



School District #75 Mission



2007-2008 School Growth Plan For Edwin S. Richards Elementary School



Edwin S. Richards Elementary School

Context

Edwin S. Richards Elementary School (ESR) was previously a French and English dual track school. As of September 2003, ESR became an English track only school. The school population had been reduced from approximately 505 students to 230 students. The date of the previous external review was 1997. In February 2006, an External Team conducted a School Review. The goals of literacy (writing and reading) and the goal to improve students' social and emotional development (social responsibility) have been the chosen focus and are still a relevant focus for our 2007-2008 School Growth Plan.

At ESR, the previous combination of the English and French Immersion tracks resulted in “blended” information and it was therefore difficult to look back and to fully quote past results or targets. ESR can essentially be considered a “newly developing school” and includes more than 25 students who either transferred from the French Immersion program at the beginning of the 2003 school year or throughout the years. Several of these students require extra consideration and have specific learning challenges, which now affect our overall current scores. **Note: Spring 2004 information is used as our school baseline data.**

Goal 1: <u>Increase Student Writing Skills</u>

Goal 1: Increase Student Writing Skills

Objective 1: Improve the writing skill level of all students in Grades 1-7

Objective 2: Increase the number of students “Exceeding Expectations” while continuing to exceed district averages in the “Fully Meeting Expectations” category

Rationale

In the Fall of 2003, in order to encourage Assessment for Learning, we scheduled our first Fall writing assessment. Our now yearly Fall assessment, along with the year end (Spring) District Assessment of the previous year assists us in planning and guiding our grouping and our instruction and assists us with planning throughout the school year.

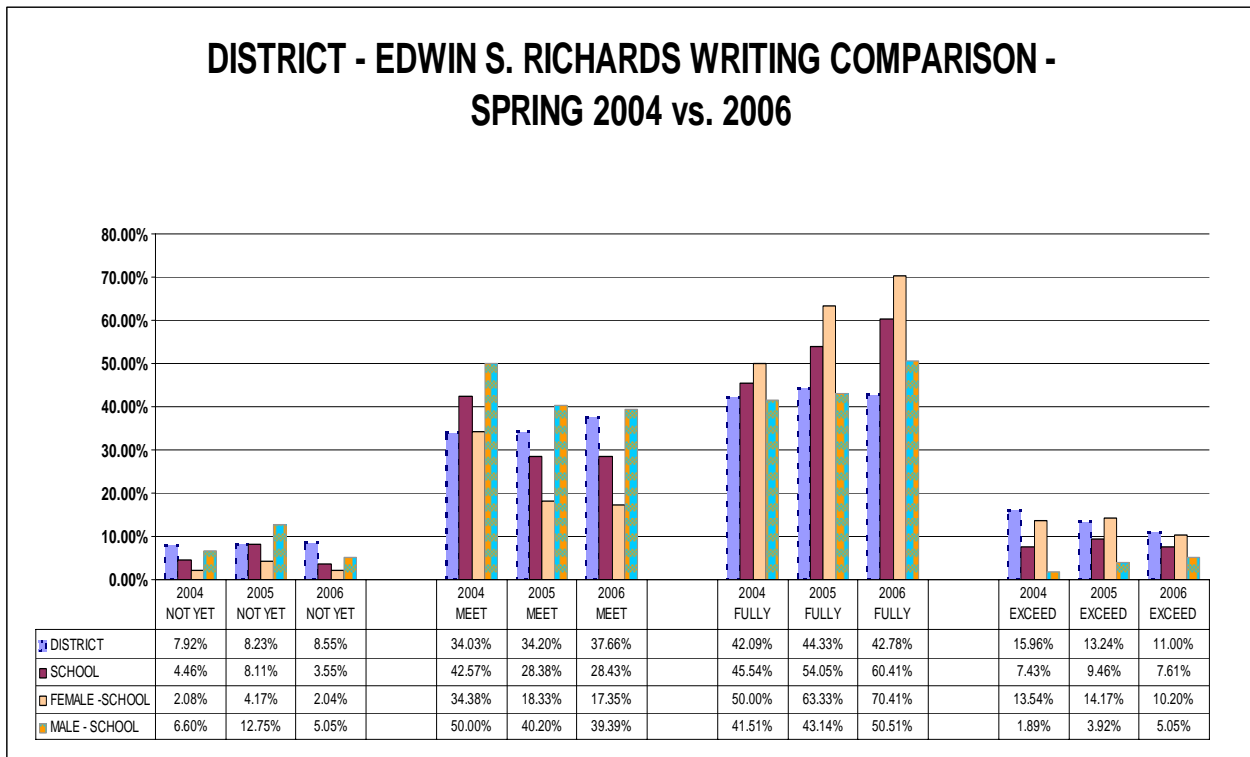
This September, after numerous staff discussions, the School Wide Write was again implemented using picture prompts and Ministry Performance Standards. Again, we used Story Writing standards rather than Personal Writing standards. The teachers originally thought that we might “hook” more students into being engaged in the writing process by using picture prompts. We believe that more students are engaged and in order to keep the variable constant we therefore need to keep the same format from year to year. Each year, we use the same protocol as was used in our original study and use the baseline which we set in Spring 2004. We graph comparisons from Spring to Spring each year (2004-2007). Our assessment data is placed into a separate file for each individual student. For ease of teacher use, we re-file the individual assessment files into new classroom groupings each year.

