

Edwin S. Richards Arts Based Curriculum School



GROWTH PLAN 2016-2017



arts schools network
award winner
2014 - 2015



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School and Community Context

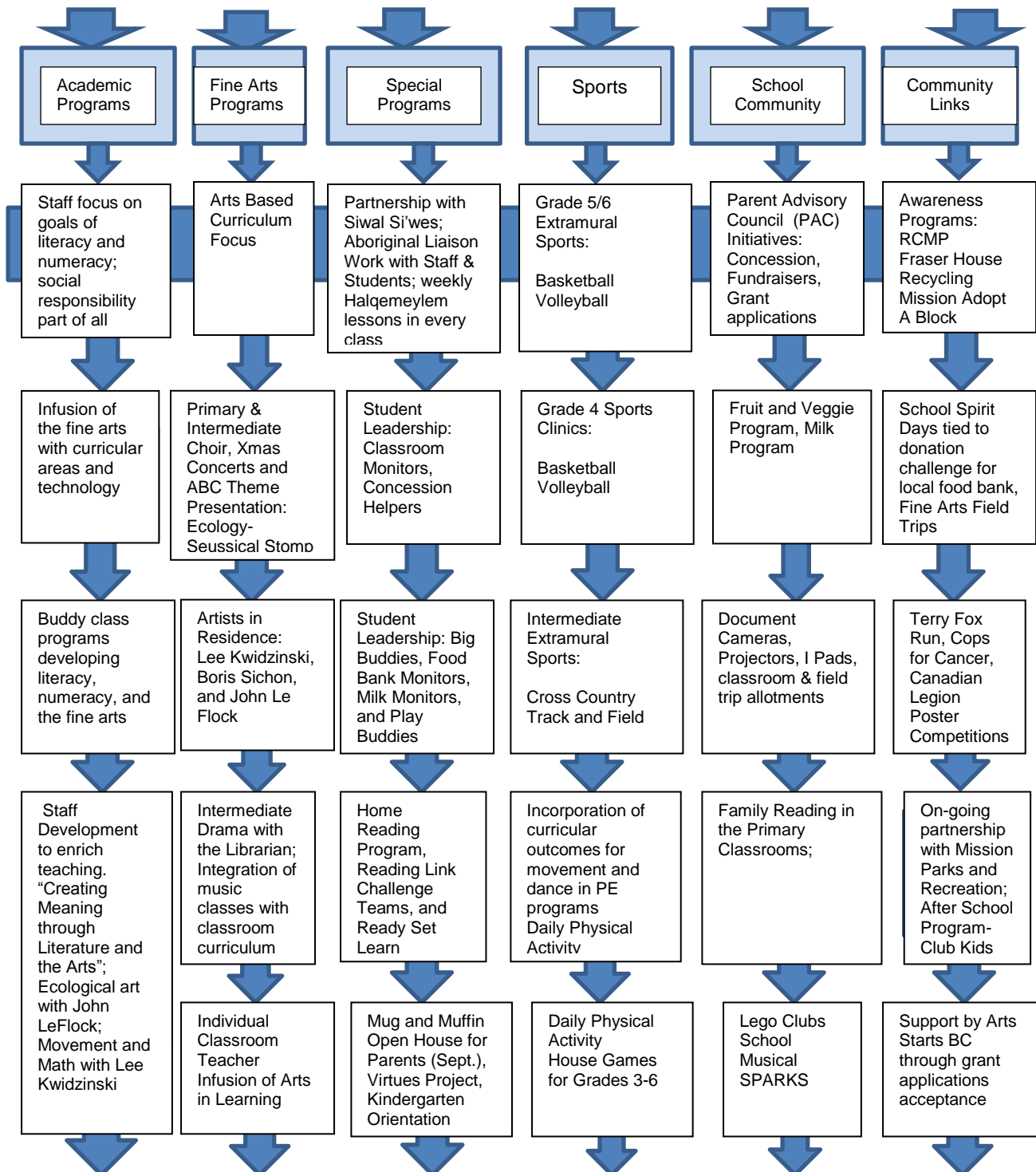
- Vibrant school of choice with a diverse population from across the district
- High expectations set for academic excellence, citizenship, and growth in the fine arts.
- Strong focus on literacy as well as promoting a caring and accepting culture that fosters inclusion and embraces differences.
- School staff work collectively and cooperatively to provide interesting, engaging, and meaningful learning opportunities in all curricular areas.
- Staff believes that effective assessment is a collaborative effort with students meant to support individualized learning and build student self –awareness. Using a balance of summative assessment (tests, quizzes, etc.) and on-going feedback in such forms as student created criteria, peer discussion, and individual conferences, assessments will not only inform all stakeholders, but also drive the instruction in the class.
- New logo commissioned to better reflect the foundational philosophy of the school: creativity, collaboration, and community
- Aboriginal Liaison Worker (ALW) provides in-class academic and cultural support to many of our students, in addition to small group cultural activities offered outside of class. In conjunction with the 2015-2016 theme of ecology, our Aboriginal students created a mosaic incorporating the new school logo and animals of their choice. Halqemeylem lessons have been offered in every class for two terms.
- Staff promotes social emotional development of ESR students to work towards all students feeling welcome and that they matter.
- Self-regulation strategies which consistently use the language of Stand By Me and BEST (B= Body Language, E=Eye Contact, S= Silence, T=Tell them what you want) are taught to engage children in restorative practices that help them understand how their choices affect other people and the community at large.
- A virtue of the week is highlighted through the daily announcements behaviours to support the development of positive behaviours within the school community

