



## School and Community Context



### Unique Features:

Edwin S. Richards Elementary is a vibrant school where high expectations are set for both academic excellence and citizenship. The school has a strong focus on literacy as well as promoting a caring and accepting culture that fosters inclusion and embraces differences. A wealth of leadership and extra-curricular opportunities in fine arts and athletics are available to our students. The school also prides itself on offering unique activities such as “Lego Club” and “The Friends of Africa Club”. This year the school has fully embraced initiatives under the umbrella of “Me to We”. As part of our reaching out to the broader community, we are pleased that we have students continuously involved in efforts to support both local and global issues.

### Community Partnerships/Initiatives:

Edwin S. Richards School is involved in a variety of community partnerships. Classes have invited RCMP members and Counsellors from Fraser House to present Drug Awareness/Prevention Programs. We have a Roots of Empathy Program that teaches students about patience, responsibility and compassion as they follow a series of lessons and interact with an infant over a 10 month period. We have partnered with Siwal Si'wes to run school-wide Aboriginal Cultural Days. We are a member of Actions Schools BC and we have received materials and workshops for physical education. We are part of the BC School Fruits and Vegetable Nutritional program. The Fraser Valley Youth Dance Theatre has provided sessions for all students to enhance their PE dance component. Every year the students participate in numerous initiatives that raise funds for charities such as Terry Fox Run, Cops for Cancer, Jump Rope for Heart, Pennies for Patients, UNICEF and the local Food Bank. E.S. Richards has been classified as a “Green School” by Seeds Canada and was recognized by Environment Canada for our students’ environmental contributions. ESR has an ongoing partnership with Mission Parks, Recreation and Culture. We have an after school program Club K.I.D.S. We also house Jump Smart a pre-kindergarten program which is licensed by the Ministry of Health and Next Step a program for children with Autism.

### Parent Involvement:

Our Parent Advisory Council (PAC) is an integral part of our school. They are comprised of a core group of dedicated volunteers who bring many exciting opportunities to our students. Our PAC and our School Planning Council (SPC) have been invaluable in supporting our many initiatives. They have collaborated with us on many issues and have helped to support us financially as we focus on our school goals. They coordinate hot lunches, the milk program and popcorn sales and assist in running the Lego Club. Just some of the generous ways monies have been allocated include enriching our Library, supporting field trips and our Arts Program. As well they have contributed for performances, a school-wide dance program and sports equipment which enhance both daily physical activity (DPA) and social responsibility goals. This year the PAC sponsored the MacMillan Bloedel Space Centre’s StarLab for the students. The PAC has also been generous in their donations to our “Friends of Africa Club” and sponsors a child in Uganda.



## Reading

### Goal 1: Improve Student Reading Skills (K-7)

Our goals for 2010/11 are a continued focus on developing successful reading strategies across all grade levels.

**Objective 1:** Improve reading skills for K-2 students

**Objective 2:** Improve reading skills for Grades 3-7 students

#### Rationale:

Objective 1: Trends of the DRA data for grades K-2 over the past 5 years indicate a need for continued focus in this area.

Objective 2: Analysis of the District Assessment of Reading (DART) for students in grade 3-7 has indicated a need for continued focus in this area. FSA results for 2009 were strong however, we feel continued focus is needed to ensure this trend over time.

