

## School Growth Plan

June 2010

SCHOOL NAME: Ecole Quadra Elementary

GRADE CONFIGURATION: K-5

ENROLMENT NUMBERS: 235

### School Context:

Ecole Quadra School is located in an urban neighbourhood in Victoria. The current population is 235 students from varying socio-economic and cultural backgrounds, including a significant number of impoverished families. Approximately 14% of our students are of Aboriginal ancestry. There are many different languages spoken in the homes of our students (19% ESL population). 8% of our students carry designations to support their special needs in high incidence, low incidence, and behaviour categories. Also, 31% of our students receive Learning Assistance in Language Arts. We are a dual track school with 43% of the classes enrolled in the Early French Immersion Program. Ecole Quadra School has a strong PAC that sponsors several school and community events each year.

### Summary of Progress 2009/2010 Goals:

Three school wide writes were completed this year to establish baseline data and monitor improvements in student writing. BC Performance Standards were used as an assessment tool. Staff marked the writing together, then met again to discuss instructional strategies that would best target the weakest areas in student writing. Results in the 4 areas of writing (meaning, style, form, conventions) are encouraging: at the beginning of the year approximately 65% of students were either not yet meeting or only minimally meeting expectations and by the third school write this had been reduced to approximately 40% of students. Of the 35% of students who were fully meeting in September, we were pleased to see approximately 10% of these students move ahead into the exceeding expectations range in meaning, style, and form. Writing conventions still remains a weak point for many of our students. We will continue next year to seek ways to improve student achievement in this area. Anecdotal data collected via a survey of staff reflections on our monthly collaboration sessions indicated that all teachers felt that working collaboratively on writing strategies had a direct impact on improving student achievement in writing.

We monitored progress on our second goal of improving student social responsibility in several ways: baseline data was collected via a school wide survey on connectedness to Quadra School. On the statement "Students at this school are treated fairly" 44% of students said **always**, 28% said **often**, 25% said **sometimes**, and 3% said **never**. On the statement "I feel safe in my school" 67% of students said **always**, 21% said **often**, 11% said **sometimes**, and 1% said never. This baseline data tells us that the majority of students (72% and 88% in the always and often categories) feel that they are treated fairly and feel safe at school. There is

continuing work to do, however, to increase these percentages, especially in the category of being treated fairly.

We can also monitor our progress on our goal of increasing student social responsibility by looking at numbers of students participating in leadership activities offered to our intermediate students. We are proud of the fact that 39% of grade 5 students were in the Leadership Program this year, 73% of intermediate students volunteered as lunch servers, and 67% were lunch monitors.

A third way for us to track and monitor progress on our goal of improving student social responsibility was to report progress on 2 learning outcomes from the BC Performance Standards on Social Responsibility on all three term reports. The 2 outcomes reported on were 1) solves problems in a peaceful way and 2) is friendly and inclusive at school. While there was some improvement from term one to term two, we noticed an approximate 3% decrease in student achievement in these 2 areas on the third term report. In analyzing this data, we feel that more attention needs to be given to Virtues education and focused playground activities in the spring term, when peer relationships often break down.

Research indicates that regular student attendance at the elementary level is an early indicator of success at the high school level, as related to the high school graduation rate. At Quadra we see a link between student attendance, student connectedness, and student social responsibility achievement. In order to improve student connectedness we launched a campaign to intervene directly with families whose children had poor attendance records. The principal wrote letters to these families, stating the relationship and statistics regarding attendance and high school graduation rates; the YFC met with parents who had difficulty getting their children to school; and both the YFC and principal then made arrangements to pick up students on days when their parents couldn't get them to school. The results were impressive: 85% of targeted students improved their attendance and 80% of these students met expectations in language arts and math on their final report card in June.

#### Our Goals 2010/11:

Our school goals for the 2010/2011 year will remain the same as for the previous year with a minor adjustment to goal one to reflect the connection between Reading and Writing achievement:

**Goal One:** To improve student achievement in literacy with a specific focus on the Reading/Writing connection.

**Goal Two:** To improve student achievement in Social Responsibility

## GOAL #1

### GOAL:

To improve student achievement in literacy with a specific focus on the Reading/Writing connection.