Unique Features

- On June 16, 2014, ESR received the New and Emerging School Award from the Arts Schools Network (ASN), the nation’s largest professional membership organization of specialized arts schools. Designed to recognize schools that exemplify solid planning and well-defined goals, this award is given to a new school that demonstrates promise as an emerging school of excellence.
- The process of using the fine arts to provide rich learning experiences for its students is inherent at ESR.
- For 2015/2016, movement and the visual arts were selected to present the school theme of ecology. Spring Celebration, Seussical Stomp, utilized movement, body percussion, and instruments made from reclaimed materials to present curricular outcomes in science; student narrative for the production prepared by the Intermediate Writing Club.
- By implementing BC’s Education Plan and developing learning experiences to infuse the arts, curricular competencies, concepts and big ideas, personalized learning activities, and a variety of assessments to formulate the theme have been explored
- Volunteer Grades 3-6 students were involved in preparing a musical, Assignment Earth



SCHOOL AND COMMUNITY CONTEXT 2015-2016



OUR VISION

To move our students to a place where creativity, collaboration, leadership, and thinking skills go hand in hand to provide active, positive, and effective learning experiences.

Inquiry Question:

How can Edwin S. Richards Arts Based Curriculum School better support the students struggling in numeracy improve their number sense, operations, and problem solving skills?

Rationale:

The staff will pursue this inquiry question because:

- Student struggles with problem-solving are directly linked to a lack of number sense, operation skills, and ability to read and interpret word problems; students with confidence in their number sense and operations will view problem solving as a challenge
- Students have difficulty applying number sense to real life problem-solving
- Success in problem solving skills has an impact on other areas of life.
- Satisfaction survey results show a decline in parent’s satisfaction with students’ development of mathematical skills at school while student results have stayed the same for two years.
- Grade 4 Numeracy trends have not improved for the last 4 years
- Teacher perception data shows a decrease in performance as the grade level increases
- Need consistent alignment of teacher expectations and actual student achievement
- There is a desire to pursue more consistent and relevant data from all grade levels; not just the Foundation Skills Assessment and Teacher Perception data

Data Sources:

