

Robertson Elementary Growth Plan 2016 – 2021

Priority	Improving student achievement and well-being through high quality instruction.				
Goal	All students to meet or exceed grade level expectations in literacy and numeracy.				
ROBERTSON DATA					
	Description	Baseline	2016-2107	2017-2018	Target Value
	<p>PM Benchmarks Students will meet or exceed grade level expectation on Reading Assessments</p> <p>PM Benchmarks</p>	<p>PM Benchmarks 55 % of students meeting or exceeding on PM Benchmarks</p>	<p>PM Benchmarks 44% of k-3 students meeting or exceeding on PM Benchmarks</p> <p>78% of Grade 4 students meeting or exceeding on PM Benchmarks</p> <p>89% of Grade 5 students meeting or exceeding on PM Benchmarks</p> <p>86% of Grade 6 students meeting or exceeding on PM Benchmarks</p>	<p>PM Benchmarks 47% of k-3 students meeting or exceeding on PM Benchmarks</p> <p>83% of Grade 4 students meeting or exceeding on PM Benchmarks</p> <p>79% of Grade 5 students meeting or exceeding on PM Benchmarks</p> <p>86% of Grade 6 students meeting or exceeding on PM Benchmarks</p>	<p>PM Benchmarks 60% of students meeting or exceeding on PM Benchmarks</p> <p>85% of students meeting or exceeding on PM Benchmarks</p> <p>85% of Grade 5 students meeting or exceeding on PM Benchmarks</p> <p>*Moved to middle school</p>
	RAD	RAD	RAD	RAD	RAD
	55% meeting or exceeding	54% meeting or exceeding	68% meeting or exceeding	75% of students meeting or exceeding	
	School Wide Write	School Wide Write	School Wide Write	School Wide Write	School Wide Write
	57% fully meeting or exceeding expectations in writing	59% fully meeting or exceeding expectations in writing	52% fully meeting or exceeding expectations in writing	65% fully meeting or exceeding expectations in writing	

	<p>FSA</p> <p>Kindergarten Concepts About Print</p> <p>School Math Assessment SNAP</p> <p>Communicating and Representing (C & R)</p> <p>Understanding and Solving (U & S)</p> <p>Connecting and Reflecting (C & R)</p> <p>Reasoning and Analysis (R & A)</p>	<p>FSA</p> <p>84% meeting or exceeding in reading</p> <p>66% meeting or exceeding in math</p> <p>59% meeting or exceeding in writing</p> <p>Concepts About Print</p> <p>63% of Kindergarten students meeting expectations on Concepts About Print</p> <p>SNAP- 0% of students (no baseline data)</p>	<p>FSA</p> <p>84% meeting or exceeding in reading</p> <p>66% meeting or exceeding in math</p> <p>59% meeting or exceeding in writing</p> <p>Concepts About Print</p> <p>78% of Kindergarten students meeting expectations on Concepts About Print</p> <p>SNAP Number Sense</p> <p>C & R 75%</p> <p>U & S 58%</p> <p>C & R 60%</p> <p>R & A 56%</p> <p>SNAP Operations</p> <p>C & R 54%</p> <p>U & S 52%</p> <p>C & R 49%</p> <p>R & A 41%</p>	<p>FSA</p> <p>*FSA has been moved to October (from February) and has a new format.</p> <p>Concepts About Print</p> <p>90% of Kindergarten students meeting expectations on Concepts About Print</p> <p>SNAP Number Sense</p> <p>C & R 85%</p> <p>U & S 69%</p> <p>C & R 65%</p> <p>R & A 71%</p> <p>SNAP Operations</p> <p>C & R 54%</p> <p>U & S 54%</p> <p>C & R 55%</p> <p>R & A 54%</p>	<p>FSA</p> <p>85% meeting or exceeding in reading</p> <p>75% meeting or exceeding in math</p> <p>75% meeting or exceeding in writing</p> <p>Concepts About Print 80% Kindergarten students meeting expectations on Concepts About Print</p> <p>75% of students meeting or exceeding on SNAP assessments</p>
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READING GOAL

~All students meet or exceed grade-level expectations in literacy and numeracy~

Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Tier 1 High quality instruction for ALL students	Whole class reading instruction (Smart Learning, Adrienne Gear etc.) Small group guided reading	All staff	Fall 2016	On-going	Balanced approach to literacy instruction achieved through evidenced-based instruction and assessment
			Fall 2018	June 2019	