#### Data Source: District Reading Assessment (DRA) Percentage of K-2 At Risk Students Spring 2005-2009

%	05 Kind	06 Kind	07 Kind	08 Kind	09 Kind
District	20.94	24.37	27.75	20.28	29.41
School	10.26	52.00	14.29	9.52	23.81
Males		63.64	23.08	22.22	21.43
Females		42.86	0	0	28.57
Aboriginal		0	Msk	0	Msk
Ab. Males		0	Msk	0	Msk
Ab. Females		0	0	0	0
%	05 Grade 1	06 Grade 1	07 Grade 1	08 Grade 1	09 Grade 1
District	23.70	28.29	27.27	33.42	32.95
School	17.65	29.41	29.17	10.00	21.74
Males		31.58	36.36	16.67	20.00
Females		26.67	23.08	0	23.08
Aboriginal		Msk	0	0	0
Ab. Males		0	0	0	0
Ab. Females		Msk	0	0	0
%	05 Grade 2	06 Grade 2	07 Grade 2	08 Grade 2	09 Grade 2
District	21.10	18.40	19.40	16.00	25.98
School	14.71	6.25	9.68	12.00	15.79
Males		13.33	11.11	15.38	25
Females		0	7.69	8.33	0
Aboriginal		0	0	0	0
Ab. Males		0	0	0	0
Ab. Females		0	0	0	0

**K-2 Enrolment for 2009 N= 63**



**Reading**

**Assessment: DART (District Assessment of Reading) Grade 3 - 7 Spring 2009**

% at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<b>All Students</b>	1%	0%	35%	0%	57%	25%	8%	0%
<b>Female</b>	1%	0%	36%	0%	51%	100%	11%	0%
<b>Male</b>	0%	0%	54%	50%	61%	33%	5%	17%
<b>Total Participation N=152</b>	1	0	50	3	81	5	11	1

**Assessment: FSA Grade 4 Reading February 2009**

%	Not Yet Meeting	Meeting or Exceeding
<b>All Students</b>	5%	89%
<b>Female</b>	6%	94%
<b>Male</b>	4%	87%
<b>Aboriginal</b>	Msk	Msk
<b>Total Participation N=40</b>	2	35

**Assessment: FSA Grade 7 Reading February 2009**

%	Not Yet Meeting	Meeting or Exceeding
<b>All Students</b>	7%	82%
<b>Female</b>	8%	92%
<b>Male</b>	7%	74%
<b>Aboriginal</b>	Msk	Msk
<b>Total Participation N=26</b>	2	23

**Evidence of Change**

Objective 1:

- Varying trends in DRA Cohort Groups over the past 5 years
- 2009 DRA scores show that the number of "At Risk" kindergarten students increased by 14%
- 2009 DRA Grade 1's at 22% and Grade 2's at 16% were also higher than previous years

Objective 2:

- Improving trend for DART over the past 5 years. 2009 DART indicate that only 1% of students are in the Not Yet Meeting category
- 2009 DART (grades 3 – 7) indicate an increase with 65% of our students Fully Meeting or Exceeding Expectations
- 2009 DART indicate that in all categories there is a minimal gender difference. For example, 62% of females vs. 66% of males were Fully Meeting or Exceeding Expectations
- Stable trend over the past few years for FSA results.
- 2009 FSA Reading scores indicate that 89% of Grade 4 and 82% of Grade 7 students are Fully Meeting or Exceeding Expectations
- 2009 FSA Grade 7 Reading scores indicate that at grade 7 gender imbalance exists

(gender  
balance)



## **Reading**

### **Target**

#### Objective 1:

- 10% or less of students at Risk at all grades (K-2) by 2010/11

#### Objective 2:

- 70% or more of students will be Fully Meeting and Exceeding Expectations on the District Reading Assessment by 2010/11
- Maintain gender balance

### **Comment / Summary of Progress**

#### Objective 1:

The 2009 results for “At Risk” students were higher than the previous year in all three grades. In spite of our targeted focus of Early Intervention for “At Risk” students both the grade 1 and 2 cohort did not perform as well on this assessment. It is noted that the District results also increased over this same period and that ESR results are lower than the percentage of students at a District level considered to be “At Risk”. As this is a shift in the trend of the past 6 years, we will continue to provide support along with our home reading program, and monitor results for next year.

