

Cherry Hill Elementary Growth Plan

2014-2015



“A GREAT PLACE TO LEARN AND GROW”

Unique Features:

Cherry Hill Elementary School is located in a culturally, ethnically and socio-economically diverse neighbourhood. Our school includes a lively group of international students who come and go throughout the school year. We work hard to celebrate our diversity by recognizing and honouring different cultures.

Cherry Hill is a great place to learn and grow academically and socially. We have school-wide reading programs that involve all students and staff. Our parents support our literacy programs, by attending our Books for Bedtime events, helping in read-a-thons, reading with their children, keeping track of time spent reading and encouraging their children to read at home through the "Home Reading" program. We provide many opportunities for student leadership, Me-to-We, and Girls' Group. Our school operates with a shared-school-leadership model where several staff take on leadership roles at different times as Teachers in Charge, Resource Team Leaders and as members of special grant project teams such as the Feedback for Learning Group.

We also support student learning in some innovative ways including through our implementation of the use of SMART Boards and iPads. In addition, many of our students are enthusiastically involved in activities such as music, chess, school musical and floor hockey. Our school participates in the school district's competitive leagues in basketball, volleyball, track and field and cross-country running.

We provide for the success of future students in a variety of ways. Our school supports district initiatives such as Books for Bedtime, Books for Breakfast and Strong Start. The Strong Start program, which is in its fourth year, is going along well with a participation rate in line with last year. We have over 70 pre-school aged children registered with an average of 10 to 15 children attending each day. It provides a warm introduction to our school community.

Community Partnerships/Initiatives:

Cherry Hill Elementary School partners with various community groups and organizations to provide a wide range of learning opportunities for our students. We have worked with Siwal Si'wes to run school-wide Aboriginal Culture Days. Cherry Hill supports the DARE Program and has used counselors from Fraser House to provide important information about drugs and alcohol. We provide access to Settlement Workers in Schools for families new to Canada. We maintain links with Mission Restorative Resolutions and the Restorative Justice Program at MSS. We maintain connections with the Mission Springs Christmas tree contest and the Mission Christmas Bureau. Other projects are the Christmas food drive, Literacy Bus donations of books, and Haven in the Hollow for which we collect warm clothing and toiletries. We are involved in community environmental programs with the Salmonid Enhancement program and recycling of bottles and paper. We are in year three of our composting program. Cherry Hill is one of the four lead elementary schools in this initiative. Our school participates in national programs such as the Terry Fox Run and Jump Rope for Heart to promote healthy active living. We raise money to improve the living circumstances of these children with craft sales, bottle recycling and spirit days.

Parent Involvement:

Parents are greatly involved around Cherry Hill. Our PAC runs several fundraising projects as well as providing many other services. There is now a Cherry Hill PAC Facebook page. Parents are always invited to special events and assemblies as guests and many take part. We receive tremendous parental support for special celebrations from our Remembrance Day Assembly to Aboriginal Culture Days,

Christmas Concerts, Sports Day and Grade 6 School Leaving. Our parents apply yearly for funds to enhance programs and this year the PAC has again made significant funds available for our students to access Accelerated Reading tests online and to replace our aging playground equipment. PAC is a creative force.

Goal: Literacy

Goal 1: To maintain or improve student literacy, grades K - 6.

Objectives:

- Objective 1: To reduce the number of primary students who are at risk in literacy.
- Objective 2: To increase the number of intermediate students Fully Meeting and Exceeding performance levels in literacy.
- Objective 3: To improve school wide writing results for all students.

Rationale:

- DRA results indicate concerns with the number of at-risk students enrolling at Cherry Hill in Kindergarten. Further, through on-going assessment, we continue to identify a significant number of at-risk pupils in grades one and two as well. Thus, we need to maintain our focus on early intervention.
- Our DART results confirm, a need to maintain focus on reading.

