

Vancouver School District  
**School Growth Plan**

2006-2007



**Simon Fraser Elementary School**

**June 5, 2006**

**MISSION STATEMENT**

**Simon Fraser Elementary School is committed to providing a challenging, nurturing, educational environment that enables every student to share in the responsibility of becoming a successful lifelong learner, each in his/her own way.**

**SCHOOL GOAL**

**To continue to improve our student's writing skills with the expectation that 70% of our students will fully meet or exceed expectations by the end of the school year.**

## **SCHOOL COMMUNITY CONTEXT**

Simon Fraser is a small neighborhood school located in the City Hall, Mount Pleasant area. There are many students at our school from a variety of cultural backgrounds and socio-economic levels.

Our enrolment is approximately 220, with a staff of 14 teachers and 8 student support workers. The school population includes 90 girls, 130 boys, 72 ESL students, 10 Aboriginal students, and 25 special needs students.

We are a highly inclusive school. Several students with special needs including students with significant medical and physical challenges are fully integrated in age appropriate classrooms. The staff is dedicated to working collaboratively with district and community support personnel to meet the diverse needs of our students.

The staff is completing their fifth year of the Early Literacy Project and second year of the Late Literacy Project. The teachers are committed to the school wide literacy goal which for the second year will focus on improving our student's writing.

We are also a school where the staff, parents, Community Center and Community Link Team offer a variety of opportunities for student involvement and leadership including: student council, student led assemblies, athletic teams, school clubs, noon hour and after school programs, and school performances. Fraser School is a diverse and active school community with a committed staff, supportive parents, and responsive students all working together to make learning a positive and successful experience for all students.

## **B. SETTING DIRECTIONS/PLANNING FOR IMPROVEMENT**

### **GOALS AND OBJECTIVES** (Point of Inquiry #1)

#### **Goal #1**

**To continue to improve our student's writing skills with the expectation that 70% of our students will fully meet or exceed expectations by the end of the school year.**

#### **Objective(s)**

To continue to increase the number of students fully meeting expectations in writing with a particular emphasis on boys.

To continue to develop the 6 Traits of Writing, K-7 (ideas, organization, voice, word choice, sentence fluency, conventions).

To develop and improve student's writing skills in the area of non-fiction with a focus on math and science topics.

### **RATIONALE** (Point of Inquiry #2)

- March 2006 School Wide Write results, K-7 indicate that only 60% of our students are fully meeting or exceeding expectations, 34% are minimally meeting and 7% are not meeting. Writing has been a school goal for the first time this year; therefore, it needs to be continued in order to improve student's writing performance particularly at the minimally meeting level.
- A significantly greater number of boys continue to score in the not meeting or minimally meeting range ( boys 49% vs. girls 33% = 16% difference). The percentage remains approximately the same as last year; therefore, we need to continue finding ways to improve their writing.
- Our staff is part of both the Early and Late Literacy Projects and is highly committed to improving our student's literacy skills.
- The 6 Traits of Writing have been introduced as a focus of writing instruction, particularly strategies suggested in Rebecca Olness' book, Using Literature to Enhance Writing Instruction (every teacher has a copy). This year the primary teachers collected and categorized picture books to use for teaching each of the traits and would like to refine their practice by using them as models when teaching their lessons. (Early Literacy Project District Grant)
- With the introduction of the new math and science resources/IRPs, the staff is motivated to developing non-fiction writing units to both enhance student's information writing skills and bridge from literacy to these content areas.
- Our school is part of the Hamber Family of Schools Appreciative Inquiry Project – the goal is to discover how to create confident math learners. We would like to engage our students in writing about their numeracy experiences.

