



**School District No. 20 (Kootenay-Columbia)  
School Success Plan  
GLENMERRY ELEMENTARY 2012/13**

**SCHOOL DISTRICT NO. 20 KOOTENAY - COLUMBIA**

**School Mission Statement:**

Glenmerry School is a community of caring staff and involved parents working together to develop individuals who value learning, and set goals that enable them to achieve personal excellence, successful relationships, and meet the future with confidence.

**School Context:**

Glenmerry Elementary is situated in a suburb of Trail. It is a K-7 school with 312 students. The population is diverse in socio-economics with many of the students coming from varied family structures and lower income families. Glenmerry has also seen an increase in the amount of transient students over the past few years. Many of our students are bussed to school due to the closure of their community schools. We currently have approximately 9% of our student population identified and on an I.E.P. Ten percent of our population is of Aboriginal descent. CBAL (Columbia Basin Alliance for Literacy) runs two programmes at our school; Love to Learn on Friday mornings and Kinder Gym on Friday mornings. Once a week we run a primary after school club and on a different day, also once a week, we run an intermediate after school club. We have a daily Breakfast Programme that is very popular with our students. The PAC and School Planning Council are both very supportive of our initiatives for school improvement.

**School Planning Council:**

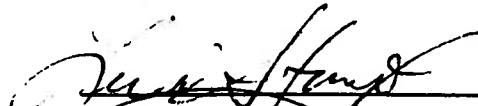
I certify that, to the best of my knowledge, the information provided in this progress report is accurate.

Patrick A. Audet  
Principal

  
\_\_\_\_\_  
Signature

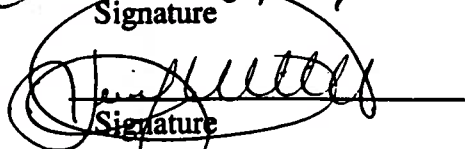
May 1<sup>st</sup> 2013  
Date

Lisa Stewart  
Parent

  
\_\_\_\_\_  
Signature


May 7<sup>th</sup> / 2013  
Date

Jennifer Willams  
Parent

  
\_\_\_\_\_  
Signature

May 10<sup>th</sup> / 2013  
Date

Annalia Helgeson  
parent

  
\_\_\_\_\_  
Signature

May 13<sup>th</sup> / 2013  
Date



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School Success Plan  
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<p><b>Goal</b></p> <p>Improving schools have a strong instructional and/or social responsibility focus. This focus is made visible in a relevant goal for improving achievement for all students.</p>	<p><b>ALL</b> students will show yearly progress in writing. We expect to have 90% of our students to be minimally meeting to exceeding according to the provincial performance standards for writing by June of 2013.</p>
<p><b>Objective(s)</b></p> <p>Objectives help to focus goals into more specific areas of attention.</p>	<ol style="list-style-type: none"> <li>1. Ensure <b>ALL</b> students are making progress by tracking individual students.</li> <li>2. Decrease the gender gap between males and females in all grades (continue to track).</li> <li>3. Monitor the transition from grade 3 to 4. Provide additional support as needed.</li> <li>4. Monitor and support our Aboriginal Population and continue to track their progress both as a group and individually.</li> <li>5. Challenge students who are in the meeting expectations to move to the exceeding category.</li> </ol>
<p><b>Rationale</b></p> <p>Improving schools have a thorough and connected set of reasons, based on evidence, for the selection of their student achievement goals and objectives.</p>	<p>This goal was selected after reviewing our previous goals and results and the realization that we need to start on new goal. We have made good progress as a school with reading goals and we thought with a concerted effort we would have success with improving writing.</p> <p><b>This is second year with a focus on writing after spending six years with a reading focus.</b></p> <p><b>Year One:</b> In year one (2011/12) of our writing goal we started the school year off with a half day workshop with Brenda Bell who shared with us "6 +1 Writing Traits".</p> <p><b>Year Two:</b> The focus for year two (2012/13) will be on identifying and developing strategies and establishing structures that will improve student achievement in writing.</p>
<p><b>Actions</b></p> <p>Improving schools have well-organized, focused improvement plans in place. The strategies selected to achieve the goals are an intelligent blend of research, best practice, and innovative thinking. Improving schools</p>	<ol style="list-style-type: none"> <li>1. Spent the August school based day focused on our writing goal. We examined the results of our school wide write in May. Teachers formed teams to examine examples of quality writing.</li> <li>2. Teacher teams to be given weekly planning time by Mr. Audet taking class groups for Physical Activity Sessions on Friday mornings (DPA). Teacher teams chose "writing improvement" for their own personal growth plans and working collaboratively was a powerful outcome.</li> <li>3. Staff attended Writing Power workshop provided in the district. This provided a springboard for our plans and helped direct our energies in a focused direction. Teachers received their own copy on Adrienne Gear's book, "Writing Power, Engaging Thinking Through Writing".</li> </ol>