	<p>Instruction and resources reflect First Peoples Principles of Learning</p> <p>Pilot the Assessment for Comprehension and Thinking</p>				
<p>Tier 2</p> <p>Timely and targeted interventions for some students</p>	<p>Collaboration time provided to review data and design targeted small group instruction practices and strategies</p> <p>Small group alphabet recognition Small group Moe the Mouse and Talking Tables Small group phonics and phonemic awareness Raptor Reading</p>	<p>Teachers Resource Teacher Learning Assistance Teacher</p>	<p>Fall 2016</p>	<p>On-going</p>	<p>Balanced approach to literacy instruction achieved through evidenced-based instruction and assessment</p> <p>Student data will be analyzed to identify efficacy of instruction and targeted intervention</p> <p>Fluid groups receiving Tier 2 intervention (based on assessments)</p>
<p>Tier 3</p> <p>Timely and targeted interventions for few students (3-5%)</p>	<p>At risk team meet to identify 'at-risk' students and ensure supports are in place.</p> <p>RT and LAT responsible for assessment and referral as necessary</p>	<p>Principal Resource Teacher Learning Assistance Teacher</p>	<p>Fall 2016</p>	<p>On-going</p>	<p>Student data will be analyzed to identify efficacy of instruction and targeted intervention</p> <p>Fluid groups receiving Tier 3 intervention (based on assessments)</p> <p>Identified students referred for assessments/IEPs</p>
<p>WRITING GOAL</p> <p>~All students meet or exceed grade-level expectations in literacy and numeracy~</p>					
<p>Tier 1</p> <p>High quality instruction for ALL students</p>	<p>Writing to, with and by students</p> <ul style="list-style-type: none"> • Morning message • Writer's workshop • Writing conferences • Choice topics • Non-fiction writing 	<p>All staff</p>	<p>January 2017</p>	<p>On-going</p> <p>Literacy residency Completed 2017</p>	<p>Literacy Residency program. All staff participated in in-service/collab with Curricular Support Teachers.</p> <p>Focus on writing instruction</p>

	Instruction and resources reflect First Peoples Principles of Learning			New Application Pending	
Tier 2 Timely and targeted interventions for some students	Small group initial/final sound Small group sentence work Small group phonics and phonemic awareness	Teachers Resource Teacher Learning Assistance Teacher	Fall 2016	On-going	Fluid groups receiving Tier 2 intervention (based on assessments)
Tier 3 Timely and targeted interventions for few students (3-5%)	At risk team meet to identify 'at-risk' students and ensure supports are in place. RT and LAT responsible for assessment and referral as necessary	Resource Teacher Learning Assistance Teacher	Fall 2016	On-going	Fluid groups receiving Tier 3 intervention (based on assessments) Identified students referred for assessments/IEPs
NUMERACY GOAL ~All students meet or exceed grade-level expectations in literacy and numeracy~					
Tier 1 High quality instruction for ALL students Evidence-based numeracy instruction	Co-construct an understanding of balanced numeracy and alignment with BC curriculum Develop school-based assessment package (SNAP, Problem-solving, Computation) Purchase additional small group instruction materials Purchase math manipulatives	Classroom teacher LAT/Learning support teacher/EF teacher Teachers/Principal/Vice-Principal Principal Principal	September 2016 January 2019 September 2016 September 2016	June 2017 June 2019 January 2017 January 2017	Balanced approach to numeracy instruction achieved through evidenced-based instruction and assessment Teaching practices align with BC curriculum Student data will be analyzed to identify efficacy of instruction and targeted intervention
Tier 2 Timely and targeted interventions for some students	Small groups and intervention groups determined based on SNAP assessment	Teachers	Fall 2017	On-going	Fluid groups receiving Tier 2 intervention (based on assessments)
Tier 3 Timely and targeted interventions for few students (3-5%)	Small groups and intervention groups determined based on SNAP assessment and IEP's	Teachers	Fall 2017	On-going	Fluid groups receiving Tier 3 intervention (based on assessments) Identified students referred for assessments/IEPs