Performance Indicators/Evidence

1a. School Wide Write/Fall: Each Fall, classroom teachers, use the baseline data to look at their own classroom groupings and to assist them in determining individual and group needs. **NOTE:** The Performance Standards are designed to assess students’ progress and to inform instruction (assessment for learning). **The Performance Standards are designed to assess student performance in April of each year. The students should not necessarily be meeting expectations in September.**

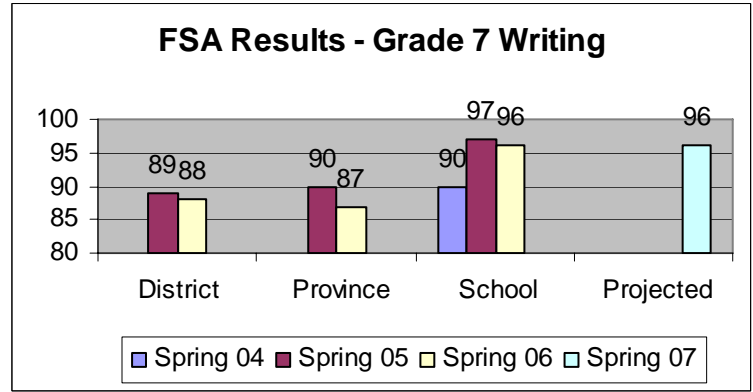
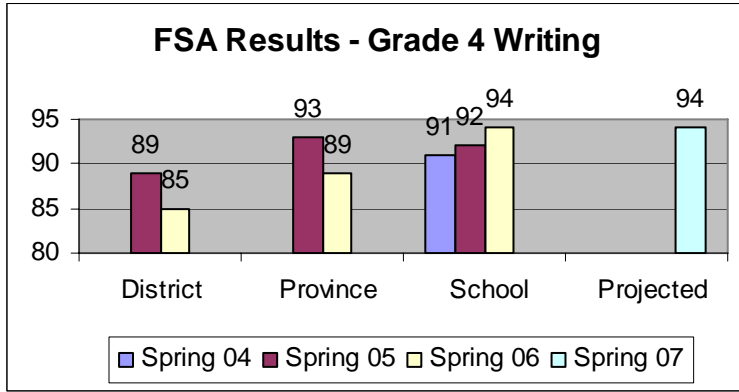
Each classroom teacher is also able to easily review previous Fall and Spring assessments, which are filed in individual student assessment folders that are organized into current classroom groupings. The teacher is then able to determine individual growth patterns and student needs over time. These files are also available and used for School Based Team discussions (assessment for learning).

1b. School Wide Write/Spring: As a staff, in September, we review our year-to-year comparison of the previous Spring baselines to assess our school wide learning and to determine our focus for the new school year. We also review specific areas of the data, to assist us in organizing classes and to help us to focus on our “at risk” students (assessment of learning). We have been focused on the “Fully Meeting” and “Exceeding Expectations” categories and have seen growth. Based on the Writing Performance Standards, our writing scores were **again** higher than the district totalled averages. In **Spring 2006**, we had **68.02%** of students in the totalled category of **“Fully Meeting” and “Exceeding Expectations”**. This is a 4.51% increase compared to 2005 Spring scores and a **total of 15.04% increase since 2004**. We now have only 3.55% of our students in the “Not Yet” category. (See following graph)



Note: We also wanted to improve the **male/female** data comparison and when choosing writing topics and purchasing reading materials, we have tried to determine how to “hook” and focus boys. We have seen improvement. When disaggregated, our totalled School Wide Write categories of **“Fully Meeting” and “Exceeding Expectations”** was higher **for boys 43.40% in 2004, 47.06% in 2005 and 55.56% in 2006 - a total increase of 12.16% since 2004.**

On our Spring District Assessment, we want to continue to increase the total number of students in the “Fully Meeting” and “Exceeding” categories. We will be completing another school wide write in Spring 2007. Spring 2007 will then be compared to previous years.



2. FSA Spring 2006 Grade 4 Writing Assessment indicated that **94%** of our **Grade 4** students were in the “Meeting” or “Exceeding” categories. ESR exceeded the district (85%) and provincial (89%) averages in writing. We also exceeded the district (88%) and the provincial (87%) average in writing score averages for **Grade 7** FSA scores with **96%** of our students in “Meeting” or “Exceeding” expectations. (See following charts)

Note: The FSA scores when disaggregated for males indicate that from 2004-2006 there was a **9% increase** in “Meeting” or “Exceeding Expectations” in writing for males in **Grade 4** and a **8% increase** for males in **Grade 7**.

We want to maintain or increase scores on the 2007 FSA writing assessment.

Data Sources

School

- School Wide Write - Fall - Teacher comparison of individual student writing. Determine individual needs of each student (BC Performance Standards) Assessment for Learning
- Class Profile, individual assessment files- Assessment for Learning
- School Wide Write Spring 2007 and comparison of Spring assessments – Spring 2004, 2005,2006 and 2007(BC Performance Standards - Assessment of Learning)
- Ministry Performance Standards from School Wide Writes and year long use
- Continue to disaggregate data: male/female, learning assistance/ESL/non-learning assistance/aboriginal (September and June)
- Continue to use disaggregated data in order to set up target groupings for “At Risk Students”
- Set up classroom groups for 2007-2008
- Classroom assignments/Report Cards
- Student engagement (teacher observation)

District

- Spring School Wide Write (Spring yearly)

Ministry

- Ministry - FSA –comparison of Spring 2004, 2005, 2006 and 2007

Performance Targets

- 1a. In Spring 2007 on the District Assessment, we expect to maintain or increase the percentage of students “**Fully Meeting**” expectations in writing based on the Writing Performance Standards as compared to the ESR baseline of **Spring 2006 (60.41%)**. (Comparison Spring to Spring)
- 1b. In Spring 2007, on the District Assessment, we expect to continue to maintain or see an increase of students “**Exceeding**” expectations on the BC Writing Performance Standards. Compared to the ESR baseline of Spring 2006 (**7.61%**). (See following chart)

Spring 2006 (%) School Wide Write	Total of FM and EE	Fully Meeting	Exceeding Expectations	Projected 2007 Exceeding Expectations
District	53.78	42.78	11	
School (N=222)	68.02	60.41 * Baseline	7.61	Maintain or Improve 1%

2. On the **Grade 4 and Grade 7 FSA Assessments in Spring 2007** in Writing, we expect to maintain or improve our combined percentage scores for the Students “Meeting” or “Exceeding” Expectations as compared to the ESR baseline of Spring 2004. In **2006, Grade 4, 94% “Met”** or “**Exceeded Expectations**” and **Grade 7 96% “Met”** or “**Exceeded**” Expectations. (See following chart)
- 3.

