



## 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”. 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. 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, Jump Rope for Heart, Pennies for Patients, UNICEF and the local Food Bank. We received the “Science in Action Award” (2007-2008) and our teachers benefitted from workshops on Eco Systems. The school was given science kits as well as classroom funds for an ecologically based field study. 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.

### Parent Involvement:

Our Parent Advisory Council (PAC) is an integral part of our school. The number of willing and active volunteers is outstanding. Our Parent Advisory Council (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. Just some of the generous ways monies have been allocated include enriching our Library, supporting field trips and our Arts Program as well as facilitating payment for workshops (a school wide dance program and “Stand By Me” which enhance both daily physical activity (DPA) and social responsibility goals. The PAC has also been generous in their donations to our “Friends of Africa Club” and sponsors a child in Uganda.



## Writing

### Goal 1: 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 have however seen a slight decline in students fully meeting expectations and an increase in those just meeting on our district wide write. 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 2008**

%	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<i>Female</i>	0	0	29	100	52	0	19	0
<i>Male</i>	4	0	42	40	44	60	9	0
<i>Total Participation %</i>	2	0	36	70	48	30	14	0

### Provincial Assessment - Grade 4 FSA Writing Spring 2008

%	Not Yet Meeting	Meeting or Exceeding
<b>All Students</b>	0	91
<i>Female</i>	0	100
<i>Male</i>	0	83
<i>Aboriginal</i>	Msk	Msk

### Provincial Assessment - Grade 7 FSA Writing Spring 2008

%	Not Yet Meeting	Meeting or Exceeding
<b>All Students</b>	4	85
<i>Female</i>	0	93
<i>Male</i>	8	77
<i>Aboriginal</i>	n/a	n/a



## *Writing*

### **Evidence of Change**

- **Evidence of change over time 2003-2008**
- 2007-2008 District Assessment of writing reveals that 62% of our students are Fully Meeting or Exceeding Expectations an increase of 15% over the past five years
- 2007-2008 District Assessment of writing also reveals that the percentage of students in the Not Yet Category has decreased to 2% from 10% five years ago
- 2007-2008 Grade 4 FSA results indicate 91% of students (an increase of 11% from 2007) in the Meeting or Exceeding Expectations categories
- 2007-2008 Grade 7 FSA results indicate 85% of students are Meeting or Exceeding Expectations
- Gender balance for 2008 District Write was 69% of girls vs. 53% of boys in the Fully Meeting and Exceeding categories.

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

- At least 75% of students will be Fully Meeting or Exceeding Expectations on the District Wide Write by the school year 2010/11
- Increase the success rate of boys so that 60% are Fully Meeting or Exceeding Expectations on the District School Wide Write by the school year 2010/11
- Maintain 91% of Grade 4 students and 85% of Grade 7 students Meeting or Exceeding Expectations on FSA Writing by 2010/11

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

- Continue to provide explicit feedback to students to improve writing
- Continue to schedule our 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 for our instruction and assists us with planning throughout the school year
- Continue to search out and purchase resources in order to continue to encourage boys to respond in writing to their reading
- We note that currently in Meeting Expectations, Fully Meeting Expectations and Exceeding Expectations we are at a total of 98% for the School Wide Write
- Begin to implement Reading/Writing Connections using Adrienne Gear “Reading Power” strategies
- Monitor boys to ensure the gender gap decreases



### *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
  - Adapted Resource Model has resulted in targeted “At Risk” students programmed via LAC/Educational Assistant(s). 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 grade level expectations
- 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
- How will we involve parents?
  - Parent feedback via student planners
  - Tips and ideas regarding writing in school newsletters
  - Encourage children to use authentic writing activities (i.e. letters to family members; Africa correspondence)
  - School web-site
  - Celebrate success throughout the school 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 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



## Reading

### Goal 2: Improve Student Reading Skills (K-7)

Our goals for 2009/10 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 6 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 2008 were stronger 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 2003-2008

