubrics Student choice charts	Students sometimes goal-set.	Number of students able to set their own goals and to describe their learning progress during student-led conferences. Number of times students are able to make choices in demonstration of learning. Student reflections on their own learning are present in the classroom. Different genres of student work present in the classroom. Self evaluation checklist and Rubrics Students record themselves reading Research projects Computer skills (powerpoints; word documents) June exam Presentations	

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<p>To demonstrate conscious awareness of different strategies used to read and to produce meaning through media.</p>	<ul style="list-style-type: none"> • To use laptops to research, and to respond to text. • To integrate the use of SMART boards in lessons. • Involvement in pilot project arbracadabra, which is an online reading program. • Reading books online. • To follow a process to produce media text such as powerpoint presentations. • Educational DVD's • Listening Centers 	<p>SMARTboards</p> <p>DVD's/T.V.'s</p> <p>Headphones Laptops</p> <p>Computer programs</p> <p>Newspapers and magazines</p> <p>Bristol board</p> <p>Recorders</p> <p>Terry Fox Website</p>	<p>SMART BOARD in some classes.</p> <p>(Our goal is to have a SMART board at every grade level with a team teaching approach.)</p>	<p>Number of times that SMART boards are used in lessons.</p> <p>Number of times that laptops are used.</p> <p>Messages clearly conveyed by students and understood by audience.</p> <p>Students create slogans, jingles, chants, posters, props, and skits to present to a variety of audiences.</p> <p>Student work displayed on the Terry Fox Website</p>	

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<p>To apply strategies to demonstrate the ability to generalize what they learned.</p>	<ul style="list-style-type: none"> • Inventions • Models • Productions • Presentations 	<ul style="list-style-type: none"> • Various texts • Computers • Art materials • SMART board • Computers 		<ul style="list-style-type: none"> • Presentations • Rubrics • Students create slogans, jingles, chants, posters, props, and skits to present to a variety of audiences. 	

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Priority #2 School Pride - Respecting Self and Others

Target	Strategies	Materials	Benchmark	Indicators/Measures	Results 2009
<p>To respect individual differences in learning styles</p>	<p>1. Provide modified and adapted programs for students who require Individual Education Programs in core subject areas (English, Math, and French).</p> <p>2. Provide extra academic support to students through:</p> <ul style="list-style-type: none"> • Homework program • Remediation • Small group work with resource teacher • One to one attention with attendant for students with special needs. • Students conveying their learning using different means (writing, artwork, etc.) • Taping into the different skills and abilities (multiple intelligences) 	<p>IEP's on ISM</p> <p>Software such as speakQ, WordQ, Boardmaker, Rosetta Stone</p> <p>Touch Math</p> <p>Graphic organizers</p> <p>Individual laptops for special needs students</p> <p>Visual aids</p> <p>Graphic dictionaries</p>	<p>We currently have established 28 IEP'S. Our goal is to develop an IEP for every student requiring an adapted or modified program.</p>	<p>Observe/track student levels of incidence of the following:</p> <ul style="list-style-type: none"> • Students' success in continuing down their learning path (based on report card results). • Number of active IEP's for students in need of a modified program (due to failure to meet competencies at end of cycle evaluation) in the core subject areas. <p>DRA testing for at risk students</p> <p>Daily observations</p> <p>Informal testing based upon required skills.</p> <p>Running records.</p> <p>Observe/track levels of participation in:</p> <ul style="list-style-type: none"> • Homework program • Remediation • Students receiving resource • Students receiving attendant time • Supplemental quizzes and tests for adapted/modified learners. 	