FSA Writing	School Spring 2004	School Spring 2005	School Spring 2006	District 2006	Province 2006	School Projected 2007
Grade 4	91%	92%	94%	85%	89%	Maintain
Grade 7	90%	97%	96%	88%	87%	Maintain

Note: FSA information for Spring 2007 is not available until Fall 2007.

Strategies

- Continue the Fall School Wide Write using BC Performance Standards and filing individual information on each student
- Continue with School Wide Writes /District Wide Writes for Grades 1 – 7 using the BC Performance Standards
- Continue to disaggregate District data analyzing trends in growth patterns – male/female/learning assistance/non-learning assistance
- Continue to add to our easily accessible student assessment files
- Continue to provide in-service opportunities, which extend the understanding of the Writing Performance Standards
- Continue to encourage attendance at workshops that assist teachers in teaching and improving writing skills (Early and Late Literacy Sessions and District Professional Development Workshops).

Strategies cont...

- Continue the school wide home reading program “Keep Learning in Motion” and “Reading Across Canada” adding some aspects of writing response
- Continue to have teachers share success and strategies at staff meetings
- Continue to use Staff Development Funds to allow time for collaboration
- Use Staff Development Funds to allow time for side by side teaching.
- Continue to have teachers work together discussing and becoming familiar with a limited number of writing strategies (e.g. Four Quadrants and Building from Clues).
- Continue to purchase and make available materials that “lay out” lessons on strategy based learning (e.g. “Writer’s Alive” and “Writing Anchors”)
- Writing in the content areas - awarded the **Science in Action Program** (School Wide 2007-2008)
- Continue to apply for extra professional assistance to set up small groups of Strategy Based Learning (writing/reading/thinking connection) for students who are “Not Yet Meeting” or “Minimally Meeting” Grade level expectations
- Continue to organize teacher directed cross-age reading/writing groups
- Continue to organize and monitor “SWAT” (Students with an Aptitude for Teaching)-individualizing materials and training tutors for “at risk” primary students
- Continue to have “Author’s Carousel” on a monthly basis (authentic audience for student writing and reading)
- Continue to have students write for “authentic” purpose—correspondence / writing/reading to other students- “Friends of Africa Club”
- Use our newly developed website as a “display area”. For example, photographs and displays of letters sent to Africa (a celebration of student work).
- Continue to participate in the Provincial Network of Performance Based Schools.

Structures

- Continue as a staff to evaluate the District analysis of our School Wide Write
- Encourage a choice of literacy focus on District Staff Development Days
- Continue with a literacy blocked timetable and literacy groupings
- LAC - Literacy Intervention Model
- Book Room - School wide accessibility to levelled books and Graded book sets
- Continue to encourage staff attendance at District Wide Literacy Activities and Early and Late Literacy Meetings
- Continue as a school to look at school-wide numbers and internally adapt class configurations to give primary classes even further consideration than district numbers would indicate (when possible)
- Continue to focus on small group instruction via adapted LAC model and specific focus on early intervention
- Continue to have “Author’s Carousel” and “Friends of Africa Club” at least on a monthly basis (authentic audience for student writing and reading)
- Use our newly developed website as an encouragement and a “display area” for student work
- Year End “Celebration of Learning”
- Continue to monitor, document and apply for additional support staff for individual designated students who are “At Risk”. District structure in place.

Goal 2: Increase Student Reading Skills – K-7. Our goals for 2005/06 are a continued focus on Early Success with a concentrated focus on Late Literacy.

Objectives

Goal 2: Increase Student Reading Skills (K-7). Our goals for 2006/07 are a continued focus on Early Success with a concentrated focus on Late Literacy.

Objective 1: Improve Reading for K-2

Objective 2: Improve Reading for 3-7.

Rationale

Objective 1 (K-2): Our analysis of the District DRA (K-2) for “At Risk” indicated a serious concern in Kindergarten, but a lower than district average for “At Risk” once the children reached Grade 2. We have placed extra support and incorporated numerous strategies for both home and school to ensure that the “At Risk” students of Spring 2006 will improve in Grade 1 Spring 2007.

We continue to work to reduce the number of “Students at Risk”. (See following chart).

District Assessment DRA (K-2):

