



# School District #43 (Coquitlam) Action Plan for Learning

## Elementary & Middle School Level

School Name:

**Coquitlam River Elementary**

Date: **6/1/2011**

School Number: **13**

School Level:

- Elementary  
 Middle

Mission Statement:

Our Mission, at Coquitlam River Elementary, is to encourage all learners to realize their individual potential and to acquire the knowledge, skills and attitudes needed to prepare them to become socially responsible citizens.

Goal 1:  Continuing Goal  New Goal

To improve student writing

Select category which best describes the focus for goal 1:

- Literacy  Numeracy  
 Social Responsibility  Healthy Living  
 Transition - Graduation Rates  Other

Note: if literacy is not a school goal, complete the School Literacy Report at the end of this APL.

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## School and Community Context

**Unique Features:**

Coquitlam River Elementary is located along the northwest border of Port Coquitlam and Coquitlam. The school is surrounded by the River Springs community on the west and Oxford Heights bluff on the East. The Coquitlam River runs behind the River Springs community.

Most of the students will go to Kwayhquitlum Middle School when they reach Grade Six.

The school officially opened in 1995 when Viscount Elementary closed. Students from Viscount were included in the Coquitlam River Elementary catchment which is located 2 kilometres north of the old school site. In the opening year, Coquitlam River held 390 students. This necessitated the need for portable classrooms and the addition of a two classroom wing in 1999. In June 2011, 261 students attended Coquitlam River Elementary. Although the school is in Port Coquitlam, most of the student population comes from the City of Coquitlam. The border between Port Coquitlam and Coquitlam is on the school grounds so the school is surrounded by the City of Coquitlam property on the north, west and south side. Approximately fifty students are bussed to school that live close to Prairie Avenue, our southern border. School bus service is provided as a safety issue due to the wooded Shaughnessy Street corridor. This stretch of road has been prone to mudslides in the past and wildlife such as bears and coyotes frequent the area in the fall and spring.

Coquitlam River celebrates student achievement in a variety of ways. Our school encourages good student behaviour and attitudes through the S.T.A.R.S. program. Our goal for every child is that they are Safe; Thinking responsibly; being Accepting; being Responsible and being Showing effort. Students receive tickets for showing these traits. The tickets are entered into a draw for prizes at the end of every week. We also hold a monthly STARS Recognition Assembly in which three or four students from each class receive an award for an outstanding achievement. Staff ensure that each child receives an award during the year. The children come up to the front to receive their award and parents are welcome to take photographs of the event. The assembly is hosted by students and features children reading a stories; singing songs; dancing or performing in the choir.

Our monthly Collaboration Assembly is hosted by the Principal and includes learning the STARS program and participating in guest presentations (e.g., Mad Science). During these assemblies our teachers meet in primary and intermediate departments to collaborate about assessment, curriculum, and programming.

In addition to the curriculum, Coquitlam River offers many additional opportunities for the students. This year, the staff sponsored many activities such as choir, Grade Five volleyball and basketball teams. intramural sports. track and field. Running Club. Model Kit Club and a

#### **Community Partnerships/Initiatives:**

Early learning has become an important part of Coquitlam River. The school currently features a Strong Start program. The program opened in 2008 and serves an average of twenty families a day.

The school works closely with the Gaby Davis Foundation. The charity supports families who have children diagnosed with cancer.

CRE has also partnered in the last year with the Heart & Stroke Foundation, Terry Fox Library, Mad Science, Stream of Dreams, and Mrs. Susan Jessop (parent and Gallery Coordinator, Arts Centre, Port Moody)

#### **Parent Involvement:**

CRE greatly values parental involvement. To this end, CRE participated in an SFU research study of School-Parent Relations in Spring 2011. This involved surveying administration, teaching staff, and parents about factors that research suggests are key to parent involvement in the school. At the time of writing this APL the results had not yet been produced.

Traditionally there has been a high degree of formal and informal parent involvement at Coquitlam River. CRE has an active Parent Advisory Council that works tirelessly on behalf of the school. The PAC have engaged in various fundraising activities to support the school. Funding has been targeted at supporting school events and student learning.

Financial support includes:

- Teachers have been supported by the provision of classroom funds.
- Field trips have been supported
- New playground equipment has also been purchased for the school. The remaining debt on this equipment was paid off in the Spring of 2011.
- Speakers have been brought in for parent and student education.

In addition to providing financial support, the CRE PAC are also involved in:

- Organization and maintaining of a recycled book program.
- Maintaining emergency preparedness supplies.
- Social activities for staff and parents.
- Arranging for guest speakers to present to the PAC and students. This year the PAC brought in Saleema Noon to educate children and parents about sexual health.
- Supervising the Good Morning Club; a before-school supervised area for children between 8:30-8:55am. This has included a Breakfast Club that has made healthy breakfast choices available to the students.
- Organizing and hosting lunch orders and concession at the June Sports Day.