#### Objective 2:

The 2009 DART results showed that a significant number of students had moved from the Minimally Meeting to the Fully Meeting category. 2009 FSA Reading results at both grade 4 & 7 continued to be very strong. The Grade 4 FSA Reading results indicate a performance at or above the International Benchmark for 2009. We are confident that our heightened focus on “Feedback for Learning” and “Reading Power” strategies will continue to strengthen our students’ success in reading comprehension. We also believe that modelling and practicing responding to reading in a variety of ways will result in positive gains. Continued implementation of our School-Wide Home Reading Program is also a strong support for our literacy goals.



## **Reading**

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

- Continuing Practices that are working well in our school
  - Structures in place for uninterrupted Language Arts blocks
  - Common language practices amongst teachers as they adopt the strategies of the “Reading Power” program
  - School-Wide Home Reading Program “Keep Learning in Motion” with weekly school reading prize draws
  - Focus on extra support for “At Risk” students via early intervention by Learning Assistance and Education Assistant support. Using our data, we set-up small groups of Strategy-Based Learning (writing/reading/thinking) for students who are Not Yet Meeting or Minimally Meeting expectations
- What things will we do differently?
  - Broaden the spectrum of “Reading Power” strategies to improve reading comprehension of both fiction and non-fiction materials
  - Further improve teacher and peer feedback skills to support the development of reading
  - Investigate ways to balance gender inequities for reading
- How will we provide for staff development and collaboration?
  - Encourage teachers to continue to use staff development funds and to continue working side-by-side on Strategy-Based Teaching
  - Encourage participation in District workshops and Action Research teams to promote literacy and sound teacher practices
- How will we involve parents?
  - Continue to offer Ready, Set Learn and Books for Bedtime sessions annually
  - Continue to involve parents with the Home Reading Program “Keep Learning in Motion”
  - PAC donates funds for the Home Reading prizes
  - Tips and ideas for Reading Success discussed in our school newsletter/updates/PAC reports
  - Celebration of success throughout the year
- How will we monitor and adjust our actions?
  - Continue to review and collect data about our students’ learning
  - Continue to have conversations as a staff about our students’ learning in order to adjust and improve classroom teaching
  - Once a month staff meeting with a Professional Development focus on strategies for monitoring and adjusting our teaching



## Writing

### Goal 2: Improve Writing Skills of all students K-7

**Objective:** Increase the number of students fully meeting and exceeding expectations in writing, with special attention to male students

### Rationale

Assessments suggest that student writing is overall quite strong and that trends over time have been fairly consistent. We did see a slight decline in students fully meeting expectations and a slight increase in those not yet meeting on our district wide write in 2009. It is also evident from the data that male students perform less successfully than their female counterparts in writing both on the District Write and on the Foundation Skills Assessment (FSA) at grade 4 and 7.

### Data Sources

#### Assessments: School Wide Write / District Based Assessment (K-7) Spring 2009

% at each level	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<b>All Students</b>	4%	17%	30%	37%	54%	37%	12%	9%
<b>Female</b>	1%	0%	20%	33%	59%	66%	20%	0%
<b>Male</b>	6%	25%	38%	37%	51%	25%	5%	13%
<b>Total Participation N=202</b>	6	2	56	4	106	4	23	1

#### Provincial Assessment - Grade 4 FSA Writing February 2009

	Not Yet Meeting	Meeting or Exceeding
<b>All Students</b>	5%	90%
<b>Female</b>	0%	100%
<b>Male</b>	9%	83%
<b>Aboriginal</b>	Msk	Msk
<b>Total Participation N=37</b>	2	35

#### Provincial Assessment - Grade 7 FSA Writing February 2009

	Not Yet Meeting	Meeting or Exceeding
<b>All Students</b>	11%	79%
<b>Female</b>	8%	93%
<b>Male</b>	13%	67%
<b>Aboriginal</b>	Msk	Msk
<b>Total Participation N=25</b>	3	22