Data Sources:

DRA K-2 Reading – At Risk Students %

	2008	2009	2010	2011	2012*	2013/2014*
K (all)	11	7	38	21	78	
Male	5	16	46	29	78	
Female	19	0	27	8	78	
Ab	0	0	43	50	100	
ESL	0	0	50	67	100	
Gr 1 (All)	34	21	17.5	36	49	
Male	50	6	19	48	60	
Female	15	35	16	18	41	
Ab	25	100	100	50	33	
ESL	50	33	30	50	71	
Gr 2	15	18	24	33	46	
Male	20	29	20	38	63	
Female	11	8	28.5	26	20	
Ab	40	14	50	20	0	
ESL	50	0	100	67	100	

*The District Reading Assessment in 2012 was moved to a fall write. Previous years assessments were completed in the spring.

*The District Reading Assessment in 2013/2014 was moved to a spring write.

FSA Reading Assessment

Grade 4 Reading	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	Msk #	%	#	%	#	%
Year 2013								
All Students	4	9	10	22	29	63	3	7
Male	2	7	8	29	16	57	2	7
Female	2	11	2	11	13	72	1	6
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Year 2012								
All Students	4	8.6	10	23.8	28	66.7	4	9.5
Male	2	4.3	8	30.8	15	57.7	3	11.5
Female	2	4.3	2	12.5	13	81.3	1	6.3
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Year 2011								
All Students	3	5	15	26	37	65	2	4
Male	0	0	8	28	20	69	1	3
Female	3	11	7	25	17	61	1	4
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
Year 2010								
All Students	5	13	12	32	17	45	4	11
Male	3	15	7	35	8	40	2	10
Female	2	11	5	28	9	50	2	11
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Based Assessment Reading (DART)

	Not Yet Meeting	Minimally Meeting	Fully Meeting	Exceeding
At each level	All Students	All Students	All Students	All Students
2013/2014 (spring write)				
GRADE 3 – 2012*	27.8%	50.0%	22.2%	0.0%
GRADE 3 - 2011	7.3%	53.7%	39.0%	0.0%
GRADE 3 – 2010	3.7%	57.4%	33.3%	5.6%
GRADE 3 - 2009	0.0%	67.7%	26.5%	5.9%
GRADE 3 - 2008	10.0%	20.0%	56.7%	13.3%
GRADE 3 - 2007	24.1%	34.5%	41.4%	0.0%
GRADE 4 – 2012*	9.1%	79.5%	11.4%	0.0%
GRADE 4 - 2011	7.1%	50.0%	42.9%	0.0%
GRADE 4 – 2010	12.2%	46.2%	41.0%	0.0%
GRADE 4 - 2009	2.7%	29.7%	48.7%	18.9%
GRADE 4 - 2008	9.5%	57.1%	33.3%	0.0%
GRADE 4 - 2007	8.8%	50.0%	41.2%	0.0%
GRADE 5 – 2012*	35.1%	51.4%	13.5%	0.0%
GRADE 5 - 2011	7.7%	33.3%	43.6%	15.4%
GRADE 5 – 2010	13.5%	67.6%	13.5%	5.4%
GRADE 5 - 2009	0.0%	63.8%	36.2%	0.0%
GRADE 5 - 2008	15.6%	50.0%	34.4%	0.0%
GRADE 5 - 2007	0.0%	45.2%	54.8%	0.0%
GRADE 6 – 2012*	7.1%	53.6%	33.9%	5.4%
GRADE 6 - 2011	2.9%	52.9%	26.5%	26.5%
GRADE 6 – 2010	0.0%	70.9%	27.3%	1.8%
GRADE 6 - 2009	0.0%	30.3%	57.6%	12.1%
GRADE 6 - 2008	0.0%	36.6%	58.5%	4.9%
GRADE 6 - 2007	19.2%	51.1%	21.3%	8.5%

*The District Reading Assessment in 2012 was moved to a fall write. Previous years assessments were completed in the spring.

