

## School District #43 (Coquitlam)

# Action Plan for Learning

### Elementary & Middle School Level

School Name:

**Coquitlam River Elementary**

Date: **6/2/2014**

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 students' socio-emotional learning by developing self-regulation skills

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 go to Kwayhqitlum 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. As of June 2014, 211 students attend 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.

Coquitlam River celebrates student achievement in a variety of ways. Our school encourages respectful student behaviour and attitudes through the S.T.A.R.S. program. Our goal for every child is that they are Safe; Thinking responsibly; Accepting; Respectful and 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.

A new and integral aspect of our work with students has been this past year's work with emotional self-regulation. See below for more about this school-wide goal.

Our monthly Collaboration Assembly is hosted by the Principal and includes learning the STARS program, social responsibility skills, and participating in guest presentations (e.g., Mad Science). During these assemblies our teachers meet for professional collaboration about teaching, 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, Como Lake Relays, track and field, and a Running Club.

One of the newly emerging unique features of Coquitlam River is the growing population of students with special needs and unique learning challenges. Currently our school has the fifth highest percentage among elementary schools of school populations with Ministry of Education Special Education designations. We pride ourselves as an inclusive learning community that provides excellent services and care to all of our students, including those with unique learning needs.

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

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

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

CRE has a strong history of community partnerships including the Heart & Stroke Foundation, Free The Children, Terry Fox Library, Mad Science, Stream of Dreams, City of Port Coquitlam (Beyond the Bell After-school Programs), Tennis BC, *My Neighbourhood, My Future*, and Evergreen Cultural Centre.

### **Parent Involvement:**

CRE greatly values parental involvement. 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. This study revealed the strong partnership between the parent community and the school. A 2012 on-line parent survey also found a strong level of support for the work CRE does teaching their children.

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 has engaged in various fundraising activities to support the school. Funding has been targeted at supporting school events and student learning including:

- Teachers have been supported by the provision of classroom funds.
- Field trips have been supported
- New playground equipment was purchased for the school several years ago. A new playground fundraising project was recently started.
- Speakers have been brought in for parent and student education.

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

- 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 Dr. Brandy Wiebe (works with Saleema Noon) to talk 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 hot lunches, treat days, and a concession at the June Sports Day.

As volunteers, our parents:

- Organize and distribute the Fruits and Vegetable Program.
- 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 periodic 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

## Goal 1:

To improve students' socio-emotional learning by developing self-regulation skills

## Objective 1:

To increase the emotional self-regulation performance of boys, using three criteria:

- Using language to resolve conflicts
- Accepting responsibility for emotional responses in challenging situations
- Managing powerful emotions

## Rationale for Objective 1:

### Why Self-Regulation?

The process of looking at self-regulation began in September 2012 when staff at a pro-d day identified socio-emotional learning (SEL) as a needed focus. Through the use of staff meeting discussion time and Thoughtstream software from November to March, teachers identified numerous SEL strengths among our students, especially in the Prescribed Learning Outcomes related to Social Responsibility. However the teachers also identified concerns about our students' emotional self-regulation skills and about levels of student anxiety (see Appendix - *Summary graphs of CRE students' strengths and needs for Socio-Emotional Learning*). Staff, in sharing their own understandings of self-regulation and hosting a specialist on this topic in April and May, concluded that self-regulation is a key foundation for all learning and indeed for success in life. Stuart Shanker (2013) states that "self-regulation is increasingly being seen as essential for enabling children to respond efficiently and effectively to the everyday challenges they face in and out of school". The CRE staff decided to select emotional self-regulation as a school-wide goal for the 2013-2014 school year. A Self-Regulation Staff Committee used an existing rubric that was shared by another school and identified several indicators as the basis for a data collection tool. As described below (see: Current Data for Goal 1), staff used this data to determine that boys at the primary and intermediate levels lag behind girls in all three of these criteria. While we desire to increase the self-regulation abilities of all students, the data underscores the particular need to focus on the boys.