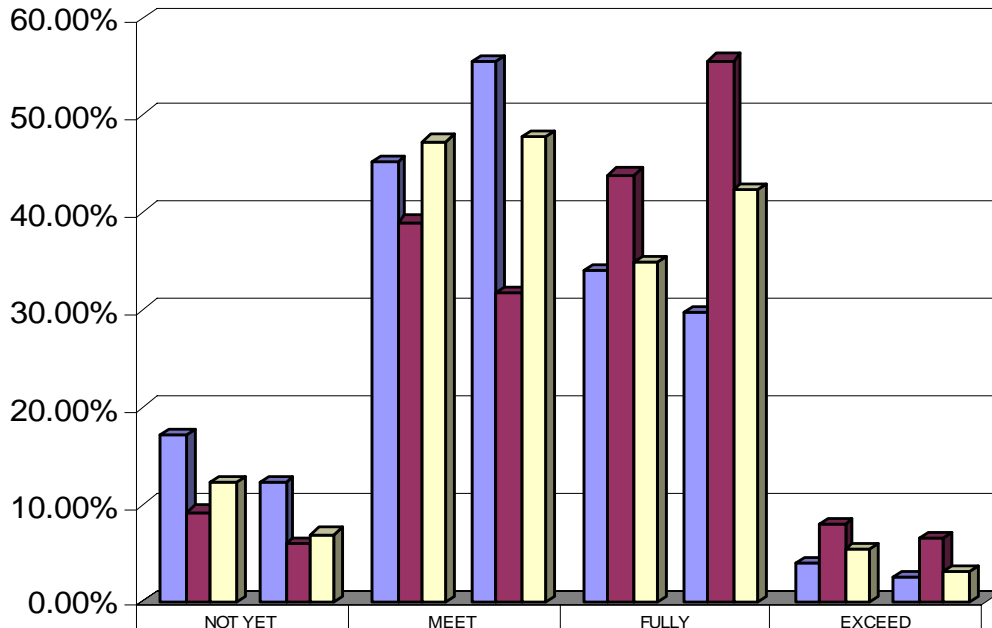
At Risk Projected	Spring 2004 ESR	Spring 2005 ESR	Spring 2006 ESR	Spring 2006 District
K for reading	30.30%	10.26%	52%	24.37%
Grade 1	37.93%	17.65%	29.41%	28.29%
Grade 2	15.79%	14.71%	6.25	18.40%

Objective 2 (3-7): In 2005, our baseline was established by doing an analysis of the District Reading Assessment (DART 2006) for students in Grades 3-7. It indicated that ESR was higher than the District average in the “Fully Meeting” category. Our focus is to continue to increase the number of students in the category of “Fully Meeting” and in the category of “Exceeding”. Analysis of the District Reading Assessment (DART 2006) for students in Grades 3-7 indicated that ESR again exceeded the district combined total of 40.30% (FM 34.95% and EE 5.35%). The combined total for ESR for DART 2006 was 45.38% (FM 42.31% and EE 3.08%).

We will continue to work to increase and/or maintain our “Fully Meeting” and “Exceeding” scores.

(See following graph)

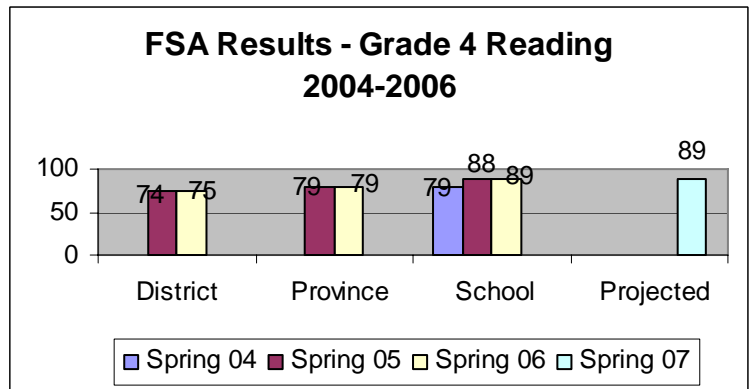
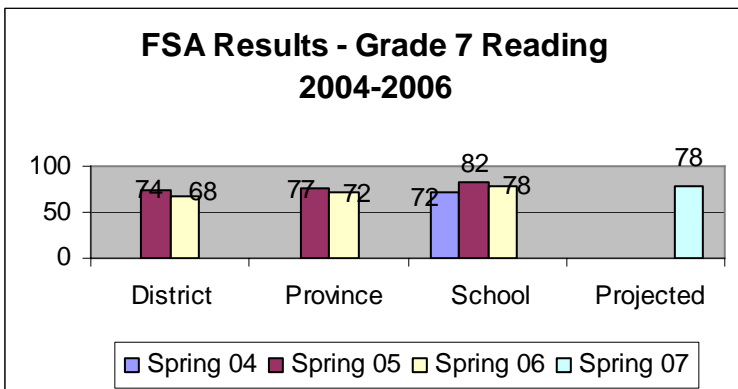
**2004 - 06 READING ASSESSMENT (DART)
DISTRICT - EDWIN S. RICHARDS GR. 3- 7**



	NOT YET	MEET	FULLY	EXCEED
DISTRICT 2004	17.05%	45.10%	33.95%	3.91%
DISTRICT 2005	9.24%	39.00%	43.86%	7.90%
DISTRICT 2006	12.35%	47.34%	34.95%	5.35%
SCHOOL 2004	12.35%	55.56%	29.63%	2.47%
SCHOOL 2005	5.96%	31.79%	55.63%	6.62%
SCHOOL 2006	6.92%	47.69%	42.31%	3.08%

Performance Indicators/Evidence

1. On the FSA in Spring 2005 and 2006, **we exceeded our expectations on all assessments.** The Spring 2006 FSA scores show that ESR has maintained scores (89%) well above the district score (75%) and the province score (79%) for students “Meeting” or “Exceeding Expectations”. The scores for Grade 7 reading for ESR (78%) was higher than the district (68%) and the province (72%) BUT all groups were lower than the previous year.



Data Sources

School

- September assessment - classroom (DART 4-7)
- Reading levels charted by individual teachers (various classroom assessments)
- Individual student assessment files filed each year into classroom groupings
- Classroom results-report cards
- Classroom/Ongoing assessment
- School – Home Reading Program (classroom data)
- Monitoring/Charting progress (School Wide data)

District

- DRA results K – 2
- Mission /DART Reading Assessment Grades 3–5 (pre Spring 2005)
- May 2005 DART baseline set for Grade 6 and 7 (Grades 3-7)

Ministry

- FSA results Grade 4 (baseline Spring 2004 - yearly comparison)

Performance Targets

Objective 1: (K-2) Expected/Projected Results for Spring 2007:

In Spring 2005, our targets for reduction of “At Risk” pre-reading/reading abilities were **exceeded**. As a staff, having reflected on the population of Spring 2006 and Spring 2007 learning, we continue to focus on our “At Risk” population. In Spring 2006, the percentage of Kindergarten students “At Risk” was very high (52%). Our projected target is to ensure that our current Kindergarten students (Spring 2007) and the former Kindergarten students (now Grade 1 - 2007) will have a reduced percentage of “At Risk” rate of 50%. We continue to put in place a variety of structures and strategies in order to facilitate improvement. We organized our primary classes with low numbers and focused extra support via Learning Assistance and Education Assistant support along with home programming.