## **Writing**

### **Evidence of Change**

- **Evidence of change over time 2004-2009**
- Improving trend in Fully Meeting and Exceeding Expectations categories. Spring 2009 District Assessment of Writing reveals that 66% of our students are Fully Meeting or Exceeding Expectations an increase of 4% from 2008 and 17% over the past five years
- Declining trend in Not Yet Category over the past 5 years is evident. Spring 2009 District Write indicates 4% of students are in the Not Yet Category down from 10% five years ago
- Feb 2009 Grade 4 FSA results indicate 90% of students in the Meeting or Exceeding Expectations categories which is an increase of 10% from 2007
- Feb 2009 Grade 7 FSA results indicate 79% of students are Meeting or Exceeding Expectations which is a drop of 6 % from 2008
- Gender balance for 2009 District Write was 79% of girls vs. 56% of boys in the Fully Meeting and Exceeding categories.
- Feb 2009 Grade 7 FSA shows the greatest imbalance in gender with 93% of girls vs. 67% of boys Meeting or Exceeding Expectations

### **Targets (over 3 years)**

- Increase success rates so that 75% of students will be Fully Meeting or Exceeding Expectations on the District Wide Write by the school year 2010/11
- Increase success rates so that 60% of boys are Fully Meeting or Exceeding Expectations on the District School Wide Write by the school year 2010/11
- Maintain 90% of Grade 4 students Meeting or Exceeding Expectations on FSA Writing for 2010/11
- Increase success rates so that 85% of Grade 7 students are Meeting or Exceeding Expectations on FSA Writing by 2010/11

### **Comment / Summary of Progress**

With focused instruction on writing, the students of ESR have shown incremental improvement in this area annually. Although still very solid, the results declined slightly in 2009 and with this in mind, we will continue to explore opportunities and provide purposeful instruction to improve writing for all students. Evidence from the data indicates that male students perform less successfully than their female counterparts in writing both on the District Write and on the Foundation Skills Assessment (FSA) at grade 4 and 7. We note that the 2009 grade 7 cohort had some academic challenges but nonetheless, we will continue to search out and purchase resources in order to continue to encourage boys to respond in writing to their reading. We will also continue implementation of Reading/Writing Connections using Adrienne Gear "Reading Power" strategies.



## **Writing**

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

- Continuing Practices that are working well in our school
  - Fall School Wide Write and Spring District-Wide Writes for grades 1- 7 using the BC Performance Standards
  - Providing opportunities for purposeful writing such as letters to our Watoto friends and cards to the troops in Afghanistan.
  - Direct instruction to improve peer editing
  - Providing opportunities to give constructive feedback
- What things will we do differently?
  - Further develop implementation of “Reading Power” non-fiction reading/writing connection strategies
  - Further improve teacher and peer feedback skills to support the development of writing abilities
  - Focus on strategies that will encourage boys to engage in writing
- How will we provide for staff development and collaboration?
  - Encourage teachers to continue to use staff development funds and to continue working side-by-side on Strategy-Based Teaching
  - Encourage participation in District workshops and Action Research teams to promote literacy and sound teacher practices
  - Provide release time to give teachers time to conference one on one with students regarding their writing
- How will we involve parents?
  - Parent feedback via student planners
  - Tips and ideas regarding writing in school newsletters and on the website
  - Encourage parents to provide opportunities for their children to have authentic writing practices (i.e. letters, thank you notes, grocery lists, diaries)
  - Celebrate success throughout the school year
- How will we monitor and adjust our actions?
  - Continue to review and collect data about our students’ writing
  - Continue to have conversations as a staff on our students’ learning in order to adjust and improve classroom teaching practice
  - Once a month staff meeting with a Professional Development focus on strategies for monitoring and adjusting our teaching practice



## Social Responsibility

### Goal 3: Social Responsibility

Increase the number of students who are aware of and who demonstrate behaviours that make a difference both locally and globally in

**Objective 1:** social justice issues

**Objective 2:** reducing our carbon footprint

### Rationale

Objective 1: We believe that students embrace justice and that they feel deep empathy for those less fortunate. For several years our “Friends of Africa Club” has encouraged social awareness and responsibility, undertaking projects that have supported groups both locally and globally. We would like to increase the number of students involved in these initiatives as well as increase the awareness of the whole school population around social justice issues.

