


Action Plan for Learning

	School Name: Porter Elementary School
	School Context: See Below
	School Goal: Social Emotional Learning
	School Year: 2020-2021

School Context:	<p>Welcome to Ecole Porter Street School, where we strive to create a caring, respectful community of learners in Kindergarten through Grade 5.</p> <p>We offer balanced educational programs including Academics, Library, Fine Arts, Learning Assistance, EAL and Athletics in both English and French Immersion.</p> <p>Our PAC provides many during and after school activities which include: Km Club, Lasermaster, places des arts; Moresports; Mad Science; Hip Hop Dance; Young Performers Workshop; Theatrix; Bricks4Kidz; Fruit and Veggie Program; Milk Program; Hot Lunches; PJ/Movie Nights; and extra food for students who are in need.</p> <p>Our students are a diverse group from a diverse catchment area. We do all we can to encourage the development of each child. By providing fun, positive learning experiences that are inclusive and supportive of all students, we help them to engage in their own learning and to set goals for academic, social and physical achievement.</p> <p>Porter is located steps away from Como Lake and near major transportation links.</p> <p>With a current population of about 365 students, it is one of the district's larger elementary schools.</p> <p>Constructed in the early 1960's, Ecole Porter Street School is a large, single-level facility on spacious, open property. The school has a grass field and a large all-weather field that is lit at night and is used by community athletic groups. The school also has two large playground areas with new play structures.</p>
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Goal / Inquiry Student learning	<p>To learn Self-Regulated Learning (SRL) tools and strategies to teach students so they can better regulate their emotions in order to increase student achievement across all areas of the curriculum.</p>
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Rationale 1-3 reasons for choosing goal	<p>We believe and know that a child who is self-aware and has a 'toolkit' of self-regulation strategies is more calm, secure, alert and engaged. This contributes to a happier and more successful student as well as a well-functioning classroom and school.</p> <p>The Porter Staff has, the last several years, noticed a growing number of students who:</p> <ul style="list-style-type: none"> ○ are unable to recognize their emotions and the influence their emotions have on their behaviour and attitude ○ are unable to self-regulate or have great difficulty doing so resulting in significant difficulties remaining alert and engaged ○ are struggling with anxiety
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<p>References and sources to support actions</p>	<ul style="list-style-type: none"> • Self-Regulation Resources - SD43 Learning Services website • The Ruler Approach with Miriam Miller • The Zones of Regulation • Collaborative for Academic, Social, Emotional Learning (CASEL - Success in School, Skills for Life.) • The Heart and Mind Index • The Whole Brain Child & other resources by Siegel and Bryson
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<p>Planned Actions Continuing practices working well (1-3)</p> <ul style="list-style-type: none"> • What will we do differently? (1-3) • How will we provide for staff development and collaboration? • How will we involve parents? • How will we involve students? • How will we monitor progress and adjust actions? 	<p>The Journey Continues...</p> <p>2015 April:</p> <ul style="list-style-type: none"> • Porter Street staff unanimously voted to change our APL goal from Reading Comprehension to Social-Emotional Learning <p>2016-2017 Highlights:</p> <ul style="list-style-type: none"> • Fri Sept 25 ProD: afternoon workshop with Miriam Miller; explored definition of SEL and CASEL Social and Emotional Core Competencies • Identified SEL Core Competencies of Self-Management and Self-Awareness as specific areas we would like to focus on for 2015/2016 and beyond • 2016 January: <i>What is Social-Emotional Learning? A Parent Information Evening with Miriam Miller</i> What is Social-Emotional Learning? How and why is it important with respect to student learning? What impact does SEL have on student-achievement? How and why is SEL important in our lives? What and how can teachers/schools do to teach and weave SEL into our daily practice? These are some of the questions our staff is asking • 2016 May: <ul style="list-style-type: none"> ○ first implementation of school-based created assessment, <i>APL – SEL 2016 Spring SRL Assessment (May 2016)</i> ○ We adapted from the Dalai Lama Centre for Peace and Education. http://www.dalailamacentre.org The Heart and Mind Index draws upon work done by the University of British Columbia's Early Developmental Instrument (EDI). The Heart and Mind Index extracts themes from the EDI to create specific descriptors around Social Emotional Learning. ○ Our staff have taken the domain of <i>Alert and Engaged</i> and adapted this domain with CASEL's <i>Self-Management</i> to create a rubric each K – 5 teacher has completed for each student in their class ○ In addition, our staff have taken the domain of <i>Calm and Secure</i> and adapted this domain with CASEL's <i>Self-Awareness</i> to create a rubric each K – 5 teacher has completed for each student in their class
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2016-2017, 2017-2018, 2019-2020 Highlights:

