

Port Clements Elementary School

School Plan 2016-2017
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School trip cranberry picking

School Plan 2016-2017

Port Clements Elementary

School Profile 2016-2017

Enrollment: 39 FTE students Grades K-7

Demographics: 3% of students bus from Masset or Tlell (10/39)

36% of students have Aboriginal Ancestry (14/39)

20 students registered in StrongStart -3 days per week

Staffing: 3.0 FTE teaching staff (includes principal)
2 Education Assistants (40 hrs. per week total)
1 FNRW (5 hrs. per week)
1 Administrative Assistant/Library Clerk
1 Food Coordinator
1 StrongStart Facilitator



Students working in mixed-age groupings to solve science challenges

School Initiatives and Activities 2015-2016

Health and Fitness: Fruit and Vegetable Snack Program four times a week, Hot Lunch Once a week, Milk & Muffin once a month, gardening, baking with parents, community walks, wild food harvesting, Terry Fox Run/Fundraiser

Literacy: Library, Scholastic Books, Alder Gala

Personal Safety: Fire and Earthquake Safety, Recycling, Personal Health and Safety/Body Science, Bike Rodeo & Safety, D.A.R.E. program

Social Responsibility: Environmental Stewardship (Salmonids), Mount Moresby Adventure Camp (Gr. 5s), composting and recycling, Money Management (NSCU), luncheon with seniors

Special Days: Halloween, Valentine's Day, fun days (bed hair, pajamas, teddy bear), National Aboriginal Day, outdoor hiking, field trips, lunch and play-day with Chief Matthews, low tide study Old Massett

Sports: Cross country, outdoor soccer, basketball, badminton, chess, track and field, hockey, Primary Cross Country

Arts & Culture: Art Starts performances, Drama Club, drum making, Totem pole visit – Jim Hart, Artist in Residence (Nancy Hett – pottery)

Other: Community Art Fair, Outdoor Education, Science Alive, Victoria (Gr. 7)



Port Clements Elementary School Goals

This school plan has been designed based on formal and informal feedback from the following sources: school/parent wide Satisfaction Surveys, FSA results, District Math and Literacy Assessments, student questionnaire, and PAC/principal sponsored community BBQ and dialogue.

The results from this year's Satisfaction Survey (open to all students and parents) paint the picture of a school where students feel supported by the adults, expectations are clear, academic gains are noted and healthy eating and living are encouraged. Furthermore, parents who responded reported that Port Clements Elementary was a safe, caring and inclusive school in which they were satisfied with the level of learning happening for their child.

The student surveys highlighted the following areas for improvement: exposure to arts, in particular music; time working on projects selected by students; opportunities to learn about money management; increased knowledge about Aboriginal peoples; ways in which we care for the environment; and opportunities to learn about life-skills/trades.

Parent surveys reported a continued emphasis on the garden as a place and tool for learning (100%); and a focus on music (100%). Interestingly, parent responses to the question "Are you satisfied that the school is preparing your child for a job in the future?" resulted in 33% believing "some of the time". This raised a number of questions for me. What skills/experience does our parent community associate with preparing children for the future? What current skills/experiences are workforces requiring? And, are there opportunities occurring within the school that relate to skills for success that parents aren't aware of? While not in the formal goals, these questions are set for an inquiry process led by the principal.

Furthermore, our school BBQ/open dialogue reinforced parental interest in greater access to music and arts, as well as continued support of the garden. Other suggestions included work placement for older students, more access to language and artists in residence.

This school plan is intended to orient our school into the future. A future in which incremental steps towards improving student success are intentional, communicated, meaningful and grounded in best practices. The three goals addressed in this plan are intended to create better learning environments by building upon identified areas of growth.



Goal #1: To offer a comprehensive Music program at each grade level



Objectives:

- 1. To expose students to a variety of music (Indigenous, classical, modern, etc.)**
- 2. To build confidence in playing and creating music**
- 3. To perform in a school or community concert**

Measures of Achievement:

- 1. At least one performance during the year**
- 2. Measure increase in the enthusiasm in Music for all children (Satisfaction Survey)**
- 3. Students observations and anecdotal feedback from participants**

Strategies:

- Focus on inviting guest musicians and volunteers**
- Demonstrate how technology can be used to both learn music, as well as create music**
- Support teacher resources and professional development opportunities related to music**

Goal #2: To design, grow and maintain a school garden as part of our healthy eating and living plan



Objectives:

- 1. Plant and maintain vegetable, herb and flower beds, as well as wild food gathering**
- 2. Learn about sustainable practices including composting, seed-saving, canning**
- 3. Harvest both garden and wild foods to be shared with the community**

