



Erma Stephenson Elementary
SCHOOL LEARNING PLAN
2013-2014

School Context:

Erma Stephenson Elementary is a K – 7 school in the Fraser Heights area of Surrey School District #36. Fraser Heights is a unique community with the #1 Highway running east to west as its southern border and the Fraser River as its northern border. Twenty years ago it would have been considered a rural area. Now the community is suburban, consisting of mainly middle class two-parent families. There are, however, a growing number of basement suites and home-stays within the neighbourhood. Our community remains one of the highest populations of Korean and Mandarin speaking students in the district at 40%. Students with a language other than English account for 60% of our enrollment. Of our 435 students 179 (41%) receive ELL instruction. We have 11 International students – from Korea, Taiwan and Mainland China. Our school integrates 12 special needs students.

The school has an experienced, supportive staff that works hard and collaboratively to provide a wonderful learning environment. Many volunteer outside of school in our extra-curricular programs. Our school teams perform well in chess, cross-country running, volleyball, basketball, and track and field. Many of our students also participate in fine arts and take private lessons outside of school. We have a choir and a violin ensemble. We sponsor a Learning In Depth club. We host science fairs and public speaking competitions on alternating years. Our student leadership team is active in promoting local and global issues.

The parents and our PAC (Parent Advisory Council) are very supportive of and involved in our school. Their fund raising has significantly added to our resources. They organize yearly fall celebrations, and our annual community country fair. Throughout the year they offer a variety of events that help to bring families together and reinforce our community spirit as well as generate needed income to support school programs.

There is a unique Intensive French Program at Erma Stephenson for interested students in grade six and seven.

Areas of strength based on student performance include:

- Grade 4 students consistently perform at or above district and provincial FSA averages in reading, writing and numeracy
- Grade 7 students consistently perform at or above district and provincial FSA averages in reading, writing and numeracy
- A very high percentage of students in grade 3 – 7 participate in extracurricular athletics, school clubs (Chess, LID) and fine arts
- All of our grade 1-7 students participate in a music program

The Aims of This Learning Plan:

This year's School Learning Plan attempts to achieve two aims:

- 1) To bring continued emphasis on providing best practice in Literacy Instruction and Literacy Learning (Reading)
- 2) To provide grade group targeted instruction and support to identified key Social/Emotional learning needs. These include: Self-Regulation, Solving Problems in Peaceful Ways, and Contributing Positively to the Class and School Communities.

Instructional Realism in the Face of Contextual Complexity:

While each year school staff strives to help all students meet or exceed age/grade expectations in Reading and Writing, Numeracy and Self-Regulation such an aim is both statistically and pedagogically unrealistic, given the diverse learning needs of today's school populations. What is realistic is for staff to implement differentiated instructional practices and learner supports that aim to enable all students to reach their maximum learning potential at each grade level, recognizing that learning is a continuous process and that age/grade competency standards are in some respects broad sign posts along the way.

Learning Goal #1: To improve reading fluency and comprehension skills

Rationale for early literacy goal (Reading):

A strong foundation in literacy skills is key to success in all subject areas and in school generally. Learners who possess well-developed, age appropriate and broad repertoire of Reading strategies are better able to access, explore, respond to and make meaning out of all subject area material, including Math. School and Provincial Reading (grade 4, 7) assessment data indicates that while the majority of Erma Stephenson students are acquiring these skills and strategies through universally designed curricula successfully, approximately 15% of our students require targeted and intensive instruction in Reading in order to better meet grade level standards.

Data Informing Our Rationale:

Teachers at Erma Stephenson use a variety of School based Reading assessments to measure students' literacy competency levels. These include such tools as: Early Phonemic Awareness assessments; Dolch Lists, Running Records, Fountas and Pinnell, Performance Standards for Reading. These tools provide teachers with baseline data regarding students' current level of functioning in relation to typical age/grade expectations for Reading competency. This data helps inform teachers' planning for instruction.

Every year Grade 4 and 7 students participate in the Ministry of Education's annual Fundamental Skills Assessment (FSA). Between 2008-2012 the average school results of these Reading, Writing and Numeracy assessments have remained relatively constant despite a 10% increase in the school's ELL (English Language Learner) population and an increase in the percentage of students.