**HOW ARE WE DOING?****EVIDENCE** (Point of Inquiry #3)

- Data was collected from the March School Wide Write and report card marks for writing.
- The writing target for this school year was that 80% of the students would be performing at the minimally meeting level or higher. Results from the SWW indicate 93% performed at minimally meeting or higher (13% higher than targeted).
- Writing results for K-7 show: 7% not meeting, 34% minimally meeting (C-C), 45% fully meeting (C+ B), 14% (A) exceeding. Last year 0 students were exceeding.
- Disaggregating writing data by grade showed variation of performance amongst the grades; there were no patterns or trends
- Disaggregating writing data by gender showed: 90 girls-33% not fully meeting, 120 boys- 49% not fully meeting
- There was not a significant difference between primary and intermediate girls and boys nor was there a significant difference between ESL and non ESL students in writing performance.

**HOW ARE WE DOING?****ACHIEVING RESULTS** (Point of Inquiry #10)

<b>Objective(s)</b>	<b>Expected Results</b>	<b>2005-2006 Progress</b>	<b>2006-2007 Target/Adjustments</b>
To continue to improve the personal writing skills of all students	80% of students will be minimally meeting or higher for their grade level	93% of the students were minimally meeting or higher (60% fully meeting or higher)	70% of the students will be fully meeting or exceeding expectations (10% increase in performance)
To a focus on improved writing skills for our male learners	Increase the number of male writers performing at minimally meeting expectations or higher (primary, 39%, intermediate, 56%)	Boys, K-7 performed at a similar level as last year ( over all 49% minimally meeting or not meeting)	Increase the number of boys fully meeting expectations by at least 10%

## 2006-2007 Monitoring for Student Success

- Teachers will continue to use the Writing Performance Standards for personal writing.
- Teachers will also use the Writing Performance Standards for Information writing.
- Consideration will also be given to using Rebecca Olness' Rubric for 6 Trait Writing because it breaks down writing and assessing into more teachable points, gives students more credit for skills they have learned, and gives greater credit to "Voice" (not recognized by WPS). It may be use to help students evaluate their writing.
- Teachers will continue to meet in grade groups to jointly assess the SWW.

### **WHAT ARE WE DOING?**

#### **STRATEGIES** (Point of Inquiry #4)

- This year several staff attended workshops on both the 6 Traits and teaching Information Writing. They will continue to refine their practice by implementing appropriate strategies.
- Primary Teachers will use the literature kits they organized with the Early Literacy Grant to refine the teaching of the 6 Traits for both Personal and Information Writing.
- Teachers will use information books purchased this year as models when teaching non-fiction writing.
- Teachers will support our male learners by continuing to implement Barry MacDonald's strategies in "Boy Smarts".
- Professional Development for the 2006-07 year includes workshops by VSB staff, Adrienne Gear (Literacy Mentor), and Rosita Tam/Sylvia Helmer (Consultants-Numeracy and Language Workshop).
- Staff will attend the District Literacy Professional Development Day and the Hamber Family of Schools Mathematics professional Development Day.
- Staff will consider developing a Scope and Sequence for non-fiction writing.
- Staff will consider organizing science kits with accompanying writing activities to match the new Science IRP content for each grade.
- Teachers will continue to use criteria based assessment to help students meet writing expectations.
- Joint marking of school wide writes to ensure marking consistency will continue.
- SSSW and Resource Teacher support is available for students who do not demonstrate improvement (in-class and pull-out).
- Some strategies for students who are not demonstrating improvement: motivating topics (non-fiction), oral front loading, key word lists, key visuals, writing frames, scribing, use of the computer, modify criteria/expectations.

## **WHAT ARE WE DOING?**

### **STRUCTURES** (Point of Inquiry #5)

- School wide writes are planned for October, February, and May.
- Release time is provided for classroom teachers to mark the school wide write together and determine which students need additional support.
- Release time is provided for teachers to plan units/ activities cooperatively.
- Primary and Intermediate staff meet monthly for Literacy Project meeting.
- Resource teachers meet with classroom teachers to discuss individual progress, adaptations, modifications and support plans for writing .
- The teacher librarian works with the classroom teachers to develop and cooperatively teach writing units.
- Three professional days are devoted to the writing goal.