## Objective 2:

To increase the emotional self-regulation of High and Low Incidence Special Education students, using three criteria:

- Using language to resolve conflicts
- Accepting responsibility for emotional responses in challenging situations
- Managing powerful emotions

## Rationale for Objective 2:

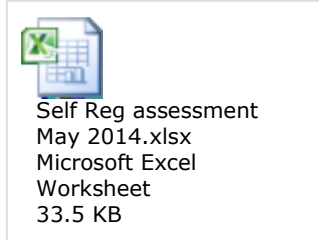
Staff expressed particular interest in the self-regulation abilities of our High and Low Incidence students. Currently CRE is the fifth highest elementary school in percentage of students with designated special needs. Using the data set described above these 20 students' results were analyzed separately. It was discovered that these students were rated significantly lower than the general population in their emotional self-regulation (see below: Current Data for Goal 1). We believe that an integral part of our support and programming for these at-risk students is their emotional development. It is essential for these students' learning that they can manage stressful situations and develop their emotional language.

## 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:



### Part II - School-Based Assessment

(refer to "[Elementary and Middle APL Explained](#)")

Objective 1:

To increase the emotional self-regulation performance of boys, using three criteria:

- Using language to resolve conflicts
- Accepting responsibility for emotional responses in challenging situations
- Managing powerful emotions

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.

In May 2013 the Self-Regulation Committee reviewed self-regulation rubrics and devised an assessment tool in which each student was rated by their classroom teacher on a four-point scale for each of three criteria (see attached: Self Reg Data Results)

- Using language to resolve conflicts
- Accepting responsibility for emotional responses in challenging situations
- Managing powerful emotions

Analysis of the data clearly revealed that boys at the primary and intermediate levels lag behind girls in all three of these criteria. At the Intermediate level, boys were in the *Developing (with guided support)* and *Applying (with minimal support)* range while girls were in the *Applying (with minimal support)* to *Extending* range. Primary boys and girls were in the *Developing (with guided support)* and *Applying (with minimal support)* range, but boys were lower.

While we desire to increase the self-regulation abilities of all students, the data underscores the particular need to focus on the boys.

During the 2013-14 year the staff collaboratively decided on a set of learning indicators for primary and intermediate students. This evolved into the attached Self-Reg Assessment spreadsheet which was completed by teachers in June 2014 (but not submitted to admin due to the labour dispute).

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.



Self Reg Data Results  
Spring 2013.docx  
Microsoft Word  
Document  
22.9 KB

Objective 2 (optional):

To increase the emotional self-regulation of High and Low Incidence Special Education students, using three criteria:

- Using language to resolve conflicts
- Accepting responsibility for emotional responses in challenging situations
- Managing powerful emotions

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.

High and Low Incidence Special Education students were included in the May 2013 assessment described above. These 20 students' results (see Data table above) showed that they range between *Emerging (with direct support)* and *Developing (with guided support)* on all three criteria. This data indicates that a particular focus on our Special Education students' self-regulation skills is warranted.

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.

 File Attachment

### 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.



FSA Results Mar  
2013.xlsx  
Microsoft Excel  
Worksheet  
16.8 KB

## Evidence of Change

**Target(s):**

Our self-regulation focus for the year ahead is a new school goal. The data we collected in May 2013 (see above) is a baseline of our students' emotional self-regulation skills. As described above we aim to increase these skills among all of our students, particularly boys and students with special needs. We believe it is likely we will refine our focus on self-regulation even further by examining even more specific needs and objectives.

The 2013-14 school year, our first year focussing on self-regulation, was a tremendous success. Throughout the year staff collaborated on a frequent basis, with many anecdotal stories shared about how our school-wide work was making a difference for students. Some of this anecdotal data was shared with parents through newsletters, bulletin board displays, and our Parent Night in January. Our Student-Led Conferences in May included a presentation by each student about his/her self-regulation learning. School-wide quantitative data however could not be collected in the spring due to the teacher labour dispute. Perhaps though the greatest evidence is found in a day spent in our school, where visitors frequently comment on the calm and respectful tone of the students.

**Comments/Summary of Progress:**

In the 2014-15 year we will systematically gather data (fall and spring) to continue to measure the progress our students have made. We will continue our journey to infuse self-regulation learning into the curriculum and daily fabric of our school.