As volunteers, our parents:

- Organize and distribute the Fruits and Vegetable Program.
- Distribute Lunch Ladies meals on Fridays.
- Support their children with our home reading programs.
- Assist with special events such as Sports Day and the Terry Fox Run.
- Assist with morning attendance and monthly lice checks
- Maintain a student birthday and information bulletin board.
- Our SPC, PAC and parent community support the staff in sharing high expectations for their children's academic achievement and social development

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## **Goal 1: Current Data & Evidence of Change**

Goal 1:

To improve student writing

Objective 1:

To increase the percentage of students who are Fully Meeting or Exceeding expectations in personal/impromptu writing (primary) and communicating ideas/information (intermediate).

**Rationale for Objective 1:**

Although this is our third year with a writing goal, this past school year was the first year that a more thorough and therefore informative approach was taken in data collection and analysis. This approach included the decision to assess using the Performance Standards four-point scale of Not Yet Meeting, Meeting (Minimally), Fully Meeting, or Exceeding Expectations. In previous years students were simply given a Meeting or Not Meeting designation, which did not give an accurate enough depiction of our students' skill levels as writers. The use of the four-point scale in Spring 2011 however did reveal some significant findings. The results showed a significant percentage of students (52%) in the Not Yet Meeting and Meeting categories (see *Current Data for Goal 1* below). We believe that students who fall in either category are academically at-risk.

In sum, we have made a commitment to reduce the percentage of students in the Not Yet Meeting and Meeting categories and significantly increase the percentage of students who fully meet or exceed expectations in writing.

**Objective 2:**

To increase the percentage of boys who are Fully Meeting or Exceeding Expectations from 23% to 40%.

**Rationale for Objective 2:**

It is not uncommon for girls to outperform boys in assessments of writing. However, we are not satisfied with the large gender gap at CRE in writing. Furthermore, we realize that focusing on boys' writing across all grades will improve our overall writing scores. We hold the following assumptions: boys' writing skills can approach girls' writing skills; certain instructional strategies will, according to research, specifically improve boys' writing skills.

## Current Data for Goal 1

### Part I - Classroom Assessments Based on Teacher Judgment (BC Performance Standards)

Assessment: Completed by teachers in March/April in various areas

Attach the Classroom Assessments Based on Teacher Judgment School Report (click [here to see sample](#)) sent by the Staff Development Department here:

Coquitlam River -  
CBA for APL  
2011.doc  
139.5 KB

### Part II - School-Based Assessment (refer to "[Elementary and Middle APL Explained](#)")

**Objective 1:**

To increase the percentage of students who are Fully Meeting or Exceeding expectations in personal/improptu writing (primary) and communicating ideas/information (intermediate).

In box below, BRIEFLY describe what was assessed, your data source(s) and your analysis of progress. Include date(s) of assessment, grade and course information if relevant.

An external review of CRE's APL in 2009-2010 suggested that we expand the assessment to match the four-point Performance Standard language of Not Yet Meeting>Meeting at minimal level>Fully Meeting>Exceeding. This was done for the first time in Spring 2011. The primary students produced a sample of personal/impromptu writing and intermediate students produced a five paragraph report on a non-fiction topic. Teachers used collaborative meeting time to mark writing samples in order to familiarize themselves with the four-point performance standards rubric for "Meaning" (and also "Form" for intermediate students) and strive for consistency among teachers. The Spring 2011 assessment revealed that 6% (primary) and 12% (intermediate) were Not Yet Meeting expectations; this result was similar to previous years. However, it also showed that 52% of both primary and intermediate students were either Not Yet Meeting or Meeting (at minimal level) expectations in writing.

The attached Classroom Assessments Based on Teacher Judgment School Report shows that at the Grade 2 level only 25% were either Not Yet Meeting or Meeting (at minimal level) expectations in writing. This appears to be a discrepancy with the 54% of Grade 2 students who were either Not Yet Meeting or Meeting in our Spring 2011 school-wide writing assessment. However this could be explained by the Teacher Judgment focus on *overall* writing versus the school-wide write focus just on *Meaning*.

Attach your full report or select table which best fits your data:

Kindergarten

Performance Standards

Letter Grades

Custom Table

Attach all tables and complete details for this assessment in a single document here. Include both baseline/pre and post results if available.

Writing Data  
Collection 2008-  
2011.doc  
136 KB

Objective 2 (optional):

To increase the percentage of boys who are Fully Meeting or Exceeding Expectations from 23% to 40%.

In box below, BRIEFLY describe what was assessed, your data source(s) and your analysis of progress. Include date(s) of assessment, grade and course information if relevant.

The school's Spring 2011 school-wide assessment showed that 77% of male students were either Not Yet Meeting or Meeting compared with only 33% among female students. This reveals a significant gender gap in writing skills. Another way of analyzing this: 70% of our students who are Not Yet Meeting or Meeting expectations are boys.