NOTE: "all students" include Aboriginal

School / District Based Assessment Reading (DART)

# at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Stud.	Ab. Stud.	All Stud.	Ab. Stud.	All Stud.	Ab. Stud.	All Stud.	Ab. Stud.
2013/2014 spring write								
Nov 2012								
Male N = 104	22.1%	21.4%	58.7%	71.4%	18.3%	7.1%	1.0%	0.0%
Female N= 69	11.6%	0.0%	59.4%	62.5%	26.1%	25.0%	2.9%	12.5%
Total N= 173	17.9%	13.6%	59.0%	68.2%	21.4%	13.6%	1.7%	4.5%
May 2011								
Male N =	4.9%	0.0%	54.9%	50.0%	34.4%	41.7%	5.7%	8.3%
Female N =	6.3%	5.6%	37.5%	44.4%	50.0%	33.3%	6.3%	16.7%
Total N= 218	5.5%		47.3%		41.3%		6.0%	
May 2010								
Male N=111	9.0%	0	60.4%	60.4%	27.3%	20.0%	2.7%	0.0%
Female N=108	2.8%	5.6%	57.4%	50.0%	35.2%	44.4%	4.6%	0.0%
Total N = 219	5.9%		59.0%		31.5%		3.7%	

FSA Gr 4 Writing Assessment

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
2013								
All Students	4	9	13	28	29	63	0	0
Male	2	7	12	43	14	50	0	0
Female	2	11	1	6	15	83	0	0
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2012								
All Students	4	8.7	13	31.0	29	69.0	0	0.0
Male	2	4.3	12	46.2	14	53.8	0	0.0
Female	2	4.3	1	6.3	15	93.8	0	0.0
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2011								
All Students	3	5	16	28	37	65	1	2
Male	0	0	9	31	20	69	0	0
Female	3	11	7	25	17	61	1	4
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2010								
All Students	5	13	10	26	23	61	0	0
Male	3	15	6	30	11	55	0	0
Female	2	11	4	22	12	67	0	0
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

School Wide Write – Spring 2007- 2011

	Not Yet Meeting	Minimally Meeting	Fully Meeting	Exceeding
Year 2012 and 2013	Did not complete in 2012 and 2013			
Year 2011				
All School	13.16%	33.55%	43.75%	9.54%
Male	18.39%	33.91%	39.66%	8.05%
Female	6.15%	33.08%	49.23%	11.54%
Male Ab.	20.00%	20.00%	55.00%	5.00%
Female Ab.	0.00%	20.00%	65.00%	15.00%
Year 2010				
All School	8.75%	39.39	41.41%	10.44%
Male	10.53%	48.68%	35.53%	5.26%
Female	6.90%	29.66%	47.59%	15.86%
Male Ab.	21.43%	35.71%	35.71%	7.14%
Female Ab.	5.56%	44.44%	38.89%	11.11%
Year 2009				
All School	8.39%	43.43%	38.69%	9.49%
Male	12.32%	47.10%	34.06%	6.52%
Female	4.41%	39.71%	43.38%	12.50%
Male Ab.	25.00%	37.50%	37.50%	0.00%
Female Ab.	13.33%	53.33%	26.67%	6.67%
Year 2008				
All School	7.81%	33.46%	48.33%	10.41%
Male	10.85%	36.43%	44.96%	7.75%
Female	5.00%	30.71%	51.43%	12.86%
Male Ab.	16.67%	33.33%	41.67%	8.33%
Female Ab.	0.00%	50.00%	31.25%	18.75%
Year 2007				
All School	12.81%	35.94%	40.21%	11.03%
Male	17.48%	37.76%	40.56%	4.20%
Female	7.97%	34.06%	39.86%	18.12%
Male Ab.	35.71%	42.86%	14.29%	7.14%
Female Ab.	7.14%	14.29%	50.00%	28.57%

Evidence of Change:

- Over the past three years the percentage of students identified as at risk in K has risen. DRA assessment shows that generally each year more students are being identified as at risk in kindergarten through grades 1 and 2. For the 2009 cohort it has gone from 7% to 23.8% not yet meeting expectations in the grade 4 FSA results. DRA results for our Aboriginal and ESL students are of concern. But, we must note that the number of students respectively is significant but small compared to the larger population. Its effect on the type of interventions we undertake is to cause us to work on initiatives for both individuals and the broader school.