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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. Collaboration (Self-Reg Committee; Staff Meetings; Monthly Teacher Collaboration sessions) around instructional methods, resources, and assessment strategies
2. School-wide implementation of MindUP and Mood Meter strategies to promote emotional self-awareness and self-regulation skills and strategies
3. School-wide bulletin boards, assemblies, newsletter info and other communications to promote consistent language and reinforce lessons learned in all classrooms

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

1. Collect school-wide data (fall and spring) to assess student self-regulation learning
2. Explore ways of infusing self-regulation learning into the curriculum. For example, how could Social Studies lessons reinforce self-regulation skills and awareness of strategies
3. Expand our use of in-class support of students with learning needs, incorporating self-regulation strategies

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

1. Principal will provide monthly collaborative time for teachers to engage in action learning about self-regulation programs and strategies e.g., discuss concrete criteria for assessment.
2. Our Self-Reg Committee will plan monthly initiatives around self-regulation strategies and communications with parents
3. CRE teachers will join with other elementary schools in the Second Wave pro-d series
4. The first hour of monthly staff meetings will focus on self-regulation pro-d. EAs will continue to be invited
5. Classroom and non-enrolling teachers will expand knowledge of in-class support models and how these models can be a context for self-regulation learning

**How will we involve parents?**

Parents will be kept informed through School Planning Council Meetings, PAC meetings, school website, and monthly newsletters.  
 The school's Self-Regulation Committee will sponsor (perhaps within its "neighbourhood of schools") one or more parent education nights about self-regulation topics.

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

- Teachers will reflect on their implementation of programs and initiatives during Self-Reg Committee meetings, staff meeting discussions, and monthly collaboration meetings . Staff will collaboratively make adjustments in their implementation.
- CRE staff will collaborate with district and out-of-district specialists
- CRE staff will liaise with other schools
- CRE teachers will complete further data collection in Fall 2014 and Spring 2015

## Signing Off Page

Submitted by School Planning Council:

Title	Name	Signature
Principal	<b>Murray Peters</b>	
Parent		
Parent		
Parent		

Recommended by Assistant Superintendent:

<b>Julie Pearce</b>	
Assistant Superintendent	Signature

Board and Superintendent Approval:



**Melissa Hyndes**

Board Chair

Signature

**Tom Grant**

Superintendent

Signature

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## School Literacy Report

### Current Data for Literacy

#### 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:

 File Attachment

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

Report on Classroom Assessment based on teacher judgment below.

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.

Our latest CBA data, which dates back to Spring 2013 (**no data collected in Spring 2014 due to teacher labour dispute**) indicates that Writing should be a continued focus at CRE.

In 2010/2011 our grade 2 data showed that 75% of students were Fully Meeting or Exceeding expectations in Writing. However our 2012/2013 data shows that only 59% of students were Fully Meeting or Exceeding expectations in Writing.

Our 2014 FSA results (attached, below) tell a different story. The attached comparison between 2013 and 2014 indicates that our Grade 4 writing improved from the previous year. We will watch next year's results and see if this positive trend continues.

Writing strategies at all grade levels will continue to be a school-wide focus. We will use Traits-based Writing and Writing Power strategies in our classroom and library program to improve our students' writing skills.

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

- Kindergarten       Performance Standards       Letter Grades       Custom Table

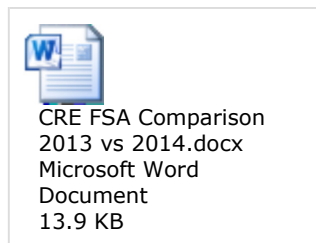
Attach all tables and complete details for this assessment in a single document here. Include both baseline/pre and post results if available.

 File Attachment

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

Assessment: FSA - Grade 4 or 7 Reading and Writing

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



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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:

Signing Off Page attached.

 File Attachment

Description:

Summary graphs of CRE students' strengths and needs for Socio-Emotional Learning



Summary charts  
Thoughtstream Feb  
2013.docx  
Microsoft Word  
Document  
144 KB

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