%	03 Kind	04 Kind	05 Kind	06 Kind	07 Kind	08 Kind
District	24.52	27.29	20.94	24.37	27.75	20.28
School	20.00	30.30	10.26	52.00	14.29	9.52
Males				63.64	23.08	22.22
Females				42.86	0	0
Aboriginal				0	Msk	0
Ab. Males				0	Msk	0
Ab. Females				0	0	0
%	03 Grade 1	04 Grade 1	05 Grade 1	06 Grade 1	07 Grade 1	08 Grade 1
District	33.81	35.65	23.70	28.29	27.27	33.42
School	9.09	37.93	17.65	29.41	29.17	10.00
Males				31.58	36.36	16.67
Females				26.67	23.08	0
Aboriginal				Msk	0	0
Ab. Males				0	0	0
Ab. Females				Msk	0	0
%	03 Grade 2	04 Grade 2	05 Grade 2	06 Grade 2	07 Grade 2	08 Grade 2
District	22.22	28.99	21.10	18.40	19.40	16.00
School	11.76	15.79	14.71	6.25	9.68	12.00
Males				13.33	11.11	15.38
Females				0	7.69	8.33
Aboriginal				0	0	0
Ab. Males				0	0	0
Ab. Females				0	0	0



### Reading

#### Assessment: DART (District Assessment of Reading) Grade 3 - 7 Spring 2008

%	Not Yet Meeting		Minimally Meeting		Fully Meeting		Exceeding	
	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal	All Students	Aboriginal
<b>Female</b>	4	0	50	75	36	25	10	0
<b>Male</b>	1	0	54	0	40	0	4	0
<b>Total Participation</b>	3	0	52	75	38	25	7	0

#### Assessment: FSA Grade 4 Reading Spring 2008

%	Not Yet Meeting	Meeting or Exceeding
<b>All Students</b>	4	88
<b>Female</b>	8	91
<b>Male</b>	0	84
<b>Aboriginal</b>	Msk	Msk

#### Assessment: FSA Grade 7 Reading Spring 2008

%	Not Yet Meeting	Meeting or Exceeding
<b>All Students</b>	0	89
<b>Female</b>	0	94
<b>Male</b>	0	85
<b>Aboriginal</b>	Msk	Msk

### Evidence of Change

#### Objective 1:

- 2007-2008 DRA scores show that the number of “At Risk” kindergarten students declined to 10%
- 2007-2008 DRA Grade 1 at 10% was also lower than previous years
- 2007-2008 DRA Grade 2’s “At Risk” at 12% was greatly reduced from their kindergarten year; this Cohort over 3 years showed a significant decrease (52% - 29%-12%)

#### Objective 2:

- 2007-2008 DART (grades 3 – 7) indicated that we were on par with the district average with 59% of our students Fully Meeting or Exceeding Expectations
- 2007-2008 DART indicated that in all categories there is a minimal gender difference. For example, 40% of females vs. 44% of males were Fully Meeting or Exceeding Expectations (**gender balance**)
- 2007-2008 DART indicated that only 3% of students are in the Not Yet Meeting category
- 2007-2008 FSA Reading scores indicated that 88% of our grade 4 students were Fully Meeting or Exceeding Expectations an increase of 6% from last year
- 2007-2008 FSA Reading scores indicated that 89% of our grade 7 students were Fully Meeting or Exceeding Expectations an increase of 10 % from last year
- 2007-2008 FSA Reading scores indicated that at both the grade 4 and grade 7 levels gender balance is evident



## *Reading*

### **Target**

#### Objective 1:

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

#### Objective 2:

- Target 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:

Our projected 2008 target was to ensure that our Kindergarten students had a reduced “At Risk” rate. The 2008 results were the lowest of the past 6 years of data collection. We have followed the 2006 kindergarten cohort through grades 1 & 2 and the number of “At Risk” students declined from 52% to 29% then 12% by the 2008 DRA assessment. We believe this success is due to our targeted focus of extra support for “At Risk” students via Learning Assistance and Education Assistant support along with our home reading program.

#### Objective 2:

2008 FSA Reading results at both grade 4 & 7 were particularly strong. Although we saw an increase in the Minimally Meeting scores of the 2008 DART, we are confident that our heightened focus on “Feedback for Learning” and “Reading Power” strategies will 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
  - School-Wide Home Reading Program “Keep Learning in Motion” with prizes in classrooms as well as weekly Tuesday school reading prize draws
  - Focus on extra support for “At Risk” students via Learning Assistance and Education Assistant support groupings (in addition to Home Reading Program)
  - Adapted Resource Model has resulted in targeted “At Risk” students programmed via LAC/Educational Assistant(s). 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?
  - Increase the teaching 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
- 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 involve them with the Home Reading Program “Keep Learning in Motion” as the PAC has donated money along with corporate sponsors for the Home Reading prizes.
  - Tips and ideas regarding reading discussed in our school newsletter/updates/PAC reports
  - School web-site
  - 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



## Social Responsibility

### Goal 3: Social Responsibility

**Objective 1:** Increase the number of students involved in demonstrating socially responsible behaviours that make a difference both locally and globally.