Targets (ending 2013-14):

DRA K-2 Reading: 15% or less of students at Risk at grades 1 and 2. This is an ambitious target in light of the trend.

DART Grade 3-6 Reading: We would like to reduce the number of student not yet meeting expectations to 50%. The performance of Aboriginal students will mirror the school in general.

Comment / Summary of Progress:

DRA results have shown decidedly that we are identifying an increasing number of at Risk students in K-2. Kindergarten students are entering Cherry Hill Elementary with minimal skills. Despite our targeted focus on Early Intervention for at Risk students the grade 1 and 2 cohort did not perform well on this assessment. This is establishing itself as a trend over the last 2 years. On reflection, one of the results of our targeted focus is the fact that we are likely identifying more of those who are at risk in our classes. We will continue to provide support.

DART results are mixed but, as noted, improving. Our target has changed to 50% Fully Meeting or Exceeding. This is an ambitious goal, as our DART has moved to a fall write. Although, gaps between boys and girls and between Aboriginal students and the general population are still there, they are diminishing. This data also shows that grades 3, 4, and 5 are groups that have large numbers in the Not Yet and Minimally Meeting range and will require support if we are to meet our goal.

Action Plan: These are the actions we believe will accomplish our objectives...

Continuing Practices that are working well in our school:

- Cherry Hill utilizes a school-wide reading program called RAZ kids to target our vulnerable learners. Cherry Hill also participates in an Early Intervention Program. Kindergarten and grade one students identified as “at risk” students are provided with Learning Assistance intervention targeted at building key reading skills, (alphabet, letter sounds, oral language and print awareness). Their progress is monitored throughout the year and throughout their primary grades.
- Carry on with our Buddy Reading Program where older students support younger ones.
- “Genius Hour” or “Passion Projects” to improve student engagement- strength based, intrinsically motivating. Will be having a Passion Fair on May 23rd.

- Guided reading in classrooms.
- Discussing a school wide “My Favorite Book” along with a character dress up day to inspire and motivate students to read.
- Carry on with the EMRT, (Early Morning Reading Time) which gives students, especially primary students, an additional fifteen to thirty minutes of reading a day. Parent volunteers are essential in the success of this initiative.
- In previous years, Cherry Hill has focused their Staff Development Plan on Literacy. Teachers will, in the coming year, continue to focus on literacy initiatives. The school is continuing to use a program called “Reading Power” to directly teach skills to help students with reading comprehension. It is based on Adrian Gear’s book, Reading Power – Fiction. Each teacher has a copy of this book and many of the staff worked collaboratively to plan lessons, implement strategies and following the lessons met to discuss their effectiveness. Last year all staff members were given the book, Reading Power-Non-Fiction, as a guide. The school has supported several staff members to attend the numerous literacy workshops sponsored in our district.
- Our teachers are again working together to learn and practice more Feedback for Learning, (FFL) strategies. We have identified and purchased some resources to enable these teachers to practice these strategies. We provided every teacher with a copy of teacher developed action research that is grade appropriate, national award winning work from David Livingstone Elementary to answer requests for assistance to better use technology in the classroom.
- Two SMART Boards, projectors and laptop computers plus a document image camera and projector are enabling teachers to stimulate creativity and give better immediate feedback on writing. Resource materials such as the 6 + 1 Traits of Effective Writers Kits have been acquired for all grades to provide additional support for teachers in this strategy. A number of staff members have used their own professional development time and have joined a teacher-structured, district supported, technology study group, combined with our Staff Development Plan to work on increasing their skills in this area. We are continuing to identify and purchase other tools to help implement FFL ideas.
- Our Strong Start program continues to grow and is very popular in our community. It gives pre-school children and parents from our neighbourhood a great introduction to learning by play at school. The leader is to be commended for her innovative addition of Punjabi language elements to her program. This program combined with our already strong Ready Set Learn activities of “Books for Breakfast” and “Books for Bedtime” help us to try to ensure that as many Kindergarten students as possible are ready to start reading when they arrive at school.