### RATIONALE: *(Briefly explain why you selected this goal – include evidence from Appendix 1)*

- February 2009 FSA results show that Grade 4 writing skills continue to be below the district average (district: 60% meeting, 3% exceeding. Quadra: 46% meeting 0% exceeding.)
- School wide write data indicates approximately 40% of students still in the not yet meeting or minimally meeting expectations category in writing (BC Performance Standards in writing).
- June, 2010 report card marks reflect writing as the weak link in language arts achievement.(majority of students fully meeting in oral language and reading comprehension but minimally meeting in writing skills)
- Significant ESL population (19%) continues to need focused instruction and resources to support writing achievement in English
- 33% of grade 4 parents who completed the Satisfaction Survey felt that they were only 'sometimes' satisfied with their child's progress in writing.

### SUMMARY OF PROGRESS

### ACTIONS:

New or Ongoing Initiatives	How are you or will you monitor and evaluate success? What are your targets?
<ul style="list-style-type: none"> <li>• Continue to schedule 3 school wide writes per year.</li> <li>• Use student friendly performance standards at all grade levels for students to self-evaluate and monitor their progress in writing.</li> <li>• Continue to schedule regular teacher collaboration time to plan, mark, analyze school wide write achievement</li> <li>• Apply for the ALART district grant: focus the research question on a topic related to student achievement in writing.</li> <li>• Continue book club discussions on Adrienne Gear's "Reading Power" book as focus in using reading/writing connections in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect, record, and analyze data from 3 school wide writes.</li> <li>• Survey the staff in December and in June to collect anecdotal data regarding the connection between teacher collaboration and student success in writing.</li> <li>• Use the ALART funds to develop an assessment tool to monitor improvements in student writing.</li> </ul> <p><b>Target:</b> move more students into the fully meeting and exceeding categories (BC Performance Standards)</p>

<ul style="list-style-type: none"> <li>• Continue to work with district Learning Connections Team to collaboratively plan, teach, and de-brief lessons in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from district Learning Connections Team, teachers on school team. Feedback from students in meta-cognitive reflections: what do they feel helps them to be a better writer?</li> </ul> <p><b>Target:</b> students will identify their strengths and areas needing improvement in writing.  <b>Resources:</b> student friendly performance standards; Smart Learning reflection sheets.</p>
<ul style="list-style-type: none"> <li>• Continue to schedule regular ESL learning support for identified students in grades 1 to 5.</li> <li>• learning resources budget will allocate funds to purchase writing resources (Write-Trait program for all grade levels; writing portfolios, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• LA teacher will collect writing samples from ESL students. LA teacher to monitor student progress and collaborate with classroom teacher on strategies to support ESL learners.</li> </ul> <p><b>Target:</b> more ESL students will move from not yet meeting expectations to either minimally meeting or fully meeting by the end of the year.</p>

## GOAL #2

**GOAL:**

To improve student achievement in social responsibility

**RATIONALE:** *(Briefly explain why you selected this goal – include evidence from Appendix 1)*

- When socially responsible behaviour is explicitly taught at school (leadership, service, citizenship opportunities, Virtues Education) students achievement in this area improves.
- Research shows that school attendance improves when students feel connected to their school. Regular attendance is one of 3 factors in improving high school graduation rates. Our district is committed to improving our high school graduation rates. At Quadra we are similarly committed to improving attendance for vulnerable students so that these students may have a better chance to graduate from high school and also improve their achievement levels in social responsibility.
- Report card data on social responsibility achievement shows that we need to move more students into the fully meeting expectations category in solving problems in a peaceful way and in being friendly and inclusive at school.