(See following chart)

District Assessment DRA (K-2):

At Risk Projected	Spring 2004 ESR	Spring 2005 ESR	Spring 2006 ESR	Spring 2006 District	Projected Spring 2007 ESR
K for reading	30.30%	10.26%	52%	24.37%	Reduce by 50%
Grade 1	37.93%	17.65%	29.41%	28.29%	Maintain or reduce**
Grade 2	15.79%	14.71%	6.25%	18.40%	Maintain**

Objective 2: (3-7) Analysis of the District Assessment of Reading (DART 2004) for students in Grades 3-5 had indicated that ESR was **above** the District average in the “Fully Meeting” category. Our focus has been to increase the number of students in the category of “Fully Meeting” and in the category of “Exceeding”.

District Assessment DART (3-7):

DART	Fully Meeting	Exceeding Expectations	Total of FM and EE
District 2004	33.95%	3.91%	37.86%
District 2005	43.86%	7.90%	51.76%
District 2006	34.95%	5.35%	40.30%
School 2004	29.63%	2.47%	32.10%
School 2005	55.63%	6.62%	62.25%
School 2006	42.31%	3.08%	45.38%
Projected 2007/08	10% increase	10% increase	10% increase

Our **FSA** reading scores in both **Spring 2005 and 2006 exceeded our expectations**. In **Grade 4** in **2006**, in the “**Meeting**” and “**Exceeding**” combined categories ESR totalled **89%**. Our score is **exceeding** the **district average** that is at 75%, and the province that is at 79% in those combined categories. At the **Grade 7** level the combined scores of “**Meeting**” and “**Exceeding**” was **78%**. We exceeded the district which was 68% and the province was 72%.

FSA Grade 4	School	District		FSA Grade 7	School	District
2004	67%	70%		2004	80%	70%
2005	85%	72%		2005	76%	68%
2006	89%	71%		2006	78%	66%

FSA scores when analyzed for **gender** indicate that in the last 3 years, ESR at both the Grade 4 and Grade 7 level has had **an increasing number of boys “Meeting” or “Exceeding”** expectations for reading. We are encouraged that the strategies put in place have “hooked” boys on reading.

Note FSA: Males - Grade 4 - 100% “Meeting” or “Exceeding Expectations” in reading.

We will continue to work to maintain our scores along with a focus to improve reading at all Grade levels.

Strategies

- Continue the school wide home reading program “Keep Learning in Motion” and “Read Across Canada”
- Continue to promote books that will “hook” boys
- Continue to promote and to encourage parents to work on literacy with their children and to access strategies from school staff (partners)
- Continue to organize and monitor “SWAT” (Students with an Aptitude for Teaching) Individualizing materials and training intermediate tutors to work with “at risk” primary students
- Place an increased emphasis on reading skills in primary classes – have Learning Assistance Teacher place added focus on primary

Strategies cont...

- Continue “Books 4 Breakfast” and “Books for Bedtime” opportunities
- Promote Ready Set Learn- an early Literacy initiative on a yearly basis
- Put in place – Little Readers Program (adapted use of materials)
- Promote attendance at District Wide Early and Late Literacy Meetings
- Continue to promote side by side teaching
- Purchase increased primary reading materials (e.g. PM Benchmarks)
- Centralize materials and organize “lending system”
- Seek funds to continue to add to the funds to enhance the library
- Continue participation in Network of Performance Based Schools. In school focus on the writing/reading/ thinking connection via Metacognitive/ Strategy Based Learning (on going)
- Expand initiatives directed at supporting challenged students via small group Strategy Based Learning
- Reading in the content areas - awarded the **Science in Action Program** (School Wide 2007-2008)
- Continue to discuss as a staff, strategies that can be used to increase reading comprehension , writing skills and thinking skills for all students (e.g. Building From Clues/Four Quadrants)
- Promote Literacy through “Celebration” activities of authentic writing
- Assessment to inform our practice (i.e. assist us with programming)
- Assess phonological awareness information for K (Fall and Spring)
- Maintain the use of DRA in Grades K – 2 (as a staff analyze data)
- Maintain the DART 3-7 - DART baseline for Grade 5-7 established Spring 2005
- Assess and analyze students **yearly** in the Fall using the DART Grades 4-7 (inform our practice)
- Assess students yearly in the Spring using the DART Grades 3-7 (as a staff analyze data)

Structures

- Encourage a choice of literacy focus on District Staff Development Day
- Continue with District staff collaboration and side by side teaching
- Continue with a literacy blocked timetable
- Continue to form classes so that primary class sizes can be reduced
- Continue to encourage staff attendance at District Wide Literacy Activities and Early and Late Literacy Meetings
- Continue to focus on small group instruction via adapted LAC model and specific focus on early intervention
- Continue to have “Author’s Carousel” on a monthly basis (authentic audience for student writing and reading)
- Continue to have students participate in “Friends of Africa Club” write for “authentic” purposes— correspondence/writing/reading to other students
- Celebrate student learning on our newly developed website
- Continue to monitor, document and apply for additional support staff for individual designated students who are “At Risk”. District structure in place.