Continued with:

- monthly assemblies will have a portion dedicated to *Alert and Engaged* and/or *Calm and Secure*
- Staff Meetings will have a portion of time dedicated to activities and/or discussions
- Collaboration Time provided
- after-school meeting time will be scheduled for those interested staff to review, discuss, share and plan
- daily Morning PA Announcement inclusion of SEL Messages
 - Introduction of School Goal – Self-Regulated Learning
 - Calming Strategies
 - Core Competencies
 - Impulse Control Strategies
 - Anger Control Strategies
 - Optimism
- visual reminders on bulletin boards
- encourage teachers to be trained with RULER; a number of us have completed this training
- each enrolling teacher and our LST have committed to learning about and implementing one or more SRL strategies on an ongoing year-round basis
 - Examples include:
 - Zones of Regulation
 - How fast is your motor running?
 - Classroom Design
 - Proprioceptive Strategies
 - Fidget materials
 - Creation of SRL Toolbox

Our staff has just completed our May 2019 SEL assessment; we will be reviewing and discussing the results next Fall 2019; we will discuss our results in each of the six domains; we will discuss next steps (adjusting our practice)

Documentation of learning

Key evidence of change

- How did your actions make a difference?
- Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.
- Documentation could include video, survey results, performance standard data, anecdotal evidence, work samples, etc.

Documentation of Learning:

How did your actions make a difference?

- Staff just completed our fourth annual *APL – SEL Spring SRL Assessment (May 2019)*
 - Staff time and focus this past 2018-2019 school year continued on the new curriculum, new reporting template, student self-assessments and, therefore, **continuing** with what we established for our 2016-2017 APL
 - This data will, hopefully, indicate what type of difference we are making

Choose 1-3 pieces of evidence to demonstrate the impact your actions have had on student learning to meet your goal.

1. Year-end Spring assessment
2. Work samples
3. Photos/video

School Community Engagement Process

- How did you engage parents, teachers, students & support staff in developing your APL?
- How did you share your APL goals with parents, teachers, students & support staff?

Parents: updates at PAC Meetings, newsletters and websites, bulletin boards (photo evidence; language of; examples of strategies in a student’s ‘tool kit’

Teachers and Support Staff: ProD, Collaboration Time, Staff Meetings, after school meetings, district workshops and in-service

Students: adding to a student’s SRL *tool kit*; photo-evidence of students using SRL strategies; students presenting at assemblies

Reflection Highlights

- Where are we now?
- What are some patterns emerging?
- What surprised you?
- What conclusions / inferences might you draw?
- How does this inform potential next steps?

Where are we now?

- another wonderful and productive year
- completed fourth year with focus on: Self-Awareness (Calm and Secure) and Self-Management (Alert and Engaged)
- Assessment tool established (see attached rubric)
 - APL – SEL Spring SRL Assessment (May 2019)*
 - *Assessing Self-Awareness / Calm and Secure Rating Scale*
 - *Assessing Self-Management / Alert and Engaged Rating Scale*

Results:

What are some patterns emerging?

- APL – SEL Spring SRL Assessment (May 2019) results just below
- this is our third year of SEL data collected; we will review data of the last four year-end assessments in the Fall 2019
- With respect to:
 - Assessing Self-Awareness / Calm and Secure
 - Assessing Self-Management / Alert and Engaged
 we do, however, want to decrease the percentage of students UNABLE and SOMETIMES ABLE and increase the percentage of students USUALLY ABLE and CONSISTENTLY AND INDEPENDENTLY ABLE

We want to further explore / we wonder:

- To continue both classroom and school-wide activities to assist teachers help students to better self-regulate?

Academic Reflections:

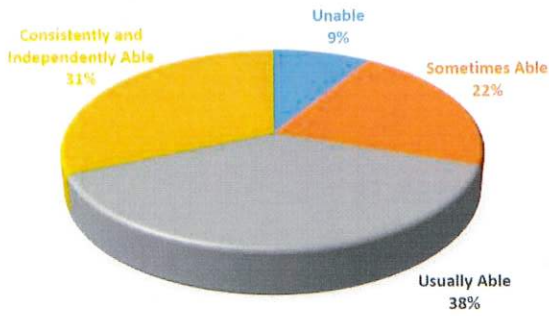
- We look forward to our Spring 2020 Year-End SEL Assessment
- We may implement a mid-year SEL assessment (still ‘on the table’)