**SUMMARY OF PROGRESS**

**ACTIONS:**

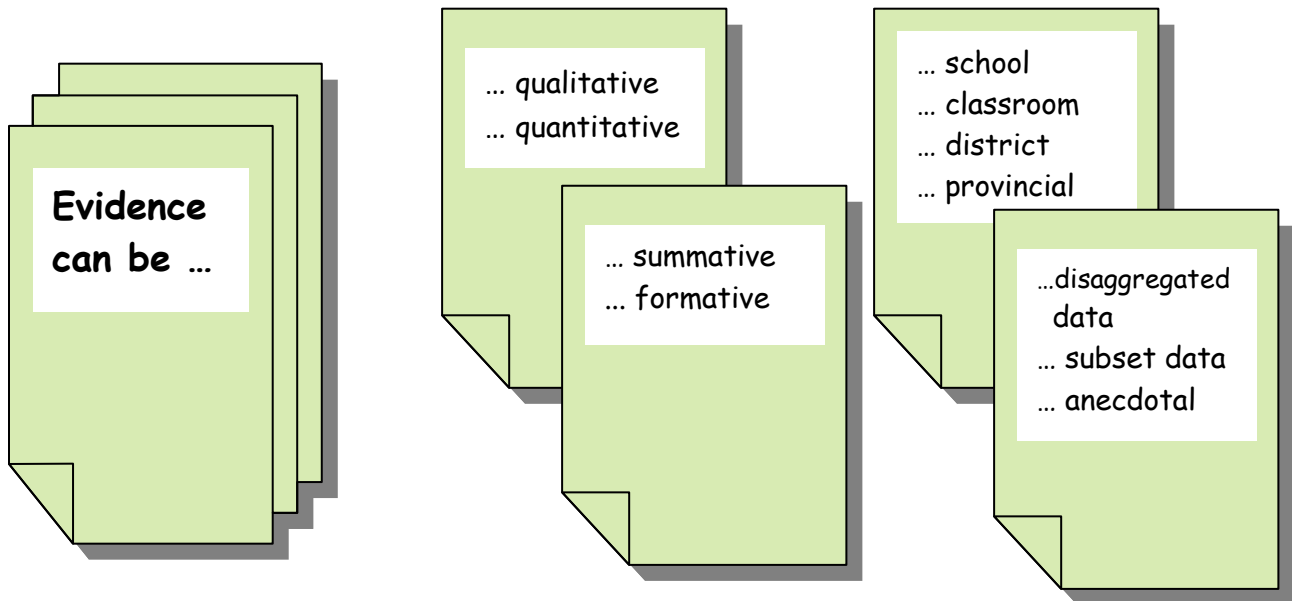
<b>New or Ongoing Initiatives</b>	<b>How are you or will you monitor and evaluate success? What are your targets?</b>
<ul style="list-style-type: none"> <li>• Staff will select 2 social responsibility outcomes from the BC Performance Standards and insert into formal report card template to use as a measure of student performance and growth in these areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Data from the report cards will indicate levels of growth and areas of social responsibility that need further support</li> </ul> <p>Target: students who are not yet meeting or minimally meeting in selected categories will improve by at least one outcome level during the course of the year.</p>
<ul style="list-style-type: none"> <li>• The School Code of Conduct will be sent home for parent signature in September; code will be displayed in classrooms, the Opportunity Room; and on the school website. The Code of Conduct and school beliefs will be regularly reviewed at monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Track the number of parent signed Codes of Conduct in September</li> <li>• Teachers and admin regularly ask students if they can describe “what we</li> </ul>

<p>assemblies.</p>	<p>believe at Ecole Quadra.”</p> <ul style="list-style-type: none"> <li>Track numbers of students referred to the Opportunity Room throughout the year.</li> </ul> <p>Target: 100% of parents will return the signed Code of Conduct. And 100% of students will be able to identify the school beliefs. As a result, fewer students will need to fix their mistakes in the Opportunity Room.</p>
<ul style="list-style-type: none"> <li>The Virtues Project will continue as a monthly theme focus for the whole school. In the Spring staff will select virtues that will support and help maintain positive peer relationships.</li> <li>Intermediate students will continue to be given opportunities to demonstrate leadership and social responsibility: Leadership Team, lunch monitors, lunch servers, kindergarten mentors, Green Team.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will frequently review with students the virtue of the month: what does it look like, feel like, sound like in the classroom, hallway, and playground.</li> <li>Track the number of intermediate students participating in leadership opportunities. Recognize these students at monthly assemblies to encourage participation and acknowledge their social responsibility.</li> </ul> <p>Target: 80% of intermediate students will be involved in some form of student leadership during the school year.</p>
<ul style="list-style-type: none"> <li>YFC and admin will support vulnerable families to resolve attendance issues.</li> </ul>	<ul style="list-style-type: none"> <li>Track attendance records of students who are receiving YFC and admin support in this area.</li> </ul> <p>Target: reduce the number of students who are struggling in school due to poor attendance.</p>

## Appendix 1

### EVIDENCE

In this section, please include data/evidence you used to determine your goals. This evidence will support your rationale.