**Objective 2:** Maintain the number of students solving problems in peaceful ways (BC Performance Standards Criteria)

### Rationale

We believe leadership opportunities for students can develop the skills necessary to excel both at the community and school level. For several years our “Friends of Africa Club” has encouraged social awareness, social justice and social responsibility as children find ways to express their concern for those less fortunate. We have raised funds for a school roof in Africa, and water filters and we currently support two orphaned children through both student donations and PAC donations to the Watoto Villages in Uganda. We would like to broaden the scope of our vision to heighten awareness for our carbon footprint both at a local and global level.

We believe ESR students do feel safe and solve problems in a respectful and peaceful way and have had many years of focused intervention to support this objective. We feel we can move to monitoring this and maintain our successes.

### Data Sources

- 2009/10 will be a baseline year for data collection
- Use Satisfaction Survey as a tool for gathering social responsibility data
- Office Referrals and Teacher assessments (using Performance Standards) have been gathered and tracked for 4 years

### Evidence of Change

#### Objective 1:

- We will begin to gather baseline data to monitor the number of students contributing to the local and global community
- We will include questions on next year’s Satisfaction Survey to address social responsibility goals specific to ESR

#### Objective 2:

- Staff anecdotal information regarding students’ general behaviours is positive (informal comparison)
- Yearly office records show a significant decrease in students involved in inappropriate behaviours over a four year period from the 2004/05 baseline
- Performance Standard comparisons indicate that 99% of students are Meeting, Fully Meeting and Exceeding Expectations for solving problems peacefully



### *Social Responsibility*

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

- As this goal has a new focus, we would like to develop baseline data to track student involvement in making a difference locally and globally. Targets will be set next year
- Maintain 99% of students solving problems in peaceful ways

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

In the 2009/10 school year, we plan to bring a greater focus to curricular areas that address “green” and “global” issues (protection of habitats, care of the planet, social responsibility, citizenship, caring for the global community). We will involve students in initiatives that reduce energy consumption and promote conservation to reduce our carbon footprint. We will strive to find ways to make a difference both locally and globally.

As a staff we have compared and discussed our “Social Responsibility” data for 2004 through 2008. This included office referrals and Performance Standards Assessments completed annually by teachers. We have put structures and strategies in place to promote ongoing growth and development in Solving Problems Peacefully. We are seeing success in problem solving in social situations. As a staff we have determined that the social responsibility program “Stand By Me” which was initiated school wide in the Fall of 2005 has been extremely successful. Our objective for 2009/10 is to maintain the level of social responsibility demonstrated already by our students.



***Social Responsibility***

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

- Continuing Practices that are working well in our school
  - Continue classroom and community review of “Stand By Me” (language and expectations)
  - School wide home reading program-students taking responsibility for their own learning
  - Ongoing buddy classes and pairing of specific students with special needs students to promote acceptance and a climate of working as a community for the good of all
  - “Friends of Africa” club - ongoing correspondence with sponsor children and ongoing fundraising
- What things will we do differently?
  - Increase awareness of global issues
  - Highlight Science and Social Studies Units that pertain to protecting the environment, animal habitats and reducing our carbon footprint and to those that support understanding cultural diversity.
  - Promote healthy living
  - Action BC Workshops – students trained to lead younger students in games and activities
- How will we provide for staff development and collaboration?
  - Staff involvement in Healthy Schools workshop
  - All staff participates in Action Schools workshop and Daily Physical Activity Initiatives
  - “Stand by Me” – continuing with the ongoing workshops and support which is given in early September with new classroom groups (grade 1- 7). Funding through staff development and PAC funding
- How will we involve parents?
  - Code of Conduct student/parent review and contrast signing each September (code taught explicitly)
  - 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, healthy food choices)
- 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’ learning
  - 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 on our students’ learning in order to adjust and improve classroom teaching
  - Monitor fund raising dollars



**Edwin S. Richards Elementary  
Growth Plan  
2009 – 2010**



*Submitted by:*  
**School Planning Council**

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

_____	_____	_____
Janis McNabb - Parent	Signature	Date
_____	_____	_____
Brenda Soetisna - Parent	Signature	Date
_____	_____	_____
Lori Wortley - Parent	Signature	Date
_____	_____	_____
Kathryn Day - Principal	Signature	Date

_____	_____	_____
Frank Dunham - Superintendent	Carol Hamilton - Board Chair	Date