

School Performance Planning Update
Thompson Elementary School
2015-2016

School Context: Include the following: Mission Statement, Demographics, Strengths and Challenges

- Located in the northwest corner of Richmond in the neighbourhood of Terra Nova.
- 236 students with 10 divisions from kindergarten to grade 7
- 11 teachers, 1 administrative assistant and one administrator
- 41.5% of the population is female – 58.5% is male
- Percentage of English Language Learners at the school is 47.9%, 63.1% of households speak a different language than English at home.
- 7.6% of our students have ministry identified special needs (3.8% of the students are of Aboriginal ancestry).
- The school is also home to a Montessori preschool, before and after school daycare, and a Strong Start Early Learning Centre both located in the building.

Strengths

- Definite family feel and a culture of caring in the school.
- Thompson has a strong sense of community and a positive tone amongst parents, staff and students
- Given the relatively high ELL population, we work closely with our district settlement workers to maintain good communication with all of our families.
- Our preschool, afterschool daycare and Strong Start Early Learning Centre provide us with connections to the community as well as bringing a greater number of people into our building
- To further enhance our culture of community, we participate regularly in school-wide (K-7) family team activities where students work together on projects with the older students providing leadership to the younger students.
- Student leadership is greatly valued and all students in Grades 5-7 are expected to take on monitor jobs around the school. There is a very active student council and Me to We group that is made up of Grade 6 and 7 students who take on school wide activities throughout the school year.
- There are a variety of programs (e.g. Grade 4/5 afterschool, Breakfast Club Program and various sports teams) and opportunities for students to be involved outside of the classroom. These programs help to enhance the connectedness that students feel towards the school.
- The school's parent group works very hard to provide a variety of opportunities for our students and Parent volunteers are welcome and appreciated in the school and there is high parental involvement within the school.
- The school's staff of teachers and EA's work collaboratively to meet the needs of the many students with special needs in our school.
- Thompson has a dedicated and committed staff.
- The staff provide a safe, supportive and caring environment that nurtures all learners.
- The students are caring and respectful.
- Thompson has a diverse population of learners

Challenges

- Continuing to meet the needs of our diverse learners with less resources
- Communication with our school community given a high number of ELL families
- This year, as in the past, the school has continued to experience a number of students coming in and leaving throughout the year (a transient population)
- We are experiencing an increase in the number of students who are struggling from detachment issues and are anxious.

Mission Statement

As a community, we value...

- Working and learning in a safe, supportive and sustainable environment,
- Building caring relationships through positive communication and cooperation,
- Enabling all learners in an inclusive environment, providing opportunities for all students to learn, grow and achieve at a level of personal excellence,
- Educating our students to become socially responsible members of society.

Members of School Planning Council: (must include both names and signatures)

Parent: Maria Camara *McCamara*

Parent: Julie Wang *Julie Wang*

Parent: Jennifer Dahl *Jennifer Dahl*

Parent: Roni Johal

Parent: Edna Bevan *Edna Bevan*

Principal: Mr. Derek Cherry *Derek Cherry*

Date of submission by SPC: May 15th, 2015

Goal(s):

What are we trying to do?

To improve student interpersonal skills through responsible decision making that will lead to healthy and respectful relationships with others in our school community.

Rationale:

Why is this goal important to the school community and how will this enhance the experiences of our learners?

Social Emotional Learning has been identified as a foundational competency that leads to a positive school climate, increases resiliency amongst students and academic achievement. Building positive relationships in students is essential to creating community harmony and feelings of connectedness.

At Thompson, there is a strong sense of community within the school, but we have observed that segments of our student population require support, especially in the area of solving problems peacefully and having empathy for others. Negotiating conflict, listening actively, communicating clearly and co-operating are important sub components of relationship skills and social emotional learning. At Thompson we want our students to feel valued, safe and part of a caring community. This will enable all students to grow and achieve.

Evidence:

How will we know we are achieving our goal(s)? What evidence will we collect? What will this look like in the school and classrooms? Refer to Provincial data, District data, School data, classroom data.