Objective 2: We are committed to doing our part to make a difference for our planet. We want to raise awareness and make better personal choices to conserve energy and resources, to reduce waste and recycle.

### Data Sources

Grade 7 Students <i>Total N=36</i>	2009/10 Participation
Me to We Day	94%
Me to We Commitment	100%
Me to We Ongoing Follow-up	70%

- 34/36 grade 7 students attended the Me-to-We Day in Vancouver
- 36/36 grade 7 students committed to raising funds (\$2010) to be CIDA matched (3 to 1) by the Rice Raisers Organization.
- 25/36 of gr. 7 students are showing interest and ongoing commitment to a variety of social justice projects

### Evidence of Change

- 2009/10 is the first year of gathering data for those making a commitment to improving local and global conditions
- 2010/11, we will collect baseline data of the number of students contributing to reducing our carbon footprint



### ***Social Responsibility***

#### **Target (over 3 years)**

- Increase the number of grade 7 students following through with Me to We projects to 80%
- Raise awareness of local and global humanitarian concerns to reach 100% of the students
- Raise awareness of local and global needs to reduce our carbon footprint

#### **Comments/Summary of Progress**

In the 2009/10 school year, we have brought a greater focus to making a difference as global citizens. We have raised funds that have paid for a school roof in Africa, water filters and mosquito nets. ESR currently supports two orphaned children in Watoto villages in Uganda through student and PAC donations. All students collected warm blankets and articles of winter clothing for the homeless in Mission. They have undertaken various projects to raise funds that will be matched by the Rice Raisers Organization. Our students wrote letters at Remembrance Day and Christmas Cards to the Canadian troops in Afghanistan.

In the 2010/11 year, we will continue with the social justice goals we have initiated this year. In addition, we will begin to look at curricular areas that address “green” issues (composting, protection of habitats, care of the planet). We anticipate students will become involved in initiatives that reduce energy consumption and promote conservation to reduce our carbon footprint. We will continue to strive to find ways to make a difference both locally and globally.



### ***Social Responsibility***

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

- Continuing Practices that are working well in our school
  - Ongoing buddy classes and pairing of specific students with special needs students to promote acceptance and a climate of working as an inclusive community
  - "Friends of Africa" club - ongoing correspondence with sponsor children and ongoing fundraising projects
  - Grade 7 students involved in the Me to We Conference and Commitment to Change
  - School-wide participation in writing initiatives such as letters to Watoto children and cards to troops in Afghanistan
  
- What things will we do differently?
  - Continue to strategically plan for increased awareness of local and global social issues
  - Request customized questions be added to the Ministry Satisfaction Survey to gather information pertaining to attitudes around social justice and green issues
  - Highlight Science and Social Studies Units that pertain to protecting the environment, animal habitats and reducing our carbon footprint
  
- How will we provide for staff development and collaboration?
  - Send different staff members to the Me to We Conference
  - On a regular basis (once a month at a staff meeting) focus on teaching strategies/success, in order to assist in the monitoring and adjusting of teaching
  - Continue to have conversations as a staff about our students' attitudes toward social responsibility in order to adjust and improve our strategies and goal
  
- How will we involve parents?
  - Communication/Information: School Newsletters; Updates; School Website; Reporting/Meetings
  - Celebration of success throughout the school year
  - Focus on "Green" fund raising activities (ex: ESR cloth grocery bags)
  
- How will we monitor and adjust our actions?
  - Continue to review our involvement in school and community local/global initiatives
  - Continue to review and collect data about our students' participation rates
  - Monitor fund raising dollars



**Edwin S. Richards  
Elementary Growth Plan  
2010 – 2011**



Submitted by:  
**School Planning Council**

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

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