

**NETWORK OF PERFORMANCE BASED SCHOOLS
2011-2012**

**FRASER LAKE ELEMENTARY SECONDARY
#91 Nechako Lakes**

Leadership Team

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School Context/Community Involvement

Fraser Lake Elementary Secondary School (FLESS) is located in Central British Columbia. It is a unique school because it serves students in grades 4 to 12. It is a rural school with students attending from Fraser Lake, Fort Fraser, Endako and the First Nations communities of Nadleh Whuten and Stelat'en. There are two partner schools – Mouse Mountain Primary and Fort Fraser Elementary. Enrolment has stabilized over the last few years around the 320 mark with 110 elementary and 210 secondary students. Approximately 29 % of our students have First Nations ancestry and many of our students have special needs. FLESS has Parent Advisory and School Planning Councils.

School Inquiry and Action

School Question

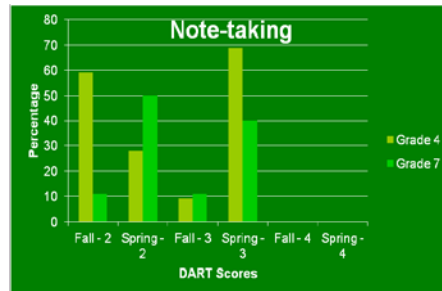
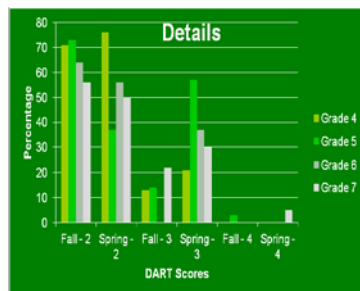
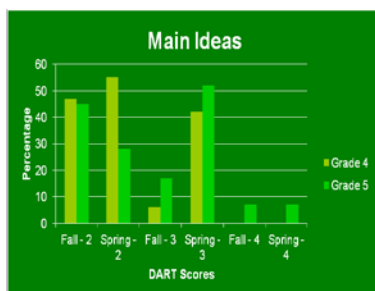
Will using a variety of graphic organizers help students identify main ideas and supporting details in a variety of texts?

In Grades 4 through 9, we noticed students did not score well on identifying main ideas and locating supporting details. Our goal was to have students move up a minimum of one level on the Reading for Information performance standard, in the areas of main ideas and supporting details.

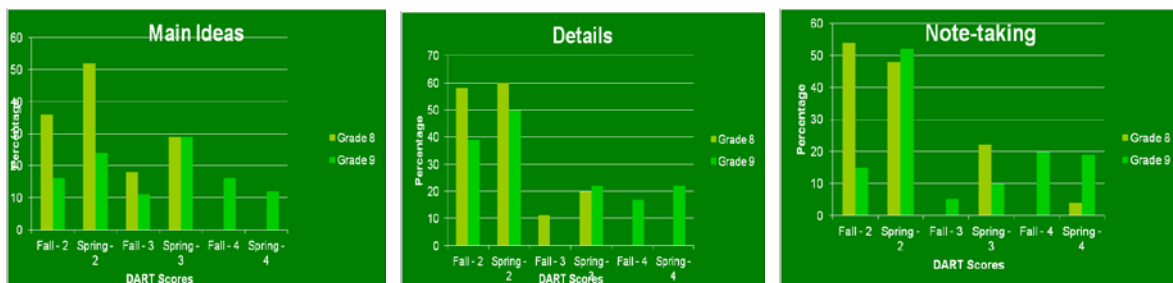
Strategies

Working in pairs, secondary teachers looked at individual scores, homeroom scores and grade group scores to locate areas where students required instruction and/or intervention. Teachers collaborated and choose a variety of graphic organizers that they would use with their students. Elementary staff created common pre and post assessments for webs, charts and outlines. Initially staff created rubrics for marking the assessments. Later on staff and students worked together to create student friendly ones. Based on post results, some team teaching occurred to help improve student scores.

School Findings



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Teachers noticed that the Spring DART Assessments did not measure all categories at all grade levels. The results do not show the true progress that the elementary students achieved. However, the teacher created assessments did show that students improved at least one level, often two. Secondary numbers improved in all categories.

School Plans for 2012-2013

- To increase the time spent working with students in small groups.
- To use collaboration time to analyze DART results, in both elementary and secondary, and to develop an inquiry question which applies across the curricular areas.
- To have designated Literacy blocks throughout the school.
- To have more collaboration between elementary and secondary staff.
- To use the performance standards rubrics on a more regular basis.
- To create more student friendly rubrics.

Reflections, Advice

Staff found that working together helped keep the momentum high. In our opinion, if we were not working together, we would have given up early on in the year and returned to the “old way” of doing things.

Some changes we will consider for next year are: to exchange secondary DART assessments with another high school; to have collaboration about the DART results take place between all teachers who teach each grade; to do more in-school training of markers and intersperse more “DART-style” assessments throughout the year; and as always, to unite our efforts and energy into one committee with a unified literacy goal.