Grade 4 BC Ministry of Education Satisfaction Survey – 5 Year Trend (Provincial Data)

	2011	2012	2013 *	2014	2015
Respecting people who are different	86 %	75%	80%	83%	91%
Know how school expects students to behave	86%	75%	80%	86%	90%
Peaceful Problem Solving	68%	41%	54%	59%	64%

Grade 7 BC Ministry of Education Satisfaction Survey – 5 Year Trend (Provincial Data)

	2011	2012	2013*	2014	2015
Respecting people who are different	85%	90%	91%	95%	87%
Know how school expects students to behave	88%	87%	84%	88%	90%
Peaceful Problem Solving	50%	82%	80%	62%	73%

* denotes implementation of school wide social responsibility matrix

Over the past 5 years we have been using the BC Ministry of Education Grade 4 and Grade 7 Satisfaction Surveys to assess the effectiveness of our goal.

Grade 4 students when asked the question “At school do you respect people who are different than you? 91% indicated many/all of the time, which is an increase of 8% from the previous year and indicates steady growth of 16% over the past 4 years. This would suggest that Grade 4 students at Thompson have an increased respect for people who are different than them.

Both grade 4 and grade 7 students showed a strong understanding of how the school expects them to behave. 90% of Grade 4 students and 90% of Grade 7 students indicated that they understand school expectations “all of the time” or “many times,” with both grades showing improvement in this area (4% in Grade 4 and 2% in Grade 7.) This indicates that students have a solid understanding of our STRIPE matrix and can connect it to what is expected of them.

Students at Thompson have also improved in their ability to solve problems peacefully especially in Grade 4 where we have experienced a steady percentage increase since 2012.

BC Social Responsibility Performance Standards (Classroom based data)

	Not Yet Meeting	Minimally Meeting	MEETING	EXCEEDING
2013 Base	8 (3%)	72 (31.5%)	111 (48.6%)	23 (10%)
2014	3 (1.2%)	59 (25.3%)	125 (53.6%)	30 (12.8%)
2015*	17 (7.5%)	73 (32.3%)	112 (49.5%)	24 (10.6%)

In 2013 staff began to collect data using the BC Social Responsibility Performance Standards (general rubric, which looks at all aspects of Social Responsibility). After the 2014 school year, Thompson staff wanted to gain a deeper understanding of student strengths and support areas, especially within our high population of boys (58.5%). This year staff utilized, only the BC Problem Solving Performance Standard. This resulted in a clearer picture of our students and explains the increased percentages in the chart above (e.g. Not Yet Meeting increased from 1.2% to 7.5%).

Below is a summary of the common themes that surfaced from the March 2015 assessment. Using this information, we will be able to target instruction and set into place our plans for the 2016 school year.

Primary

Strength Areas (students who are fully meeting or exceeding)

- Expressing feelings
- Can explain consequences of their actions on others

Areas Requiring Further Support (students who are not yet meeting or minimally meeting)

- Generate strategies to solve problems
- Able to understand point of view
- Over reliance on adult help (K/1) – tattle tale vs. reporting
- Accountability

Intermediate

Strength Areas (students who are fully meeting or exceeding)

- Attempting to solve conflicts
- Showing empathy

Areas Requiring Further Support (students who are not yet meeting or minimally meeting)

- Need reminders to listen to point of view
- Generates some simple ideas for solving problems – uses same ones
- Being accountable for actions

Actions Taken to Address the Goal(s):

What strategies and actions will we undertake?

- Continue to use of STRIPES matrix (Safety, Teamwork, Responsibility, I-Care, Peaceful Problem-Solving, Eco-tiger) acronym school wide.
- Continued involvement of social responsibility committee to plan activities that support matrix implementation and acquisition of peaceful problem solving techniques and responsible decision making
- Continue to use the school wide STRIPE ticket program that is used to recognize students demonstrating one of the STRIPE attributes.
- Drop in breakfast club program on Friday mornings to promote connectedness and community

- Friday after school Thompson Community Center program for our Grade 4 and 5 students.
- Continued identification of students who are socially and emotionally at risk through SBT with support from area counselor and ECSW
- Continue to support families in their understanding of our Social Responsibility goal by sharing SR performance standards at conferences, in report cards and possible parent information sessions during conferences etc.
- Continue to use self regulation and “Mind Up” strategies in classrooms
- Continued opportunities for students to participate in multi age learning experiences through family teams and buddy programs (family teams activities this year focused on problem solving language and strategies)

Communication:

How are you informing the school community about your goal and your planning?

- PAC and staff school goal updates throughout the year.
- Provide information in newsletters specifically focusing on socially responsibility.
- Website updates, newsletters and bulletin boards that contain information on our school goal.
- Continue to work with School Planning Council.
- Copies of the plan are available upon request in the office and on our school website.
- Performance plan will be a focus each month during staff meetings and a regular item on the agenda.