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<p>(continued) To increase student's respect for others.</p>	<ul style="list-style-type: none"> • Get Set for cycle 3 • Role-playing • Interviews • Debates <p>3. Provide students with further direction and support through discussion and reflection (reflection room) when necessary (i.e. when rules are broken, or when students behave in a manner that disrespects self or others).</p> <p>4. Provide intervention plans for individual students needing extra support and direction from parents and teachers as they develop social skills.</p> <p>5. To provide small group social skills activities in order to support and teach students appropriate social skills.</p> <p>6. Discussion of various ethical issues and exposure to different cultures.</p> <p>7. Older students (cycle 3) helping younger students outside during recess.</p>		<p>We did not have a behavior Program</p>		
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Priority #2 School Pride - Respecting Self and Others

Target	Strategies	Materials	Benchmark	Indicators/Measures	Results 2009
To involve family and community in school events and activities.	Inform parents of school events and activities through: <ul style="list-style-type: none"> • Monthly newsletter • Monthly calendar • Website (updated weekly) • Weekly newsletter to parents (K) Volunteer tea to show our appreciation to our volunteers: <ul style="list-style-type: none"> • Volunteer readers • Fund-raisers • PPO • Governing Board • Field trip volunteers • Computer volunteers • Classroom volunteers for special projects (i.e. pyjama breakfast, 100th day) 		PPO continues to be an active, highly effective parent foundation; however, numbers are dwindling.	Observe/track parent participation in: <ul style="list-style-type: none"> • Student conferences/portfolio night • Governing board • PPO • School Activities and events. 	

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Priority #3 To provide a healthy and safe environment, both in school and in our community.

Target	Strategies	Materials	Benchmark	Indicators/Measures	Results June 2009
To be well rehearsed in fire drills.	<ol style="list-style-type: none"> 1. To practice both fire drills at least twice per year. 2. To practice from different locations. 3. To practice at different times of the year. 	Fire drills are practiced in September.	<p>Track number, time, and location of drills.</p> <p>Observe results</p>	Several fire drills practiced at different times and places.	
Bus safety	<ol style="list-style-type: none"> 1. Information sessions 		Worksheets		
To encourage healthy living habits.	<ol style="list-style-type: none"> 1. To participate in École en Santé program. 2. To encourage outdoor education activities such as soccer, walking and jogging. 3. To teaching healthy eating habits/snacks 4. Litterless lunch 5. Dental hygienist visits <p>Nurse hand-washing</p>	This is our 1 st year in the École en Santé program.			

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Priority #3 To provide a healthy and safe environment, both in school and in our community.

Target	Strategies	Materials	Benchmark	Indicators/Measures	Results June 2009
<p>To promote the preservation of a healthy environment.</p>	<ol style="list-style-type: none"> 1. To promote litterless lunches 2. To teach students about environmental issues and the 3R's. 3. To promote respect of school environment through the positive behavior plan. 4. Recycling <p>Clean-up of school and grounds together</p>	<p>Environmental awareness topics were covered in some classrooms.</p>			
<p>To adopt and maintain a healthy and active lifestyle.</p>	<ol style="list-style-type: none"> 1. To encourage students to choose healthy foods. <ul style="list-style-type: none"> • Fruit of the month • Posters with healthy snacks displayed in the classes. • Send home healthy snack bulletin to parents. • Daily rest time (K) • Encourage regular and daily early bedtime <p>Educate about healthy snacks and encourage them to eat healthy snacks through games.</p>	<p>Done in individual classrooms, but not as a school-wide activity.</p>	<p>Track the number of students involved in making healthy choices through fruit of the month activity.</p>		

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To encourage social interaction with an active setting.	<ol style="list-style-type: none"> 1. Include team and cooperative games which require communication to succeed. <ul style="list-style-type: none"> • Groups are teacher-created to vary student groups. 2. Include class projects which require interaction. 3. Promote self-esteem through leadership activities. 4. Increasing physical activities with extra-curricular activities provided by teachers at lunchtime (acti-midi and leadership) 	Lunchtime activities reached a limited number of students due to the additional cost of these services.	During cooperative games observe and ensure that students interact with all other students, not only their best friends. Track number of students involved in lunchtime activities.		
Improve self awareness and participation within a community.	<ol style="list-style-type: none"> 1. Build organizations (planning, implementing) 2. Community planning and exploring reasons why aspects of community exist. 3. Research and reading of various historical texts. 	Completed in June	Observe		

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