Things we will do differently:

- This year we did not undertake a lot of changes. Rather, we tried to really dig into what we have been working on. Our plan in the coming year is to continue to work with the Adrienne Gear series, to extend our work with technology and continue to work on Feedback for Learning. We have added hundreds of titles to our book our collection to support our “Reading Power” program and have a lot of work to do to support staff in using them.
- We have conflicting data on the strength of writing at Cherry Hill, so we will continue with, 6 + 1 Writing Traits of Effective Writers, and add more workshops on writing for boys (and girls) into our collaboration plan.

- We feel significant gains can be made by our students through the use of technology. We have 30 iPad computers. We are tapping into its potential and our goal is to work to have this resource utilized most effectively. We have “dragon naturally speaking” installed on one of our computers that is used to capture students’ oral ideas and “writes” for students with written output difficulties.
- We will be assessing each student using PM Benchmarks. This Assessment will allow us more information to better work with our students. PM Benchmarks will assess students reading and comprehension levels based on National Norms. We are also using a home reading program to enhance students reading levels.

How we will provide for staff development and collaboration:

- The coming year will see us again joined by a number of new staff members. This makes our Staff Development Plan more important than ever. The plan itself is tied directly to our goals. Most of the money in the plan will again be targeted for staff mentoring, collaboration and peer coaching time aimed specifically at learning and practicing the use of technology to support Reading Power and Feedback for Learning strategies. Several collaborative teams will also dedicate collaborative time to numeracy as well. The remaining money in our plan is used to allow as many staff as possible to attend district teams, projects and professional development sessions learning about the connection between technology, literacy and numeracy.
- Collaboration is discussed at staff meeting and many teachers are interested in observing one another to discuss new strategies and support each other.

How we will involve parents:

- Cherry Hill Elementary will keep parents informed by sending home monthly newsletters. These newsletters are sent home both as paper and electronically from our web site. They have information pertaining to the school, including recent and upcoming events, newsletters, annual report, school growth plan, code of conduct and SPC reports. All this useful information is valuable and easily accessible by parents.
- At Cherry Hill parents are encouraged to come into the school even before their children are enrolled. Our Strong Start room is the centre for welcoming new families. The program has attracted as many as fifty people on several occasions with the average being between 18 and 20 pre-schoolers and parents. This program is run by a trained ECE teacher who helps parents help their children get “Kindergarten Ready.” It is wonderful to have parents, grandparents and young children feeling at home here. In addition, we also offer the “Ready Set Learn”, (RSL) program “Books for Bedtime”, to get parents with pre-school children into the school and a little familiar with what we have to offer. This program offers parents a number of tips for getting their children started reading on the right foot.
- Cherry Hill also encourages parents of current students in our home reading program.
- In summary, Cherry Hill keeps communication open between parents and teachers with the help of student planners, our school web site as well as the Principal’s email list which continues to grow

How we will monitor and adjust our actions:

- This year we have kept our data closely focused on the learning related to our two main goals. We will continue to monitor this information as a School Planning Council and have results discussed regularly at staff meetings. The DART will be utilized as part of Feedback For Learning to target instruction. Finally, the underpinnings of our whole school plan are rooted in our Literacy Plan. We are working together as a staff to improve our collective skills in specific strategies for teaching reading and writing as well as providing students with feedback for their learning. Both of these are premised on the need to constantly be monitoring student learning and adjusting the lessons within the classroom based on the student understanding. It is a natural extension that as this becomes a solid part of the foundation of each classroom we will monitor and adjust in the school as a whole.
- Looking at gathering “teacher perception” data in June to include as data for next year’s plan.