On the 2012/2013 assessment 91% of our participating Grade 4 students met or exceeded expectations in Reading. Meanwhile, 92% of our participating Grade 7 students met or exceeded expectations in Reading.

Of those students in Grade 4 who did not meet expectations in Reading and Writing, most were identified English Language Learner students (ELL) and some were students who had either an identified learning disability or were receiving ongoing targeted Learning Support Team (LST) services because they were "struggling learners". While there is not a statistically significant percentage of Aboriginal students in our Grade 7 cohort, the ELL population at that grade level was 17% (7% higher than the District average and 11% higher than

the Provincial average). Of those who did not meet expectations at the Grade 7 level, most have identified learning disabilities and along with the remaining “struggling learners” received ongoing learning support.

Instructional Question:	How will the implementation of guided reading groups using text at each student’s instructional level affect students’ growth in reading achievement (skills/strategies, comprehension and overall level)?
Rationale:	School and Provincial Reading (grade 4, 7) assessment data indicate that while the majority of Erma Stephenson students are acquiring these skills and strategies through universally designed curricula successfully, approximately 15% of our students require targeted and intensive instruction in Reading in order to better meet grade level standards.
Targeted Groups:	Grades 1, 2, 3 (Kindergarten in January, 2014)

Instructional/Learning Context:	Interventions:
Classroom:	<ul style="list-style-type: none"> • Fountas and Pinnell Benchmark assessment given to each primary student by LST team to obtain an instructional reading level • Identify specific areas for targeted growth including fluency (rate, accuracy, automaticity, expression, prosody) and comprehension • group students according to instructional level and needs • meet with groups regularly ; conduct running records as a means of assessment • record observations as each student reads, noting observable reading behaviours and application of strategies . Note demonstrations of comprehension. • look for and document evidence of learning • note proficient readers, average readers and children considered for intervention • collaborate with/communicate progress with LST team. Discuss successes and challenges. Strategize where necessary.
Learner Support Team:	<ul style="list-style-type: none"> • use the Fountas and Pinnell LLI orange (Kindergarten), LLI green (grade one) and LLI blue (grades 2 and 3) systems for reading intervention • group according to instructional reading level • LST teachers working with the neediest grades 1 and 2 students will provide intensive reading support 3 – 5 times per week • notice each student’s precise literacy behaviours and provide appropriate teaching that supports students in developing their systems of strategic actions • engage in professional conversations with classroom and LST colleagues • as students progress to an appropriate level with satisfactory fluency and comprehension, return students to reading groups in class and

	reconfigure groups
Proposed Assessments:	<ul style="list-style-type: none"> • Initial assessment – Fountas and Pinnell Benchmark Assessment to determine Instructional Reading Level • Running records – classroom and LST teachers • Observations of reading behaviours and application of strategies (documented in the running record). Revise teaching point as needed. • Comprehension strategy focus for Levels A – L: connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance. Is the student making meaning from print? Revise teaching point as needed.

<p>Additional Supports:</p> <p>For Students:</p> <p>For Teachers:</p>	<ul style="list-style-type: none"> • appropriately leveled reading resources for home practice • leveled reading resources for classroom reading • targeted instruction based on ongoing running records • Implementation of a home reading program <ul style="list-style-type: none"> • Purchase of leveled guided reading resources for use with primary students (Levels A – R). Approx. \$4000 has been put toward leveled fiction and non-fiction resources this fall. • Workshops related to the implementation of guided reading groups / leveled resources • Lunchtime meetings to “check in” and discuss guided reading successes and challenges • Fountas and Pinnell training for LST staff (3 sessions) • Benchmark assessments administered by LST teachers • Web memberships that support leveled / guided reading: Reading A – Z, (www.readinga-z.com) , Fountas and Pinnell book leveling (www.fountasandpinnelleveledbooks.com), The Daily 5 (www.thedailycafe.com)
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Learning Goal #2:

To help our students become collaborative, socially responsible citizens who respect diversity and contribute positively and skillfully to their classroom and school communities.