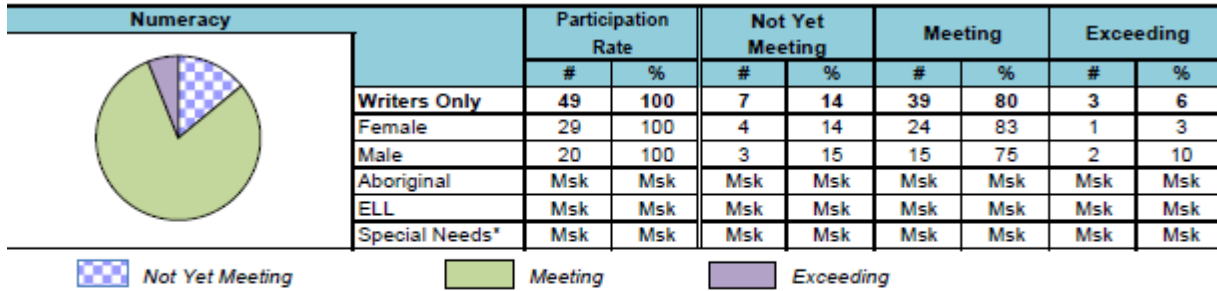
SATISFACTION SURVEYS

Student Survey - Achievement

Students Reporting "Many Times" or "All of the Time"

| School Year | Grade 3/4 Students | | Grade 7 Students | | Grade 10 Students | | Grade 12 Students | |
|--|--------------------|----|------------------|---|-------------------|---|-------------------|---|
| | # | % | # | % | # | % | # | % |
| Are you getting better at math? (Grades 3/4, 7) | | | | | | | | |
| Are you getting better at mathematics? (Grades 10, 12) | | | | | | | | |
| 2010/11 | 17 | 77 | | | | | | |
| 2011/12 | 22 | 65 | | | | | | |
| 2012/13 | 19 | 63 | | | | | | |
| 2013/14 | 20 | 77 | | | | | | |
| 2014/15 | 37 | 77 | | | | | | |

Foundation Skills Assessment: February, 2015

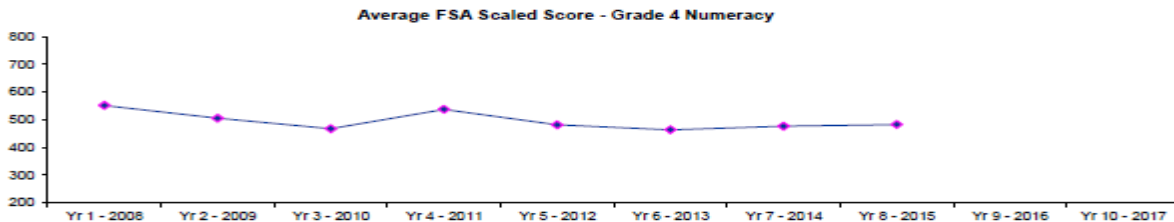


Note: Special Needs includes Sensory Disabilities, Learning Disabilities and Behaviour Disabilities.

FSA Numeracy: Grade 4 (Last 4 years)

| | 2011 Meeting or Exceeding | 2012 Meeting or Exceeding | 2013 Meeting or Exceeding | 2014 Meeting or Exceeding | 2015 Meeting or Exceeding |
|--------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Grade | 4 | 4 | 4 | 4 | 4 |
| All Students | 80% | 75% | 72% | 77% | 86% |
| Female | 91% | 73% | 65% | 80% | 86% |
| Male | 71% | 77% | 83% | 75% | 85% |

FSA Numeracy Trends: Grade 4 (2009-2015)



| <u>Teacher Perception Data</u> | This is the first year ESR has begun to track teacher perception of student achievement. The ranking of students was completed in June 2015, after report cards were completed to ensure concise evaluation of student progress for the year. |
|--------------------------------|---|
| PERCENTAGES | NUMERACY |
| GRADE | Meeting or Exceeding June 2015 |
| K | 95 |
| 1 | 88 |
| 2 | 69 |
| 3 | 85 |
| 4 | 87 |
| 5 | 80 |
| 6 | 78 |
| ALL (377 Student) | 84 |

Targets:

By the end of the 2017 school year, 85% of the students will be Meeting or Exceeding expectations in numeracy.