Priority	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>				
Goal	To increase students' ability to apply critical, creative and reflective thinking.				
	Description			Baseline Value	Target Value
Outcome/Measure(s)	SCHOOL <ul style="list-style-type: none"> Students will fully meet or exceed expectations on SD 33 Thinking Rubric Students will be able to self-assess on Competencies and 'I Can' statements 			0% of students (no baseline data)	100% of students fully meet or exceed expectations
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Students take ownership in learning	Goal setting and self-reflection/self-assessment. Low floor/High ceiling learning activities. Core Competencies	Classroom teachers Classroom teachers	September 2016	On-going	Students able to self-assess with competencies
Increase instructional practices that promote critical, creative and reflective thinking	Pro D on project-based, problem-based learning, passion-based learning and inquiry. Outdoor Education Smarter Science implementation Reggio Math in K-1 Grade 1/2 STEM kits STEM activities integrated into Fun Fridays	Classroom teachers Classroom teachers Classroom teachers Classroom teachers Classroom teachers	January 2017 September 2017 September 2015 September 2016 January 2017 September 2017	On-going On-going June 2016 On-going June 2018 On-going	Increased frequency of project-based, problem-based learning and inquiry After school collab for Grade 1-6 teachers on small group math instruction (math workshop, stretches, conferences, strategies)
Student-led conferences	Students take ownership over their learning by reflecting upon, setting goals and sharing learning with parent/guardians	Students/Teachers	Fall 2018	June 2019	Students take ownership for learning
Priority	Improving student achievement and well-being through high quality instruction. <i>(Instruction)</i>				
Goal	To enhance personal and social responsibility.				

	Description		2017-2018	2018-2019	Target Value
Outcome/Measure(s)	<ul style="list-style-type: none"> • BC Performance Standards for Social Responsibility • Parent Communication Form/Keeping in Touch Forms • Students using problem solving strategies (WITS) 		<p>0% of students (no baseline data) 2018-19 data to be collected in TeacherShare</p> <p>80% students meeting expectations for respectful behaviour</p> <p>83% students meeting expectations for solving problems in peaceful ways (WITS)</p>		<p>80% meeting or exceeding expectations for social responsibility</p> <p>100% students meeting expectations for respectful behaviour</p> <p>100% students meeting expectations for respectful behaviour</p>
Strategies	Action Steps	Person Responsible	Start	Completion	Outputs
Establish a PBS committee	Committee meet once a month Report to staff at staff meetings	Committee chair	Fall 2016	On-going	<p>Review of existing practices to promote social responsibility</p> <p>Regular review of school data</p> <p>Oct Tiered Fidelity Assessment completed</p>
Tier 1 High quality instruction to support social-emotional learning for ALL students.	<ul style="list-style-type: none"> • PBS PBS Blitz (Sept./Jan/Apr) • Instructional strategies that may include <ul style="list-style-type: none"> ○ Mind Up ○ Zones of Regulation ○ Restorative Circles ○ Fun Friends/Friends ○ Buddy classes ○ Mind Yeti ○ Roots of Empathy ○ Core Competencies ○ STEM 	All staff	Fall 2016	On-going	<p>Student leadership increased (more training included)</p> <p>Identified target area for teaching social responsibility</p> <p>Common language for school expectations</p> <p>Focus on positive behaviours, virtues</p>

					Students' increased ability to self-regulate
Tier 2 Timely and targeted interventions for some students	<ul style="list-style-type: none"> Small group instructional strategies include <ul style="list-style-type: none"> Calm Restorative practices Social skills groups Class Review including attachment/self-reg/belonging 	All staff Core Team SBT	Fall 2017	On-going	Students' increased ability to self-regulate Fluid groups determined by data Identify students requiring supports
Tier 3 Timely and targeted interventions for few students (3-5%)	<ul style="list-style-type: none"> Small groups and intervention groups determined based on assessments and/or IEP's Team Talk conversation using class review and Shelley Moore tool. May include EA support 	All staff Core Team SBT District supports Outside agencies	Fall 2017	On-going	Students' increased ability to self-regulate Supports determined by data

PRIORITY #2 COMMUNITY & CULTURE

Priority	Strengthening meaningful relationships within and across schools, district and community to support success for students. (Community/Culture)				
Goal	To foster, develop and enhance quality partnerships to improve student experiences and learning outcomes.				
	Description			2017-2018	Target Value
Outcome/Measure (s)	<ul style="list-style-type: none"> Increase the sense of meaningful partnership between school and community Increase the sense of meaningful connections between students and adults Develop partnership with ADR and the Ed Centre for a reciprocal, enhanced learning experience 			PALS in K classes Longhouse Program for Grade 3 Steqo:ye (culture & history experiences in-class with aboriginal presenter)	Aboriginal connection at all grade levels Meeting the goals of the Aboriginal Enhancement Agreement
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs

Create opportunities for parents to be involved in student learning	Read With Me PALS Project-based learning Place-based learning Ready, Set, Learn Kinderfair	Teachers	Fall 2016	On-going	Parents engaged in a meaningful way with student learning
Strengthen connections to community partners	After-school Adventures	All Staff	Fall 2016	On-going	Community mentors visible in school (YMCA, CAC, Ed Centre, ADR students, community workers) Students recognize 'at least one caring adult' in their lives
	CSS Mentors	Principal	Fall 2016	On-going	
	ADR and Ed Centre students/activities/ mentors	Teachers	Spring 2018	On-going	
	Partner with Auburn Seniors' Residency	Teachers	Fall 2018	On-going	
Strengthen our connection with Aboriginal families and Sto:lo community	Multi grades participate in Steqó:ye program	All Staff	Fall 2016	On-going	Increase Aboriginal students/families/guardians belonging and engagement at school Increase the respect and understanding amongst all students and staff of language, culture, governance and history of the Sto:lo and Aboriginal people
	Grade 3-4 students participated in Fraser River program		Fall 2016	June 2018	
	Complete drum-making project		Fall 2016	June 2017	
	Syexw Cho: Leqw- Nature Park new Seabird Island		Fall 2018	June 2019	
	Staff engaged in Aboriginal culture and history learning/collaboration throughout the 16-17 school year		Fall 2016	June 2017	
	Collaborate with local artist to indigenize school logo		Fall 2016	September 2018	

PRIORITY #3 SOCIAL EMOTIONAL WELLNESS

Priority	Enhancing the culture, climate and learning environment to promote a sense of belonging, diversity, well-being and safety. (Social Emotional Wellness)				
Goal	To foster a positive, respectful workplace culture and sense of community.				
	Description	Baseline Data	2017-2018	Target Value	

	Robertson Elementary School will strive to be a caring community where ALL members feel a sense of belonging, diversity, well-being and safety.		61% like school many/all of the time on Satisfaction Survey	Unknown % like school many/all of the time on Satisfaction Survey	80% Satisfaction Rate
Strategy	Action Steps	Person Responsible	Start	Completion	Outputs
Increase opportunities for staff to get together	Staff potluck lunches Informal daily debriefs (candy drawer) EA meetings Secret Valentine Staff Preferences booklet Collaborative projects Friday Bootcamp/Yoga Bowling Monday Morning Memo Meetings	All Staff	September 2016	On-going	On-going participation by staff Increase of participation in staff bootcamp/yoga
Recognition of positive student behavior	Peer leaders Increase Gotchas Incentives Peer-to-peer bucket filling	All Staff	September 2016	1923 Gotchas	2500 Gotchas
Recognition of staff contributions	Staff appreciation board Staff Shout Outs	Staff	September 2017	On-going	Actively used by all staff
Transition to a K-5 school	ADR principal attend PAC meeting Leadership opportunities for Grade 3/4/5 students Grad opportunities for Grade 5 students Collaborate as staff as to what a K-15 school could look like <ul style="list-style-type: none"> • Playgrounds (name changes) • Assessment & reporting • Student leadership • Assembly focus and layout 	Principal Principal/Teachers All Staff	September 2017 September 2018	June 2018 June 2018 June 2019	Sept PAC meeting Parent meetings ADR visits Reduced student anxiety A newly defined K-5 school Reduction of playground conflict

PRIORITY #4 RESOURCES

Priority	Aligning and allocating resources, equitably, responsibly and effectively, to support goals and key initiatives. (Resources)			
Goal	To align resources to efficiently, and effectively execute the school growth plan.			
	Description	Baseline Value	2017-2018	Target Value

	Regular program reviews to determine efficient and effective use of resources		No review of programs	Reviewed budget in fall and spring to ensure resources are supporting school goals	Regular review of programs to determine efficiency and effective use of resources
Strategy	Action Septs	Person Responsible	Start	Completion	Outputs
Align resources with school goals	Review budget to ensure resources are supporting school goals	Principal	November 2016	On-going	Yearly review programs to determine efficiency and effective use of resources