Rationale for social/emotional goal:

In addition to a continued focus on early literacy staff has identified an imperative to focus targeted instruction and learning on Social/Emotional needs that are currently impeding students' abilities to: learn effectively across the academic areas; contribute skillfully and positively to the classroom and wider community. To this end, teachers, through an Instructional Inquiry approach, have developed grade group learning plans to address these needs over the course of this school year. For example, many students in our Grade K-3 cohorts present Self-Regulation deficits that require very prescriptive instruction around focusing, following routines/expectations, as well as consistent structure and strategies for reinforcing Self-Regulation learning. Whereas, at the Intermediate grade areas requiring targeted instruction include, accepting and demonstrating personal responsibility for one's self, ones' learning, and the well-being of others in our school and wider community.

Data Informing Our Rationale:

At this time the data around this goal area is anecdotal; that is, teachers are relying on their observations of students' attitudes towards their learning, their demonstrated ability to work successfully with others, the degree to which they can solve problems peacefully, as well as the degree to which they can make positive contributions to class and school communities. Teachers have used this observational data to develop their instructional plans. Over the course of the year teachers will gather more specific qualitative data around targeted and taught skills to gauge student progress. This data will help inform teachers' ongoing planning for instruction. Then, in late Spring teachers will assess student progress using performance rubrics such as "The Performance Standards for Social Responsibility". These results will let us know how much overall progress has been made. It will also tell us which students need continued targeted or intensive interventions. This summative data will allow us to monitor students' learning in this area over time.

Grade: K-2

Instructional Question:	To what degree will directly teaching Self-Regulation skills positively impact student learning?
Rationale:	Currently students' lack of self-regulation diminishes their individual academic learning progress and impacts the learning environment of others Consequently staff believe it is essential to help students better able to self-regulate and work to co-regulate their classmates
Targeted Groups:	Universal, targeted and intensive design approach

Instructional/Learning Context:	Interventions:
Classroom:	<ul style="list-style-type: none"> • Directly teach the <u>Zones of Regulation</u> in an age appropriate readiness model. For example, in K we will teacher 3 simple emotional zones: happy, sad, angry • Identify and positively reinforce successful self-regulation: “catch them being good” • “Student of The Week” book: whole class writes something positive about others in their class • Friendship posters: what do “good friends” say and do? • EAGLE: offer positive comments on feathers and share these
Whole School:	<ul style="list-style-type: none"> • Use similar language regarding Self-Regulation (SR) throughout the school • Share the language of and strategies that support SR and the <u>Zones Of Regulation</u> with parents through our biweekly school newsletter • Involve our community with school initiatives that focus on working positively together for the betterment of our community. For example, food drives, clothing donations...

Proposed Assessments:	
Anecdotal observations:	Observing students' behaviour in the classroom setting Monitoring, documenting concerns, progress Sharing successes with students, parents, colleagues

Grade: 3

Instructional Question:	Will specific instruction and scaffolding of students' learning help them to be more capable of solving problems in peaceful ways?
Rationale:	<p>Currently students' lack prosocial problem solving skills; need support to see others' points of view; have difficulty sharing and making compromises. As a result, they have difficulty "getting along".</p> <p>Teachers believe they need to directly teach problem solving skills, as well as provide students with mediation and scaffolding so they become more capable of solving problems peacefully and contributing to the class and school community positively.</p>
Targeted Groups:	Universal, targeted and intensive design approach

Instructional/Learning Context:	Interventions:
Classroom:	<ul style="list-style-type: none"> • <u>Kids In The Know</u>: teach the lessons that focus on: recognizing, identifying feelings in self and others to develop an understanding of one's own feelings and the feelings of others; also teach the lessons on Empathy • <u>Zones Of Regulation</u>: use this resource to teach the various zones of emotions and how to up regulate or down regulate emotions in order to respond appropriately to various situations • <u>Second Step</u>: Use this resource to teach problem solving skills

Proposed Assessments:	
Tally Chart:	<ul style="list-style-type: none"> • Keep track of the number of playground and classroom "incidents" of not getting along
Self Assessment:	<ul style="list-style-type: none"> • Develop a WIGY rubric: Wow, I've Got It, Good Try, You Can Do It. This will help students reflect on whether they have mastered specific skills in relation to established criteria
Anecdotal Records:	<ul style="list-style-type: none"> • Observing students skills in the classroom setting and in unstructured settings such as the playground, gym, hallways, washrooms... • Monitoring, documenting concerns, progress • Sharing successes with students, parents, colleagues