Our Action Plan:

- Staff will improve their knowledge and comfortability with BC's Education Plan for Numeracy through staff development opportunities provided at the school and district level.
- Collaboration time will be provided to teachers by the administration on a voluntary basis to become better acquainted with the new numeracy curriculum, sharing and developing lessons, which pertain to problem solving and manipulative based instruction.
- In cooperation with the administration and district, pursue a school wide math program.
- Through collaboration over the course of three years, the staff will develop a scope and sequence of numeracy skills completed in the previous grade, those to be covered in the existing grade, and to inform the future grade.
- A school wide numeracy test across the grade levels will be implemented in the fall and spring terms of the year to better measure the numeracy skills of the students and inform teaching.
- Teachers and education assistants will pursue possible applications such as Gizmos, a web based science and numeracy program to provide student practice in solving a variety of number problems. Teachers will be able to track student progress, the frequency of program use, and student achievement in problem solving.
- Students will continue to be monitored using regular assessment and report card data.

- The staff will receive instruction from the Response to Intervention Team (Learning Support Teacher, Inclusive Support Teacher, and Vice-Principal) in using a multi-tiered approach to the early identification and support of students with learning and behaviour needs to more adeptly personalize instruction.
- Teachers will support best practice in the teaching of numeracy through Math Word Walls, use of math manipulatives, games and other resources.
- Time will be provided at the monthly staff meeting to develop a common language and common strategies for numeracy across the grade levels. (Ten Frames, Think Ten, Counting Up, etc.)
- The staff will continue to address the importance of infusing the arts and technology to promote numeracy and to complement and extend the learning.

What resources will be needed to support our plan?

- Pursue a common assessment tool to assist in identifying the key areas of improvement needed
- The purchase of additional applications for the school's I Pads to provide alternative methods for developing student numeracy skills (i.e. Gizmos)
- The purchase of additional math manipulatives with more equal distribution across the classes.
- Develop a bank of resources with relevant math problems across the grades
- Marianne Small's book, Great Ways to Differentiate Mathematics Instruction, purchased for each grade level
- Professional Development Staff Meetings devoted to numeracy related learning, teaching practices, and technology usage
- On-going formal and/or informal team teaching, modeling, observation, and collaboration
- Involve Education Assistants in providing small group instruction with targeted students

What assessments and evidence of student success will we use?

- School wide, base line data will be collected in June 2016 to assist in determining all students' skills in numeracy
- Teachers will conduct on-going assessment for learning to determine student success
- Grade 4 students will write the Foundation Skills Assessment in 2017
- Report card data pertaining to numeracy will be reviewed at each reporting period

How will we communicate and celebrate student success?

- Assemblies with voluntary performances to showcase numeracy learning
- Organize buddy./ multi-grade math problem solving activities
- Inform parents of common language and numeracy strategies through the school newsletter and/ or classroom blogs and websites
- Student report cards

- Student led conferences and informal meetings with parents
- Student self- evaluations
- Classroom and hallway displays

How will we engage all members of the school community to ensure sustainability of student success?

- Edwin S. Richards is a team of professionals motivated by seeking best practices to ensure student success. Teachers will meet regularly in various capacities with the School Based Team, Learning Support Teacher, Inclusive Support Teacher, Education Assistants, Grade and Whole School Groups, as well as District Staff to ensure student success.
- Teachers will continue to pursue all areas of the new curriculum; however, our focus will be upon numeracy and problem-solving
- Aspects of our school inquiry will be communicated with our school community via the newsletter, PAC meeting, classroom blogs and school website.
- Design a Problem of the Week to encourage problem solving at home; seek support from the PAC similar to the Home Reading Program

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

Jan Minty - Principal

Date

Sharon Widdows – Vice- Principal

Date

- Superintendent

Date

Rick McKamey - Board Chair

Date