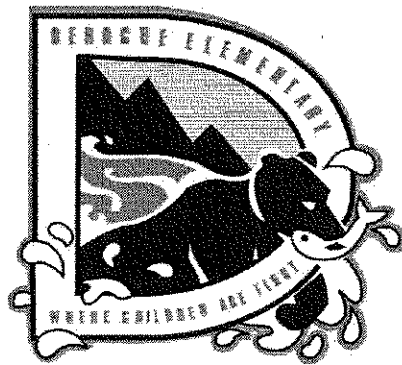


Deroche Elementary School
Mission Public School District (#75)



Action Plan For Learning
2017- 2018

Deroche Elementary School
10340 North Deroche Road
Deroche, BC V0M 1G0



School and Community Context

Unique Features:

Deroche Elementary is a four classroom K-6 school with a population of 75 students. Although situated in a rural setting 20 minutes east of Mission, the students are not generally from neighbourhood farms. Rather, most of the students are from two Aboriginal reserves and four trailer courts located close by. Over 70% of our students are of Aboriginal heritage.

Deroche Elementary has a small but very involved Parent Advisory Council that works hard to support the students and staff of the school. They fund a wide variety of student activities including two annual field trips per class, one hot lunch per month and some presentations by local agencies. A dedicated but small group of parents offer a Breakfast Club for any students who are hungry when they come to school. Our Breakfast Club runs between 7:50 and 8:15 am with an average student attendance of 20. Recent school wide literacy and numeracy testing indicated that over 50% of our grade 1 to 6 students are not reading or computing at grade level which was an impetus to several adult volunteers in our school community responding to an invitation to read with these students every morning, as well as several plans to engage our community and staff in numeracy remediation initiatives.

Inquiry Question:

How can Deroche Elementary School promote and inform collaborative planning to:

- Utilize Aboriginal cultural content, pedagogy and an historical inclination to oral communication to improve student reading, writing and computing skills and cultural awareness
- Utilize environmental education strategies within our outdoor education venue to improve student, reading, writing and computing skills.
- Utilize extracurricular activities, the outdoor classroom and vigorous daily physical activity programs to improve our students' self-esteem, social skills, cultural awareness, and ability to self-regulate.
- Engage our parents in improving social responsibility and academic performance in our students.

2016/17 Data:

READING			WRITING			NUMERACY		
% Meeting or Exceeding			% Meeting or Exceeding			% Meeting or Exceeding		
Grade	Bench- marks	FSA (17)	Grade	Classroom Assessment	FSA (17)	Grade	Jump Math Mental Computing	FSA (17)
Grade 1	46		Grade 1	35		Grade 1	31	
Grade 2	55		Grade 2	78		Grade 2	56	
Grade 3	43		Grade 3	57		Grade 3	25	
Grade 4	45	50	Grade 4	38	30	Grade 4	27	30
Grade 5	44		Grade 5	50		Grade 5	25	
Grade 6	56		Grade 6	55		Grade 6	27	
Aggregate	48		Aggregate	52		Aggregate	32	



How will we provide for staff development and collaboration?

- Two staff meetings per month, 3 School Wide Write marking suppers, 2 school based, professional days and a planning retreat in the Fall.
- "Superbears Fridays", organized by teachers to provide RTI, behavior modification and school wide learning to all students.
- Develop a framework for collaboration based on educational research for example, "on common ground" DuFour, Eaker, DuFour, 2005, Solution Tree Press.
- Implement and fund a process of peer instructional observation, evaluation and action research.

How will we monitor and adjust our actions?

- Benchmarks Reading testing, at least two times per year
- Jumpmath Mental Computing testing at least two times per year.
- Attendance and Behavior Intervention Monitoring and Measurement
- School Wide Writes, Fall, Winter and Spring
- FSA and Aboriginal Student Satisfaction Surveys
- Vancouver Island Math Assessment, once per year.

Action Plan:

- Continue to invest in staff professional development and remain consistent with LST and ESD reading comprehension remediation.
- Fully implement Joyful Literacy and Jumpmath programs and collaboratively develop a "3 R's" professional community minimum daily instruction and review standard.
- Engage, motivate and equip our parents to support nightly numeracy and literacy skill building with their children through our Home Reading Program and monthly community luncheons and math seminars.
- Continue to focus on reading recovery through our Intensive Daily Reading Program.
- Recruit more adult and staff volunteers to lead noon hour and after school activities (to supplement our current Aboriginal, gardening, library, tutoring, running and hockey clubs)

This school growth plan has been written, reviewed and supported by:

Michael Abercrombie, Principal

Date

Angus Wilson, Superintendent

Date

Rick McKamey, Board Chair

Date