Additional Supports:	
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For Students:	<ul style="list-style-type: none"> • Counseling services for targeted students • CCW (Child Care Worker) support for targeted groups • Ensure specific students are adequately designated in order to receive additional supports they need • Resources: <i>Zones Of Regulation</i>
For Teachers:	

Grade: 4-6

Instructional Question:	Will specific instruction and scaffolding students' learning help them develop: personal safety; responsibility; respect for others and the school community; self-regulation?
Rationale:	Staff has identified a need to continue to develop these capacities in their students. They believe that by teaching these competencies and supporting their students' learning children will become more confident, successful and happy. Further, they believe this work will lead to a more positive, academically focused classroom and school community.
Targeted Groups:	Universal, targeted and intensive design approach

Instructional/Learning Context:	Interventions:
Classroom:	<ul style="list-style-type: none"> • Classroom Meetings: weekly discussion time to air concerns, issues and collaboratively develop positive solutions • Media and Novel studies: select materials that explore the themes of Social Responsibility. Provide specific instruction on these themes in a media rich context • <u>Zones of Regulation</u>: use this resource to directly teach the various zones of emotions and how to up regulate or down regulate emotions in order to respond appropriately to various situations • Role Play: use this drama strategy to surface issues, learn and practice new skills • <u>Roots Of Empathy</u>: use this resource to directly teach empathy • Buddy Programs: work with younger students to learn consideration of others; teach problem solving skills to younger buddies; engage in community building activities • Suggestion Box: allow students to anonymously submit issues for discussion, as well as suggestions for change

Proposed Assessments:	
Writing:	<ul style="list-style-type: none"> • Student journal writing on specific topics related to the themes under study • Respond to questionnaires regarding Social Emotional learning • Meet with students to discuss their progress and plan for ongoing learning • Track Random Acts of Kindness: rewards for achieving specific target • Observing students skills in the classroom setting and in unstructured settings such as the playground, gym, washrooms, hallways... • Monitoring, documenting concerns, progress • Sharing successes with students, parents, colleagues
Survey:	
Interviews:	
Tally Chart:	
Anecdotal Records:	

Additional Supports:	
For Students:	<ul style="list-style-type: none"> • Guest Speakers/presentations to students on these themes • Literature links: novels on SR • Meet with Principal to celebrate success • Campaigns: S-W • Release time
For Teachers:	

Grade: IF-7

Instructional Question:	Will explicit teaching and reinforcement help students develop their personal and social responsibility skills?
Rationale:	Staff believes a lack of development in these skill areas is the foundation for social problems in the classroom and school community that impede academic learning as well as social success for students in the classroom and school community.
Targeted Groups:	Universal, targeted and intensive design approach

Instructional/Learning	Interventions:
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Context:	
Competencies to Develop: contributing to the class and school community by accepting responsibility for self and others – words and actions; listening attentively, patiently, asking clarifying questions.	<ul style="list-style-type: none"> • Directly teaching self-regulation through the zones of proximal development • First focus on regulating emotions and develop a common language for talking about emotions • Assigning and relying on peers to reinforce individual, class responsibilities • Whole class discussions • Writing activities to reflect on themes of SR • Use common language from <u>Zones of Regulation</u> • Teach, practice and promote manners • Identify common school wide theme to focus on each month: posters, student work created and shown to teach and reinforce positive social behavior • Provide newsletter/website posted information and updates with practical strategies for parents to use in order to reinforce the social learning at home
Proposed Assessments:	
Performance Standards for SR	<ul style="list-style-type: none"> • Use Contributing to Classroom and School Community scales as pre, formative and summative (post) assessment tools
Additional Supports:	
For Teachers	<ul style="list-style-type: none"> • Release time to work with colleagues, do co-teaching, observations • Resources on building community in the classroom

Signatures of School Planning Council:

Principal: _____

Parent: _____

Teacher: _____

Parent: _____

Parent: _____

Assistant Superintendent Approval: _____

Date: _____