Goal: To improve student Numeracy skills, grades K - 6**Objectives:**

Objective 1: To raise the percentage of students meeting or exceeding expectations in Numeracy K-6

Rationale:

- The GNAP results were not strong in 2009 but improved in 2010 and held their ground in 2011. They are not at the level of 2008 which was a recent peak.
- School Based assessments indicate a need to maintain focus on numeracy.

FSA Gr 4 Numeracy Assessment

	Performance Level Unknown		Not Yet Meeting		Meeting		Exceeding	
	#	%	#	%	#	%	#	%
2013								
All Students	5	11	21	46	19	41	1	2
Male	2	7	14	50	11	39	1	4
Female	3	11	7	39	8	44	0	0
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2012								
All Students	5	10.9	21	51.2	19	46.3	1	2.4
Male	2	4.3	15	57.7	10	38.5	1	3.8
Female	3	6.5	6	40.0	9	60.0	0	0.0
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2011								
All Students	3	5	19	33	32	56	3	5
Male	0	0	12	41	16	55	1	3
Female	3	11	7	25	16	57	2	7
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2010								
All Students	5	13	15	39	16	42	2	5
Male	3	15	5	25	10	50	2	10
Female	2	11	10	56	6	33	0	0
Aboriginal	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk

Evidence of Change:

- On the provincial Foundations Skills Assessment, (FSA) our students' results are consistent with the previous year.
- The District has moved away from the GNAP, so in 2012/2013 Cherry Hill created a Math Computation Assessment that mirrors the WRAT Math Computation Assessment.
- From 2012/2013, the data collected indicates that approximately 30% of our grade 5 students are meeting or exceeding expectations. The students that measure a grade equivalent of 8.7 and higher were all international students.
- Moving forward, we would like to create some baseline data, so we will be gathering some teacher perception data along with another assessment test in the future.

Targets (ending 2013-14):

If our baseline data that we collected for our grade 3 students is somewhat accurate, only 17% of the students are meeting or exceeding expectations for grade 3 math computations. 50% of grade 3 students assessed were a grade level behind. We would like to 50% of grade 3 students to the meeting and exceeding expectations.

Comment / Summary of Progress:

With the District pulling the GNAP Assessment, we will need to rely on different assessments, with teacher perception data being collected in June.

Action Plan: These are the actions we believe will accomplish our objectives...

Continuing Practices that are working well in our school:

- We continue to implement the math program, "Math Makes Sense". It has been very powerful to have some teacher leaders adopting the new program. These teachers continue to be valuable resources for other teachers as they work through the trials of understanding the new program. This collaborative support is built into our Staff Development Plan and is an integral part of our Numeracy success. A large portion of the staff has focused a significant portion of its professional development time on math instruction, including the uses of technology in the field.
- We provide links to online Math support websites on our school web-site.
- The use of Feedback For Learning techniques as we teach math is continuing to take hold. One notable example seen almost daily is the use of the Smart Board, the Digital Image Camera and good old fashioned individual slates all together to teach with manipulatives in the Math Makes Sense program. Teachers are regularly checking for understanding and modifying the next section of the

lesson based on the student understanding they are shown. As a staff we are committed to learning and using more FFL techniques in numeracy as well as the previously mentioned literacy.

Things we will do differently:

- Technology is a valuable tool in the teaching of numeracy and the motivation of children. In 2012/2013 we set a goal to increase our use of technology in math.
- Use our new iPads to further engage and empower our students and improve mathematical fluency and number sense.
- We have a new Smart Boards installed in the computer lab for all teachers to have access to and learn about the potential of SMART boards to increase student engagement and facilitate the use of Feedback for Learning.
- We will emphasize the links available to students and parents online and urge them to use the supports on, [Learn Now BC](#), and Salman Khan's tutorial series on You Tube to help with their home study. As teachers use them to differentiate instruction in the classroom so to they can help parents support students with gaps in their math knowledge at home.
- We are also looking doing a "problem of the week" as a school wide approach to get students engaged, interested and discussing math with their peers and parents.

