

Cherry Hill Elementary Growth Plan

2015-2016



“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 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, hiking club 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.

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:

- Our perception data results confirm, a need to maintain focus on reading.

Data Sources:

We are beginning to collect this data. Each student in each class was ranked as either **Not Yet Meeting, Meeting** or **Exceeding** Expectations in Reading, Writing and Numeracy. This ranking was done by the teachers in March of 2015. Data will be collected in March in future years.

School Based Assessment Reading Teacher Perception Data

Percentage								
	Reading				Writing			
	Meeting or Exceeding							
GRADE	March 2015				March 2015			
K	50%				57%			
1	75%				75%			
2	46%				74%			
3	70%				58%			
4	85%				89%			
5	62%				53%			
6	93%				93%			
all								

Evidence of Change:

- Moving forward, we are creating some baseline data and we are gathering teacher perception data along with another assessment in the future.

Comment / Summary of Progress:

We are continuing to introduce new initiatives such SWAT, “My Favorite Book” and the Passion Fair to engage our students. We are also introducing yoga with our “at risk” learners to improve self-regulation.

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

Continuing Practices that are working well in our school:

- Our Primary teachers and LST teachers are participating in Changing Results for Readers, along with West Heights, Silverdale and Central.
- The program “Dragon Naturally Speaking” has been implemented in our LST, ISP and grade 3/4 class to aid our students with written output difficulties.
- Introduced SWAT to help our struggling readers in Primary as well provide leadership opportunities for our intermediate students.
- 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, inquiry model that is intrinsically motivating. Will be having a Passion Fair on May 22nd.



- 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 our kindergarten parents providing an additional fifteen to thirty minutes of reading a day each morning. Also, Daily Five being used in some of our primary classes.
- Three 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
- 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:

- We feel significant gains can be made by our students through the use of technology. We have 28 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 5 of our computers, to capture students’ oral ideas and “write” 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. We are also using a home reading program to enhance students reading levels.
- Explore self-regulation strategies to enhance social emotional competencies of our students, presently inquiring about Mind Up.

How we will provide for staff development and collaboration:

- Collaboration is discussed at staff meeting and many teachers are interested in observing one another to discuss new strategies and support each other.
- We are discussing using a regular schedule when students would get together in cross grade pods with a different teacher. The LST, ISP teacher and principal would be involved to allow three teachers the opportunity to collaborate

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.
- In summary, Cherry Hill keeps communication open between parents and teachers with the help of student planners and our school web site.

How we will monitor and adjust our actions:

- Beginning to use “teacher perception” data.

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:

- School Based assessments indicate a need to maintain focus on numeracy.

We are beginning to collect this data. Each student in each class was ranked as either **Not Yet Meeting**, **Meeting** or **Exceeding** Expectations in Reading, Writing and Numeracy. This ranking was done by the teachers in March of 2015. Data will be collected in March in future years.

Percentage				
Numeracy				
	Meeting or Exceeding	Meeting or Exceeding	Meeting or Exceeding	Meeting or Exceeding
Grade	March 2015			
K	67%			
1	83%			
2	77%			
3	81%			
4	85%			
5	56%			
6	93%			
All Students				

Evidence of Change:

- Moving forward, we are creating some baseline data, so we will be gathering some teacher perception data along with another assessment test in the future.

Comment / Summary of Progress:

We will also need to develop different assessments in addition to teacher perception data.

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.
- 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.

Things we will do differently:

- Technology is a valuable tool in the teaching of numeracy and the motivation of children.
- 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 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.
- Explore self-regulation strategies to enhance social emotional competencies of our students, presently inquiring about Mind Up.

How we will provide for staff development and collaboration:

- Collaboration is discussed at staff meeting and many teachers are interested in observing one another to discuss new strategies and support each other.
- We are discussing using a regular schedule when students would get together in cross grade pods with a different teacher. The LST, ISP teacher and principal would be involved to allow three teachers the opportunity to collaborate.

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.
- We will use teacher perception data to further inform our instruction as well as other assessments such as PM benchmarks.

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:

- 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”

	2009/10	2010/11	2011/12	2012/13	2013/14
<i>Number of respondents</i>	27	51	42	31	43
At school, do you respect people who are different from you (for example, think, act, or look different)?	92%	77%	91%	90%	79%
Do you feel safe at school?	85%	64%	76%	65%	74%
At school, are you bullied, teased or picked on?	23%	14%	7%	13%	9%
Do you know how your school expects you to behave?	78%	70%	80%	71%	70%
Do adults in the school treat all students fairly?	62%	73%	70%	58%	67%
Do you feel welcome at your school?	81%	68%	82%	71%	65%

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

	2009/10	2010/11	2011/12	2012/13	2013/14
<i>Number of respondents</i>	29	6	7	9	2
Are personal differences respected at your child's school?	72	Msk	56	44	Msk
Do you think your child is safe at school?	79	Msk	85	89	Msk
Is your child bullied, teased, or picked on at school?	15	Msk	0	11	Msk
Does your child's school provide clear expectations for student behaviour in the school?	69	Msk	71	67	Msk
Are the rules related to behaviour enforced consistently at your child's school?	69	Msk	71	44	Msk
Are you satisfied that staff treats all students fairly at school?	86	Msk	71	33	Msk
Do teachers care about your child?	93	Msk	70	33	Msk

Evidence of Change:

- 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:

We are also introducing yoga with our “at risk” learners to improve self-regulation. We are also discussing a “Check and Connect” strategy whereby all staff will “check in” with a few students who are requiring more positive adult relationships to improve connectedness to the school.

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
- We have a “Buddy Bench” that is ready to be installed
- 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:

Explore self-regulation strategies to enhance social emotional competencies of our students, presently inquiring about Mind Up.

How we will provide for staff development and collaboration:

- 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

Submitted by the Cherry Hill School Planning Council

Parent Member _____ Date _____

Parent Member _____ Date _____

Parent Member _____ Date _____

Teacher _____ Date _____

Principal _____ Date _____