#### **Appendix 1 evidence includes:**

Data from 3 School Wide Writes for 2009/10  
 Report Card data (includes 2 outcomes from BC Performance Standards in Social Responsibility)  
 FSA data (school, district, province)  
 Satisfaction Survey results  
 School Connectedness Survey results  
 Staff Collaboration Survey results  
 Attendance records (monthly record of students who have missed more than 10 days of school)  
 Number of students in leadership; lunch monitors; lunch servers.

**Elementary and Middle Schools:** Which of the four assessments did you use this year?

We used **Benchmarks** as our school wide assessment tool for tracking achievement in reading this year.

**Please submit the above data.**

**1. Strategies to support the success of each student**

	<p>Guided Reading at all levels          Academy of Reading Program          SuccessMaker Program          Soar to Success Program for Intermediate Learning Assistance students          Continue participation in the district Learning Connections Team          Write Traits Program for Intermediate students and ESL students          Learning Connections Team targets vulnerable students in grades 2 to 5          Learning Support (English .7; French .4)          High Incidence teacher support for Learning Disabled students: 0.3 FTE          Low Incidence Teacher support: 0.15 FTE          English as a Second Language support: 0.35 FTE          Aboriginal Support teacher: 0.3 FTE          School Counselor: 0.4 FTE (.2 purchased through Community Link Funds)          Youth &amp; Family Counselor: 0.6 FTE          Occupational Therapy-Physio Therapy support as required          Opportunity Room Assistant: 28 hours per week          School Based Team: meetings every week to discuss vulnerable students          Psycho Educational Testing          In school assessments from learning support teachers          In-School Mentoring Program          FRIENDS for life Program for grade 4/5 students          Specialized dance and music instruction          Green Schools program          Additional opportunities to participate in extra-curricular fine arts and sports</p>
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**2. Strategies to enhance the success of aboriginal learners**

	<p>0.3 Aboriginal student support teacher          Aboriginal Counselor on call          8 hours per week Aboriginal Education Assistant          Use of dedicated SuccessMaker Program in Aboriginal support classroom          Participation in the District Aboriginal Science Fair          At least one whole school arts performance dedicated to an Aboriginal performer.</p>
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**3. Communication: *How are you communicating your goals and progress to parents and the wider community?***

<p>School Growth Plan posted on our school website          Brochure on What's Great about Quadra School displayed in stores, offices, community centers in the Quadra-Hillside neighbourhood          Regular submissions to the Quadra-Hillside Newspaper, with a specific focus on outlining our actions/progress on each of our school goals          Monthly tips in newsletters related to literacy support at home          Regular updates on school goals at PAC meetings          Goal discussions at Reynolds Family Meetings.</p>	
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**3. Describe your "Green" Initiatives.**

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| <ul style="list-style-type: none"> <li>• Ecole Quadra became a 'green school' in March 2009. All food is composted, waste is sorted into soft plastic, hard plastic, foil, paper, and mixed containers. Each classroom takes responsibility for sorting their waste and placing it in hallway stations, where it is removed to outside bins by the custodian.</li> <li>• All used juice boxes are collected and given to members of the Garth Homer Society who return to us the funds received from this re-cycling program. The funds were used to purchase classroom blue boxes.</li> <li>• We are now using 40% recycled paper and will begin using 100% recycled paper in September, 2010.</li> <li>• Classrooms are encouraged to use natural light throughout the day.</li> <li>• Our school has just received a new MF photocopier, which will reduce the amount of paper used (no printing of faxes, double sided paper, etc)</li> </ul> |
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**4. SCHOOL PLANNING COUNCIL:**

	X
PRINCIPAL	
	X
REPRESENTATIVE	
	X
REPRESENTATIVE	
	X
REPRESENTATIVE	
	X
REPRESENTATIVE	
DATE	

**APPROVAL OF PLAN:**

Tom Ferris	X
BOARD CHAIR	
John Gaipman	X
SUPERINTENDENT	
	X
ASSOCIATE SUPERINTENDENT	
DATE	