How we will provide for staff development and collaboration:

- Our staff development Plan provides staff members with collaboration time within the regular school day which they use to continually develop their skills in providing the numeracy curriculum in the same manner detailed earlier for literacy.
- Collaboration is discussed at staff meeting and many teachers are interested in observing one another to discuss new strategies and support each other.

How we will involve parents:

- We have created a solid collection of links on our school web-site to which parents can turn for support and will help them access a vast array of tutorials and educational games.

How we will monitor and adjust our actions:

- We will explore the development of Feedback For Learning materials to help us identify students at risk, diagnose and remedy their numeracy weaknesses.
- Looking at gathering "teacher perception" data in June to include as data for next year's plan.
- We will use teacher perception data to further inform our instruction.

Goal: To improve student Social Responsibility, grades K - 6

Objectives:

Objective 1: To increase students’ awareness of their own Social Responsibility.

Objective 2: To have students use Socially Responsible behaviors in the school environment.

Rationale:

- Although there are no formal records kept on file regarding office referrals, the staff at Cherry Hill felt that there were numerous referrals over the past couple of years.
- Cherry Hill Elementary is establishing some baseline data to track the behaviors of the students, particularly the tier 2 and tier 3 students behaviors.

Data:

Student Satisfaction Survey Data
Respondents reporting “Many of the Time” or “All of the Time”

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
<i>Number of respondents</i>	43	34	27	51	42	31
At school, do you respect people who are different from you (for example, think, act, or look different)?	88%	88%	92%	77%	91%	90%
Do you feel safe at school?	90%	79%	85%	64%	76%	65%
At school, are you bullied, teased or picked on?	0%	12%	23%	14%	7%	13%
Do you know how your school expects you to behave?	90%	91%	78%	70%	80%	71%
Do adults in the school treat all students fairly?	74%	76%	62%	73%	70%	58%
Do you feel welcome at your school?	N/A	76%	81%	68%	82%	71%

Parent Satisfaction Survey Data
 Respondents reporting “Many of the Time” or “All of the Time”

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13
<i>Number of respondents</i>	53	7	29	6	7	9
Are personal differences respected at your child's school?	83	Msk	72	Msk	56	44
Do you think your child is safe at school?	90	Msk	79	Msk	85	89
Is your child bullied, teased, or picked on at school?	4	Msk	15	Msk	0	11
Does your child's school provide clear expectations for student behaviour in the school?	83	Msk	69	Msk	71	67
Are the rules related to behaviour enforced consistently at your child's school?	78	Msk	69	Msk	71	44
Are you satisfied that staff treats all students fairly at school?	79	Msk	86	Msk	71	33
Do teachers care about your child?	88	Msk	93	Msk	70	33

Evidence of Change:

Targets:

- We are collecting some baseline data this year in order to make some better decisions in how to influence student behavior
- We will be surveying the students in the school regarding their perceptions of their safety and the amount of bullying

Comments / Summary of Progress:

Action Plan: These are the actions we believe will accomplish our objectives...

Continuing Practices that are working well in our school:

- Clearly defined Code of Conduct that will be posted in each classroom
- Noon hour supervisors using “Gotcha’s” catching kids being good, a school wide intervention
- Random Acts of Kindness Week In February
- Newsletters to parents
- Tracking student office referrals
- Continue to teach virtues and values in the classroom

Things we will do differently:

How we will provide for staff development and collaboration:

- We would like to bring in CMYH to run some workshops on the Friends for Life program
- Discussing as a staff ways to promote positive student behaviors through a school wide approach

How we will involve parents:

- Continue to focus on Virtues in the newsletters with activities that parents can use at home to reinforce some of the positive values found in the Social Responsibility standards
- PAC
- SPC

How we will monitor and adjust our actions:

Submitted by the Cherry Hill School Planning Council

Parent Member _____ Date _____

Parent Member _____ Date _____

Parent Member _____ Date _____

Teacher _____ Date _____

Principal _____ Date _____