Goal 2: To improve student literacy

Objectives:

- To improve student reading fluency and increase their higher comprehension of non fiction
- To increase student joy of reading.
- To continue to connect oral language, reading and writing to help students to become more literate

Rationale: Why is this goal important to your school community?

This is Thompson’s second year supporting a literacy goal in the school. Classroom based observations and assessment, as well as quantitative data has indicated that students continue to be strong decoders of text and will use non-fiction text features to make meaning. Our students, however, still require support in comprehension, inferring meaning and making connections. Students to gain meta-cognition and higher level reading strategies continue to require support and development.

This year we have made a concentrated effort through the acquisition of resources to provide students with more access to high interest non-fiction text. Thompson staff has also participated in literacy professional development opportunities throughout the year.

We recognize that strong literacy skills are the foundation to success in all curricular areas and bring joy and confidence to our students. For our learners, many of whom are ELL students (47.9%), building understanding in reading is essential.

How will we know we are achieving our goal(s)? What evidence will we collect? What will this look like in the school and classrooms? Refer to Provincial data, District data, School data, Classroom data.

1. 2015 FSA Reading Results

	Not Yet Meeting		Fully Meeting		Exceeding	
	2014	2015	2014	2015	2014	2015
Grade 4	3	3	17	11	5	5
Grade 7	2	1	19	17	5	9
Totals	5	4	36	28	10	14
Percentage of students who completed assessment	10.2%	8.6 %	70.4%	61%	19.6%	30.4 %

Analysis

FSA assessments have indicated an improvement this year especially in the number of students who exceeded expectations. Overall 91.4% of our students are meeting or exceeding in FSA reading assessment, which continues to be above district and provincial averages in this area. Each year the cohort for analysis changes. FSA scores can increase or decrease based on the cohort of students who have participated in the assessment. We are continuing to strive for 95% to 100% of students meeting or exceeding.

This year, as in previous years, we conducted school based DART assessment to gain a deeper understanding of our students reading behaviours.

2. DART Reading for Information Assessment – Spring 2015

Year	Not Yet Meeting	Not Yet Meeting/Minimally Meeting	Minimally Meeting	Minimally Meeting/Fully Meeting	Fully Meeting	Fully Meeting? Exceeding	Exceeding
2014	5%	6%	20.6%	14.7%	40.2%	10.5%	3%
2015	6.8%	5%	18.8%	14.6%	30.2%	13.3%	11.9%

Analysis

89% of our students were in the meeting (minimally to exceeding range) in the area of reading for information, 11% were in the not yet meeting/ minimally meeting range. There has been a shift in the number of students who are in the fully meeting to exceeding range and a slight decrease in the number of students who are minimally meeting and not yet meeting. From K-7 there are 67 students in the school who are in the not yet meeting to minimally meeting range. Of those 53% are in K-3. With grade 2 being the age range that continues to require targeted support.

3. Classroom Based Anecdotal Observations and Assessment

Staff were also invited to provide feedback on the reading behaviours of their students. The following is a summary of their assessment for observations, which will help to guide instruction the following year.

Reading Strengths Identified

- Decoding and using word strategies
- Using text features to find information
- Reading orally
- Literal understanding

Areas Requiring Further Growth in Reading

- Determining importance/ recalling main ideas and adding details to support thinking
- Putting information into own words
- Making inferences
- Making connections

Actions Taken to Address the Goal(s): What are we trying to do and how are we going to do this?

- Continue with the acquisition of non-fiction reading materials that are high interest both in print and digital forms at all reading levels.
- Continued professional development opportunities for staff in the area of literacy instruction.
- Continue to examine ways to involve our parent community – reading week/literacy week.
- Continue to explore how changes in curriculum are linked to our literacy goal and begin to look at implementing the new language arts curriculum.
- Continued focus on reading for information and the development of student comprehension and fluency (use of Adrienne Gear strategies etc)
- Emphasize reading for joy and provide opportunities for students to read literature that is engaging

Communication Plan:

How will we communicate our goal and plans to students, staff, parents, and school community?

- PAC and staff school goal updates throughout the year – May PAC power point goal presentation.
- Provide information in newsletters, specifically focusing on reading for information.
- Website updates, newsletters and bulletin boards that contain information on our school goal.
- Continue to work with School Planning Council.
- Copies of the plan are available upon request in the office and on our school website.
- Performance plan will be a focus of each month during staff meetings and a regular item on the agenda.