## **C. BUILDING LEARNING COMMUNITIES**

### **DIALOGUE AND COMMUNICATION** ((Point of Inquiry #7)

- Communication about the school goal and student achievement happens in variety of ways throughout the school: photo displays/captions on main hallway bulletin board, displays of student's work, class letters, Friday Journals to go home every week, monthly news letters, assemblies, SAC/Staff meetings, Early and Late Literacy Project meetings, PAC meetings.
- In October and January goal setting conferences will be held amongst teachers, parents, and students. These meetings identify areas needing improvement and set new expectations for student learning that is documented on the report card. (Goal setting conferences are new for the school.)
- Report cards will be sent home six weeks after the goal setting and focus on the goals previously discussed. Parents who request a parent teacher conference after receiving the report card meet with the teaching team to discuss any areas of concern.
- Input comes from the student council, class meetings, PAC meeting discussions, SPC meetings.

## **PARENT INVOLVEMENT** (Point of Inquiry #8)

- All parents are expected to take part in the goal setting conferences.
- Expectations on homework are included in classroom notices and student agendas.
- Primary students' parents are invited to read with the children in their classroom every morning from 9:00 to 9:15.
- The teacher librarian organizes two readers theatre evening sessions for families dramatize stories (Family Literacy Grant)
- Our Kindergarten teacher organizes with the community an evening of literacy activities for our four year olds and their parents (Ready Set Learn).
- Some teachers still conduct student led conferences.
- All parents are invited to volunteer in the school to support student learning activities.
- The PAC organizes information evenings for parents- eg Janine Reid, SFU Faculty Associate, gave a presentation on how parents can support their child's writing.

## **LEADERSHIP** (Point of Inquiry #9)

- All teachers meet with the administrator early in the school year to discuss the positives, the challenges, how the school growth plan is being met in their program, and suggestions for supporting their professional development.
- Teacher leaders coordinate the Early/ Literacy projects, attend relevant professional development/leadership sessions, and chair meetings.
- Teacher leaders assist in planning and presenting professional development.
- SSSWs are always included in professional development, SAC/staff meetings and are encouraged to attend pertinent workshops.
- A teacher took the leadership role in the Appreciative Inquiry project with the Hamber Family of schools.
- Students have the opportunity to develop their leadership skills through student council events and student led assemblies.
- Parents attend literacy information evenings organized by the PAC.
- School Planning Council members participated in the school's Growth Plan Review workshop.
- We are a small school with an active community. All partners enjoy the many possibilities for interaction and collaboration.

## D. COHERENCE

<b>COHERENCE/ALIGNMENT</b> (Point of Inquiry #6)
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- Our school is part of the district's Early and Late Literacy Projects. The school goal on writing is aligned with the literacy project goals. We provide daily and varied opportunities for children to write, monitor student achievement using results from the Three Day Write to inform our practice, attend the professional development sessions to refine classroom strategies and broaden understanding of current best practice, attend coordinator's meetings hold monthly literacy team meetings, and purchase resources to support our writing goal.
- Our School Growth Plan incorporates the District Review recommendations.
- All of our Aboriginal students are meeting expectations in Language Arts.

<b>Simon Fraser Elementary School</b>
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### Submitted by School Planning Council

	(name)	(Signature)
<b>Principal</b>	Donna Davies	_____
<b>Teacher</b>	Sylvia Lukson	_____
<b>Parent</b>	Holly Kerr	_____
<b>Parent</b>	Lori Tucker	_____
<b>Parent</b>	Jim Sinclair	_____
<b>Student</b>	_____	_____
<b>Date</b>	June 6, 2006	

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**Recommended Approval by Superintendent**

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(Superintendent)

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(Signature)

**Date**

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**Board Approval**

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(Board Chair)

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(Signature)

**Date**

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