<p>also have aligned structures – resources, time, and organization – to get results they want.</p>	<ol style="list-style-type: none"> <li>4. We decided to do two school wide writes, one in the fall and one in the spring.</li> <li>5. In most cases, the marking/ scoring was done in the teacher teams.</li> <li>6. Providing lots of opportunities to write with specific feedback to students and providing exemplars has really helped boost the writing results across grade levels.</li> </ol>
<p><b>Coherence/ Alignment</b></p> <p>In improving districts, there is a connection between school and district goals and objectives. School uniqueness and district directions are both valued. Schools connect with other schools to build capacity.</p>	<p>Our writing goal does not fit directly into any of the district goals in the accountability contract. There is a close affiliation of reading and writing achievement levels but the performance scales are vastly different.</p> <p>Interestingly, I think what we are doing as a staff does match this question that is posed in the Accountability Contract under “Actions Related to District’s Formal Goals and Objectives.”</p> <p><i>What will the impact be on student learning and achievement results when teachers are provided with opportunities to work together in an inquiry model regarding purposeful, relevant, current and engaging practice?</i></p> <p>This is happening when we have our teacher teams meet on Friday mornings while classes are doing physical activity with the principal, Mr. Audet.</p> <p>As well this comment does resonate with our staff which is taken from the Achievement Contract... <i>“Increased teacher synergy, enthusiasm and satisfaction regarding student learning as achievement improves.”</i></p>
<p><b>Dialogue and Communication</b></p> <p>Improving schools are involved in continuous dialogue about student achievement and make public their improvement goals and the progress being made in specific areas of focus.</p>	<p>We communicated with our parents on Open House Night, Thursday September 27, sharing our school success plan to improve student writing. Updates are provided to the Parent Advisory Council and our members of the School Planning Council are present at these meetings.</p>

**Data Collection:**

**Results / Trends**

Improving schools monitor progress and get improved results – at the classroom, school and district levels

**FSA DATA**

**2010 Grade Four 83% meeting or exceeding expectations  
Grade Seven 100% meeting or exceeding expectations**

**2011 Grade Four 93% meeting or exceeding expectations  
Grade Seven 100% meeting or exceeding expectations**

**2012 Grade Four 79% meeting or exceeding expectations  
Grade Seven 97% meeting or exceeding expectations**

**School Data**

**Spring of 2012 School Wide Write May/2012 Impromptu Writing Results:**

**Intermediate**

	1 Not Yet	2 Minimally Meeting	3 Fully Meeting	4 Exceeding
Boys	7	27	29	6
Girls	2	9	31	12
Totals	9 7%	36 29%	60 49%	18 15%

**Primary**

	1 Not Yet	2 Minimally Meeting	3 Fully Meeting	4 Exceeding
Boys	7	12	44	6
Girls	4	13	45	10
Totals	11 8%	25 18%	89 62%	16 11%

**Conclusions:** In intermediate, 93% of our students can write at a basic level or above. More specifically, about 64% of our students can write at the Fully Meeting or Exceeding level.