Goal 3: Social Responsibility

Objectives

Goal 3: Social Responsibility

Increase the number of students demonstrating socially responsible behaviours.

Objective 1: Increase the number of students Contributing to the Community, and to the Classroom (BC Performance Standards Criteria)

Objective 2: Increase the number of students Solving Problems in Peaceful Ways (BC Performance Standards Criteria).

Rationale

Unless students feel safe at school, their attention to learning will be limited. Survey data (collected by the Ministry) indicate that both student and parents believe that students are increasingly demonstrating safe and appropriate behaviour. The data is also reflective of teacher observations. Explicit teaching of expected behaviour is required to encourage this improvement in behaviour. Students must accept and understand what safe and responsible behaviour looks like. Schools also need to provide leadership opportunities in the schools and in the community so that students can develop the skills necessary to excel in the community.

Each year, the teachers individually evaluate each student. We have chosen to use 2 sections of the **BC Performance Standards Criteria for Social Responsibility: Objective 1-Section 1. Contributing to the Classroom and School Community** and **Objective 2-Section 2-Solving Problems in Peaceful Ways**. In June, the classroom teacher (who has known that student for the year) codes the criteria grid and discusses the results for individual students with the teacher for the coming year. Suggestions and information about each child are shared using the Performance Standards criteria as a framework for discussion. The next year the process is repeated and the data is part of the perspective regarding student placement. Our baselines were set in 2003/2004 (2 sections-2 baselines). As a staff we have compared and discussed our data for 2003/2004, 2004/2005 and 2005/2006 and will be repeating the process in June 2007. We have put structures and strategies in place to promote in our students ongoing growth and development. We are seeing success.

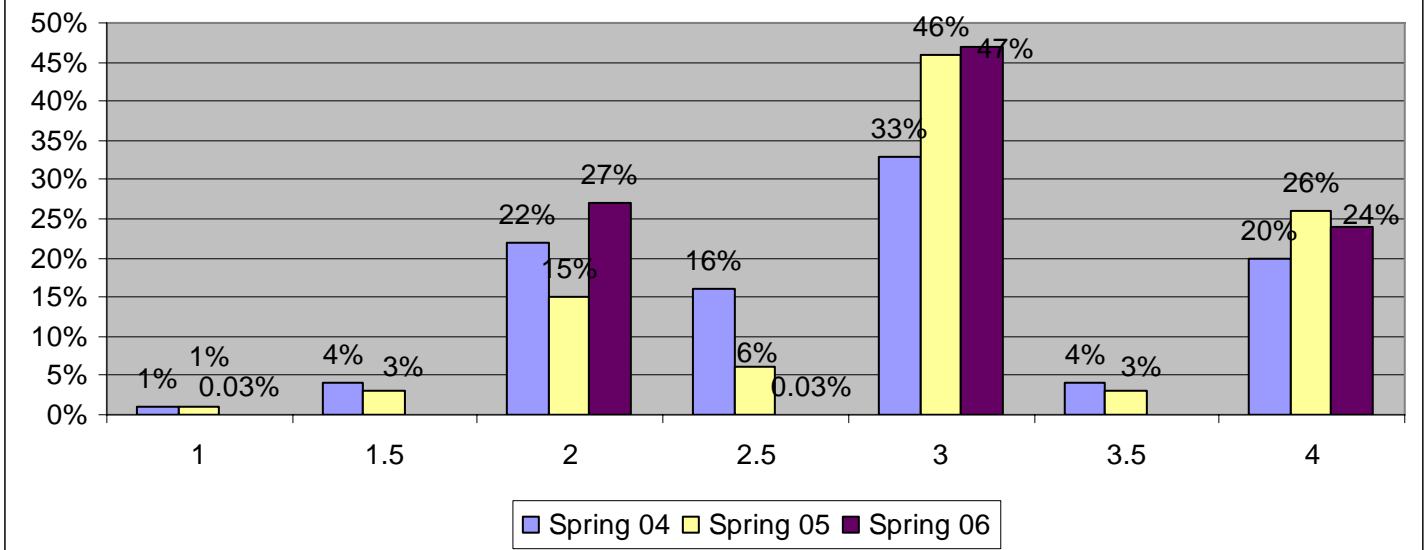
Performance Indicators/Evidence

- Behaviour Log entries - students demonstrating socially responsible behaviour as shown by a continuous decrease in the entries 2004/05 to be compared to 2005/2006 and 2006/2007.
- Participation rates in service learning i.e. monitors for the office, adventure playground, kindergarten, SWAT, etc (anecdotal)
- Performance Standards-Social Responsibility- Growth changes as measured by the 2 Social Responsibility baselines which were established in 2003/04.
- Evaluation by classroom teachers of their students by coding each student on 2 sections of the BC Performance Standards for Social Responsibility. Baseline Spring 2004 compared to Spring 2005. Spring 2007 will be done in early June.(BC Performance Standards Criteria)
- FSA Satisfaction Survey Spring 2004 compared to Spring 2005 and compared to Spring 2006. A focus on the sections “human and social development” and “safety” (Grade 4 and Grade7 student and parent responses)

Note: 2007 available in Fall 2007 (See following graphs)

BC Performance Standards - Social Responsibility

Objective 1 - Contributing to the Classroom and School Community



**Rank Information: 1-1.5 Not Yet Meeting Expectations 2-2.5 Minimally Meeting Expectations
3-3.5 Fully Meeting Expectations 4 Exceeding Expectations**

Results Spring 2006

71% of Students are "Fully Meeting" and "Exceeding" Expectations (Compared to baseline 2003/2004 – 57% a 14% increase)