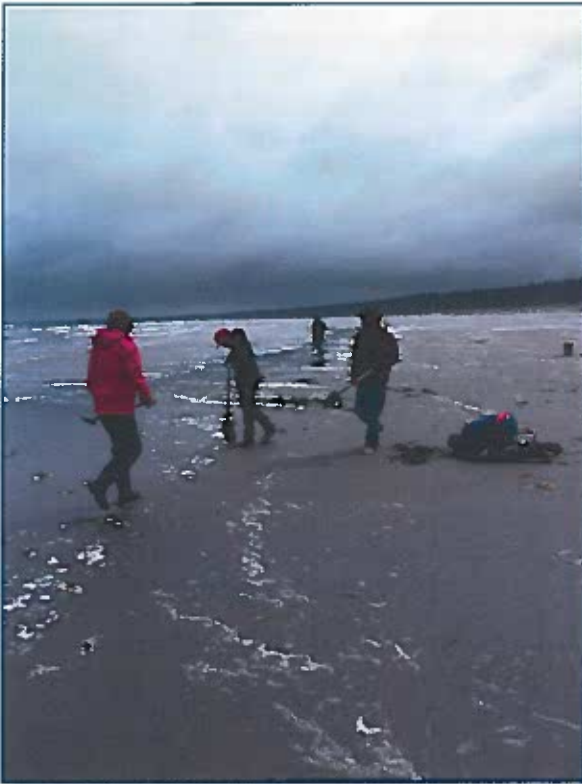
Measures of Achievement:

- 1. Increased interest in planting, growing and harvesting of food**
- 2. Increased social responsibility by working together on the garden**
- 3. Increased interest in the science of growing for all grades (Satisfaction Survey)**

Strategies:

- Class activities involving planting, maintaining, harvesting and plant life cycle and composting**
- Collect and preserve wild foods (cranberries, spruce tips, etc.)**
- Maintain a reflective and/or observational journal**

Goal #3: To increase knowledge, understanding and presence of Aboriginal peoples and languages within our school community



Objectives:

1. Establish a Xaad Kil program within the school
2. Build relationships with role models on an ongoing basis
3. Produce, display, visit and celebrate Aboriginal cultural works

Measures of Achievement:

1. Positive responses from students in Satisfaction Survey
2. Visible increase of activity within the school (i.e. drumming group, Xaad Kil during assemblies)
3. Positive relationships built with role models

Strategies:

- Secure funding for Xaad Kil facilitator
- Celebrate cultural learning during assemblies and family events
- Further support for staff in setting up role models well in advance

Grade 4 FSA Results 2015-2016

	Not Yet Meeting Expectations	Meeting Expectations	Exceeding Expectations	Level Unknown
Reading		4/5 (80%)*		1/5 (20%)
Writing	1/5 (20%)	3/5 (60%)		1/5 (20%)
Numeracy	3/5 (60%)	1/5 (20%)		1/5 (20%)

* One student had the text read to him due to accommodations outlined in his IEP.

Grade 7 FSA Results 2015-2016

	Not Yet Meeting Expectations	Meeting Expectations	Exceeding Expectations	Level Unknown
Reading		6/7(86%)	1/7 (14%)	
Writing		2/7 (29%)	5/7 (71%)	
Numeracy		7/7 (100%)		

Report Cards 2015-2016

	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	
Grade K	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	
	Approaching	Approaching	Meeting	Meeting	Exceeding	Exceeding			IEP
ELA Reading			3	3					
ELA Speaking and Listening	2		1	3					
ELA Writing	1		2	3					
Fine Arts			3	3					
Health and Career Education			3	3					
Mathematics	2		1	3					
Physical Education			3	3					
Science			3	3					
Social Studies	2		1	3					
	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	
Grade 1	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	
	Not Yet Meeting	Not Yet Meeting	Approaching	Approaching	Meeting	Meeting	Exceeding	Exceeding	IEP
ELA Reading	1		1		1	2		1	
ELA Speaking and Listening			1		2	2			1
ELA Writing	1				2	1		1	1
Fine Arts					3	3			
Health and Career Education					3	3			
Mathematics			1		1		1	2	1
Physical Education					3	3			
Science					3	3			
Social Studies			2		1	3			

Report Cards 2015-2016

	1 st	2nd	1st	2nd	1st	2nd	1st	2nd	
Grade 2	1 st	2nd	1st	2nd	1st	2nd	1st	2nd	
	Not Yet Meeting	Not Yet Meeting	Approaching	Approaching	Meeting	Meeting	Exceeding	Exceeding	IEP
ELA Reading			1			1			1
ELA Speaking and Listening			1		1	2			
ELA Writing					1	1			1
Fine Arts					2	2			
Health and Career Education					2	2			
Mathematics					2	2			
Physical Education					2	2			
Science					2	2			
Social Studies					2	2			
Grade 3	1st	2nd	1st	2nd	1st	2nd	1st	2nd	IEP
	Not Yet Meeting	Not Yet Meeting	Approaching	Approaching	Meeting	Meeting	Exceeding	Exceeding	2
ELA Reading	1			1	2	2			
ELA Speaking and Listening			2	1	1	2			
ELA Writing			3	2		1			
Fine Arts					3	2		1	
Mathematics						3			
Physical Education			1	1	2	2			
Science					3	3			
Social Studies		X		X	3	X		X	
Health & Career						3			