In primary, 92% of our students can write at a basic level or above. More specifically, about 73% of our students can write the Fully Meeting or Exceeding level.

## Primary Writing Results

	2012 Fall Writing Results		2013 Spring Writing Results	
	Totals	Percentage	Totals	Percentage
Not Yet	12	9%	6	5%
Minimally Meet	38	30%	29	22%
Meeting	66	52%	78	60%
Exceeding	12	9%	16	12%
<b>Total Students</b>	<b>128</b>		<b>129</b>	
<b>BOYS Total</b>				
	<b>67</b>		<b>67</b>	
Not Yet	7	10%	4	6%
Minimally Meet	23	34%	17	25%
Meeting	30	44%	39	58%
Exceeding	7	9%	7	10%
<b>GIRLS TOTAL</b>				
	<b>61</b>		<b>62</b>	
Not Yet	4	7%	2	3%
Minimally Meet	16	26%	12	19%
Meeting	36	61%	39	63%
Exceeding	5	8%	9	15%

### 2012 Fall Writing Comments:

90% of our boys are meeting writing expectations at a minimal level or above in primary.

93% of our girls are meeting writing expectation at a minimal level or above in primary.

AbEd: We have 10 students who are AbEd in primary. Seven of these are boys. Four boys are at a minimal level of writing and three are fully meeting. All three girls in AbEd are meeting expectations for writing in primary. At this time our AbEd students are not a big concern.

### 2013 Spring Writing Comments:

95% of grades 1 – 3 students are meeting or exceeding expectations up from 88%. Our group of boys improved by 4% to 94% and our group of girls improved by 4% to 97% meeting or exceed in the expectation set for writing. These are encouraging results. AbEd Results: Only 1 boy is below expectations. All the rest are minimally meeting or above.

## Intermediate Writing Results

	<b>2012 Fall Writing Results</b>		<b>2013 Spring Writing Results</b>	
	<b>Totals</b>	<b>Percentage</b>	<b>Totals</b>	<b>Percentage</b>
Not Yet	11	11%	4	3%
Minimally Meet	52	50%	29	22%
Meeting	34	33%	79	61%
Exceeding	6	6%	22	17%
<b>Total Students</b>	<b>103</b>		<b>129</b>	
<b>BOYS Total</b>	<b>49</b>		<b>64</b>	
Not Yet	8	16%	2	3%
Minimally Meet	28	57%	19	30%
Meeting	10	20%	34	53%
Exceeding	3	6%	9	14%
<b>GIRLS Total</b>	<b>54</b>		<b>65</b>	
Not Yet	3	5%	2	3%
Minimally Meet	24	44%	10	15%
Meeting	24	44%	40	62%
Exceeding	3	5%	13	20%

### 2012 Fall Writing Comments:

84% of our boys are meeting writing expectations at a minimal level or above in intermediate.

95% of our girls are meeting writing expectation at a minimal level or above in intermediate.

AbEd: We have 14 students who are AbEd in intermediate. Seven of these are boys. One is writing at a minimal level of writing and three are meeting and two are fully meeting. One boy is exceeding. There are seven girls in AbEd. One is not yet meeting. Four are minimally meeting expectations and two are fully meeting expectations for writing in intermediate. At this time our AbEd students are not a big concern for writing.

**2013 Spring Writing Comments:**

We have moved from 89% meeting to 97% meeting. Our boys have increased from 84% to 97% meeting. Our girls have moved from 95% meeting to 97% meeting.

Abed: Again, our writing results show that our Abed students are not a concern as a group. One AbEd girl and one AbEd boy are exceeding. Nine of our AbEd students are fully meeting expectations. Three of the Abed group are writing at a minimum level. The one AbEd student who was below expectations in the Fall was excused from doing this write due to his learning disabilities by his teacher (grade 7).

Very encouraging results!