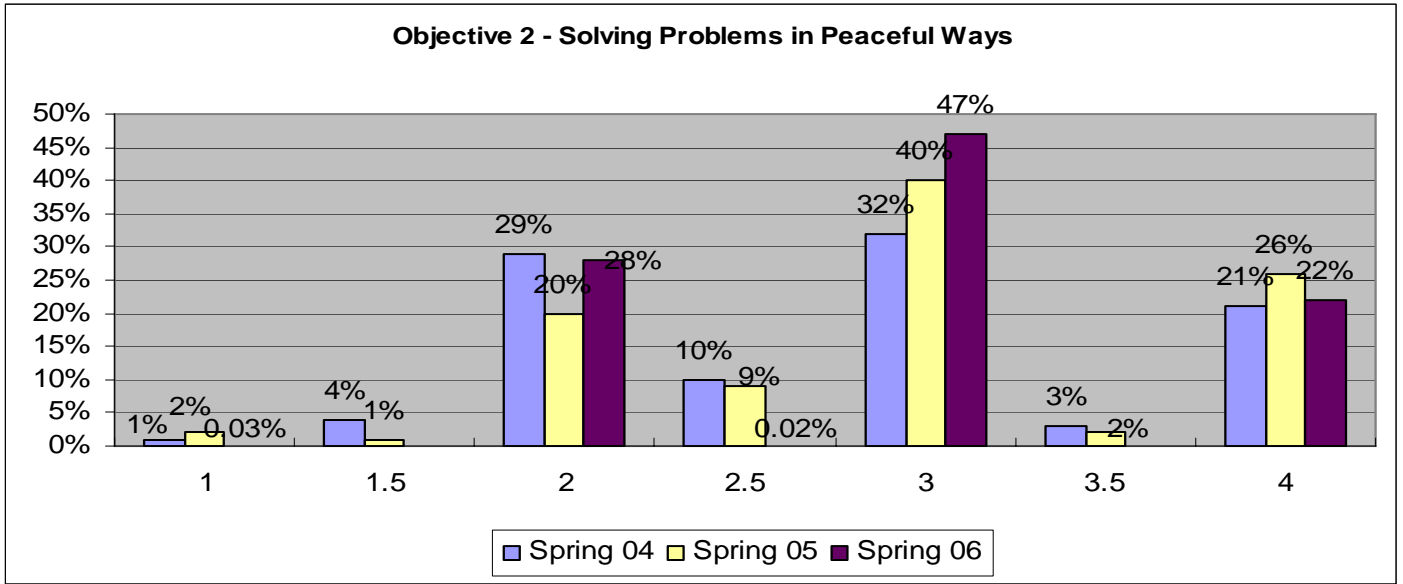
FSA – Survey Objective 1: Contributing to the Classroom and School Community

FSA – Grade 4 Objective #1 - Questions – (%)	03/04	04/05	05/06
At school, are you learning about healthy food and exercise? All of the Time or Many Times	39	64	35
At school, do you respect people who are different from you (for example, think, act, or look different)? All of the Time or Many Times	89	92	88
At school, do you participate in activities outside of class hours (for example, clubs, dance, sports teams, music)? All of the Time or Many Times	66	48	76

FSA – Grade 7 Objective #1 – Questions – (%)	03/04	04/05	05/06
At school, are you learning about healthy food and exercise? All of the Time or Many Times	50	49	79
At school, do you respect people who are different from you (for example, think, act, or look different)? All of the Time or Many Times	83	90	96
At school, do you participate in activities outside of class hours (for example, clubs, dance, sports teams, music)? All of the Time or Many Times	67	74	74

FSA – Parents Objective #1 - Questions – (%)	03/ 04	04/05	05/06
At school, is your child learning about how to stay healthy? All of the Time or Many Times	59	58	87
Are personal differences respected at your child’s school? All of the Time or Many Times	76	62	71
At school, does your child participate in activities outside of class hours (e.g., clubs, dance, sports teams, music)? All of the Time or Many Times	63	65	68

BC Performance Standards - Social Responsibility



**Rank Information: 1-1.5 Not Yet Meeting Expectations 2-2.5 Minimally Meeting Expectations
3-3.5 Fully Meeting Expectations 4 Exceeding Expectations**

Results Spring 2006

69% of Students are “Fully Meeting” and “Exceeding” Expectations (Compared to 2003/2004 – 56% a 13% increase)

Objective 2: Solving Problems in Peaceful Ways

FSA – Grade 4	03/04	04/05	05/06
Objective #2 – Question – (in%)			
Do you feel safe at school? All of the Time or Many Times	89	92	71
At school, are you bullied, teased, or picked on? All of the Time or Many Times	19	12	6
Do you know how your school expects students to behave? All of the Time or Many Times	89	88	100

FSA – Grade 7	03/04	04/05	05/06
Objective #2 – Question – (in%)			
Do you feel safe at school? All of the Time or Many Times	80	92	88
At school, are you bullied, teased, or picked on? All of the Time or Many Times	10	10	0
Do you know how your school expects students to behave? All of the Time or Many Times	63	92	92

FSA – Parents	03/04	04/05	05/06
Objective #2 - Question - (%)			
Does your child feel safe at school? All of the Time or Many Times	73	88	71
Is your child bulled, teased or picked on at school?	15	4	4
Does your child’ school provide clear expectations for student behaviour in the school? All of the Time or Many Times	76	92	88

Data Sources

School

- Binder with office referrals, baseline 2004/2005 (informal comparison)
- Teacher observation/anecdotal information
- Collection of data using BC Performance Standards Criteria Contributing to the Community, and to the Classroom
- Collection of data using BC Performance Standards Criteria Solving Problems in Peaceful Ways

District

- Student services
- Referral program to access extra support through Student Services

Ministry

- British Columbia Performance Standards- Social Responsibility
- FSA Student Survey (Grade 4 and 7)
- FSA Parent Survey (Grade 4 and 7)

Performance Targets

Objective 1: (School Wide) Contributing to the Community and to the Classroom:

Objective 2: (School Wide) Solving Problems in Peaceful Ways:

We continue to put in place a variety of structures and strategies in order to facilitate student growth and improvement in the area of social responsibility and problem solving. As a staff we have determined that we will continue to improve or will maintain the number of students who exhibit socially responsible behaviour and attempt to solve their problems in peaceful ways. The program “Stand By Me” was initiated school wide in the Fall of 2005. Our baseline was set in the Spring of 2004.