In order to compare our boys' results with those of boys across the district, we compared CRE versus District data for Grade 2 students' writing (based on Teacher Classroom Based Assessment, Spring 2011) (see Appendix). At CRE, 23% of boys are Not Yet Meeting or Meeting (at minimal level). This is actually better than the data for SD43: 48% of boys are Not Yet Meeting or Meeting (at minimal level). This appears to show that relative to the district the boys at CRE are performing well in writing. What does this mean for CRE? Perhaps our Grade 2 cohort is relatively stronger than the male student population at CRE. Perhaps there is a need for further staff development about the meaning and criteria associated with the Meeting category; consistency and accuracy is needed when using these categories. These questions will be explored further as assessment and data collection continues in the 2011/12 school year.

Attach your full report or select table which best fits your data:

Kindergarten
  Performance Standards
  Letter Grades
  Custom Table

Attach all tables and complete details for this assessment in a single document here. Include both baseline/pre and post results if available.

Male Female  
Comparison  
Writing 2011.doc  
40 KB

### Part III - Provincial Data (i.e. FSA)

Assessment: FSA - Grade 4 or 7 Numeracy, Reading and/or Writing

Attach FSA report (click [here to see sample](#)) retrieved from [School Reports](#) on the Ministry of Education site.

Click here to attach a file

## Evidence of Change

Target(s):

In many respects a new approach to assessment and analysis of writing skills at CRE began in Spring 2011. A baseline was established. Going forward, students from Grades 1 through 5 will be assessed in Fall 2011 and Spring 2012. We will again measure among primary students their "Meaning" in their personal/impromptu writing and among intermediate students their "Meaning" and "Form" in their writing to communicate information/ideas. There will be additional analysis of boys' results across all grade levels.

Comments/Summary of Progress:

Comparison of Spring 2011 results are difficult to compare with earlier years' results. The main reason for this is that in previous years students were placed in only two categories: Meeting or Not Yet Meeting. As stated in last year's APL, it was suggested that CRE broaden the scope when we assess our students for the purpose of school improvement to include categories that match the performance standard language. This was implemented: instead of measuring students that are either Meeting or Not Yet Meeting (too broad a breakdown), we therefore have begun using the four-point scale of Not Yet Meeting, Meeting at the minimal level, Fully Meeting, and Exceeding.

In previous years CRE tracked boys who scored in the Not Yet Meeting category. While this was a useful strategy, it only tracked 5 or 6 boys in a single grade cohort. The larger number of boys who would likely have scored in the Meeting (minimal level) were not targeted.

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## School Action Plan

**These are actions we believe will accomplish our objectives:**

**Continuing practices that are working well in our school (list one to three)**

1. Continue emphasizing the Six Traits of Writing as common language across all grade levels.
2. Profile student writing systematically across the school (including a Spring "Writers' Gallery")
3. Maintain the Fall & Spring school-wide writing assessments

**What things will we do differently? List one to three (e.g. strategies, resources, structures, partnerships, etc.)**

1. Implement the Trait Crate writing kits purchased in Spring 2011 through teacher in-service and idea sharing at staff meetings and collaboration meetings
2. Explore research-based strategies for improving boys' writing skills. This will include searching for in-service/pro-d opportunities for teachers and mining expertise among our staff.
3. Our library program will highlight the published writing of CRE students
4. Initiate a student writer's club that includes male students

**How will we provide for staff development and collaboration?**

1. Participate in the Performance Network Series in 2011-2012 e.g., "Quality Teaching in Inclusive Classrooms". Staff will continue to develop their use of technology, with a focus on technology tools for writing.
2. Form a learning team that focuses on writing instruction
3. Principal will provide collaborative time for teachers as a whole staff or in primary and intermediate departments to specifically discuss writing strategies.

**How will we involve parents?**

Parents will be kept informed through School Planning Council Meetings, PAC meetings, school website, and monthly newsletters. A Spring "Writers' Fair" will illustrate to parents what writing looks like across grade levels. We will use parent volunteers to support the writing process in classrooms and facilitate publishing student writing.

**How will we monitor progress and adjust our actions? (e.g. strategies)**

- Formal school based assessments using the performance standards in writing (Primary: Personal/Impromptu; Intermediate: Communicate Ideas/Information) will occur in Fall 2011 and Spring 2012.
- District data from the Classroom Based Assessments
- Foundation Skills Assessment and Satisfaction Survey results for Grade Fours
- Teacher observations and report cards
- Professional Day, Collaboration (Dep't meetings), and Staff Meeting discussions of progress

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## Signing Off Page

Submitted by School Planning Council:

Title

Name

Signature

Principal

**Murray Peters**

Parent

**Rebecca Campesato**

Parent

**Amanda Bingham**

Parent

**Gabrielle Cowley**

Recommended by Assistant Superintendent:

**Julie Pearce**

Assistant Superintendent

Signature

Board and Superintendent Approval:

**Melissa Hyndes**

Board Chair

Signature

**Tom Grant**

Superintendent

Signature

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## Appendices

Attachments in this section could include historical data that supports choice of goal(s) and demonstrates trends over time or any other data collected to support your goal(s).

Description:

SD43 Grade 2 Male versus Female CBA results

2011  
Preliminary CBA  
Grade 2 District  
Results.docx  
22.53 KB

Description:

Signing Off Page attached.

APL sign off  
page CRE  
2011.TIF  
189.42 KB

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