Staff will continue to review data for each school year and will compare the yearly data to our baseline of 2003/2004 in order to continuously set School Wide Performance Target Behaviour Expectations for each school year.

**We will continue to work to increase and/or maintain our “Fully Meeting” and “Exceeding” scores.
(See following charts)**

BC Performance Standards

Objective 1: Contributing to the Classroom and School Community			
Spring 2004 Baseline	Spring 2005	Spring 2006	Projected Spring 2007
57%	75%	71%	Maintain or Increase

Objective 2: Solving Problems in Peaceful Ways			
Spring 2004 Baseline	Spring 2005	Spring 2006	Projected Spring 2007
56%	68%	69%	Maintain or Increase

Strategies

- “Stand By Me” School Wide Workshops continuous classroom and community review of “Stand By Me” (language/expectations)
- Continue to provide additional leadership for students through student council i.e. student led assemblies, student announcements, fund raising for various charities and school book drives
- Continue to promote “student personalities” so that students get to know each other
- Continue to train students to assist others and continue to organize and monitor “SWAT” (Students with an Aptitude for Teaching)-individualizing materials and training tutors for “at risk” primary students while building responsibility in intermediate students
- Continue to document students’ behaviour via the Behaviour Log
- Staff reviewed information from Satisfaction Survey (yearly comparison to 2003/2004 baseline)
- Staff to continue to review Code of Conduct in order to make it more explicit
- Code of Conduct explicitly taught on a school-wide basis
- Code of Conduct student/parent review and contract signing each September
- Continue school wide home reading program (responsibility for learning)
- Using 2 strands of the Social Responsibility Performance Standards (Contributing to School and Community and Solving Problems in Peaceful Ways)
- Use data as collected using BC Performance Standards and use data for our project (Network of Performance Based Schools)

Structures

- “Stand By Me” – School Wide
- Assemblies – Student led with focus on Code of Conduct
- Assemblies - with a focus on peer performances, recognition and peer respect
- Presentations- with a focus on social responsibility e.g. Justice Theatre
- Communication with parents via both our “Update” and our monthly school newsletter. Repeatedly updating information regarding our school Code of Conduct as well as our School Goals and Growth Plan.
- Newly developed website with a focus on Code of Conduct, “Stand By Me” and celebration of students’ learning
- Opportunities for partnership with parents through PAC, SPC and DPAC
- Partnership with community, students and parents as part of our Care and Protect Program (with the RCMP)
- DARE (with the RCMP). A prevention program for Grade 5 students
- Fraser House Society - Substance Abuse Program for Grades 6 and 7
- Fraser Health-Public Health Nurse - Family Life Program for Grades 6 and 7
- Parks and Recreation-working with student leaders to set up a Games Program as needed
- International presentations and International Day
- Intermediate students supporting and modeling behaviour for primary students during unstructured times

Strategies for Community

- Communication and involvement through regular “ESR Updates” (in addition to our regular newsletter)
- Communication through our newly developed website
- Parents involved in Home Reading Program – School Wide (ongoing celebration)
- Continuously communicate our Code of Conduct **and** at the beginning of the year have parents discuss it with their child and then sign the document/contract with their child
- Review “Stand By Me” on a regular basis with both parents and students
- Community invitations to parents to attend our student led/performed assemblies (twice a month)
- Celebrate student success and involve parents in that celebration (e.g. Author’s Carousel, African Club)
- On a regular basis articulate our School Growth Plan and make “connections” to our current school focus and our school projects
- Ongoing communication regarding our various and ongoing fundraising activities
- Contact the media when an event is unique (e.g. African Presentation / Projects / Awards)



H i g h l i g h t s :

1. The Friends of Africa Club meets as a cross-age group of students who are interested in helping poor and orphaned children in Africa. Our main activities include letter writing to two schools in Uganda. Several classes have written individual and corporate letters to pen pals and are excited to receive letters in return. We have also written notes and cards to the village children of Bugamba. Due to their poverty, our students have no expectation of receiving a response. It is wonderful to see our students give so freely of their time and talent as they make cards and pictures for the children who are less advantaged than they are.

The Friends of Africa Club has encouraged the development of social awareness, social justice and responsibility as children find ways to express their concern and love for those less fortunate. It is a vehicle for our children to plan and initiate simple ways to connect with another culture in a meaningful way. It is an avenue for our older students to plan an African adventure for their own adulthood, but mostly it is about Children Helping Children.

Future activities that this club would like to participate in are:

- Development of a “sister-school” relationship with a poor village school
- Letter writing and book making activities for Grade levels 1-6 to be sent to a “sister-school”
- Fund raising for purchase of educational materials for the African “sister-school”
- Exchange photos and videos when Canadians visit the Ugandan Village School

2. **The Fraser Institute awarded ESR Finalist Recognition in the category of “Improvement in Academics - Elementary 2006.” ESR was recognized and given the Garfield Weston Award for Excellence in Education. Our staff members were recognized for their “outstanding contributions to the success of their students.”**

School Planning Council

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

Brenda Soetisna– Parent

Signature

Date

Pat Nourae – Parent

Signature

Date

William Skillings - Parent

Signature

Date

Julee Baker - CUPE

Signature

Date

Marilyn Séguin - Principal

Signature

Date