**2019 May
SEL Assessment
RESULTS:**

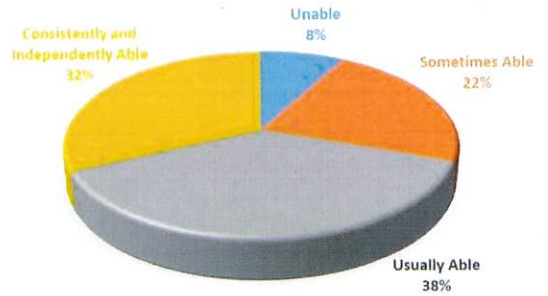


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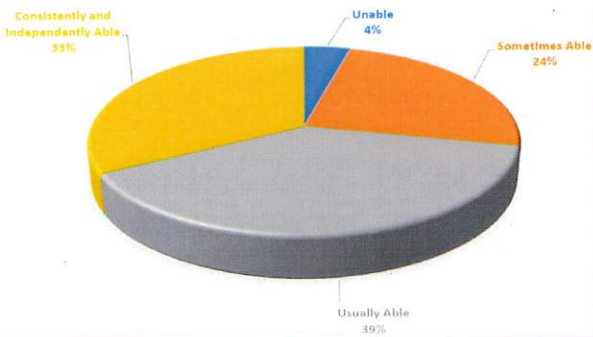
**PORTER ELEMENTARY - MAY 2016 SEL ASSESSMENT
 SELF-MANAGEMENT/ALERT AND ENGAGED
 PERCENTAGE OF K-5 STUDENTS: ALERT AND FOCUSED
 TOTAL # OF STUDENTS: 373**



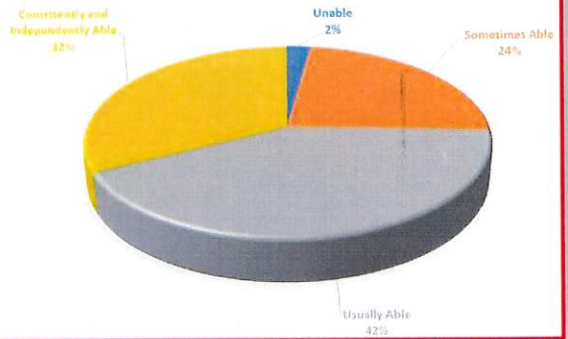
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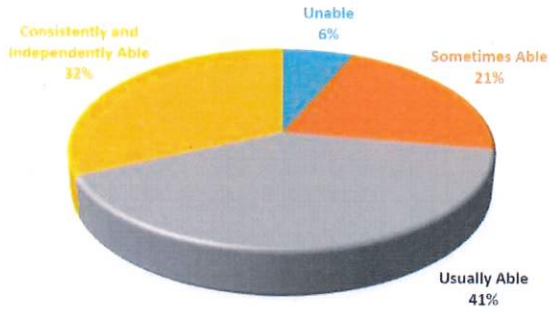
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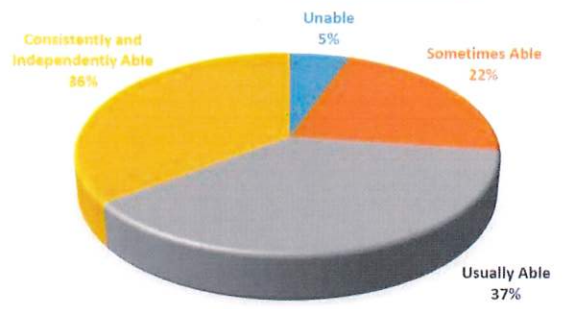
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 SELF-MANAGEMENT/ALERT AND ENGAGED
 PERCENTAGE OF K-5 STUDENTS: ALERT AND FOCUSED
 TOTAL # OF STUDENTS: 362**



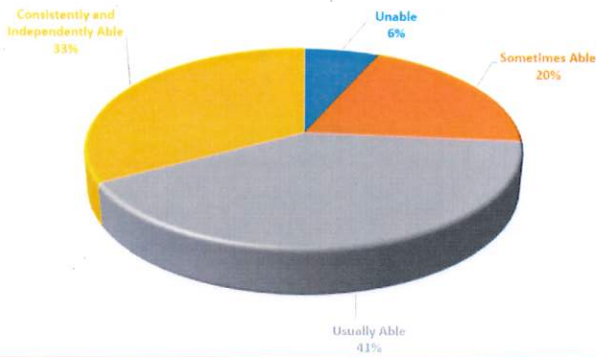
**PORTER ELEMENTARY - MAY 2016 SEL ASSESSMENT
 SELF-MANAGEMENT/ALERT AND ENGAGED
 PERCENTAGE OF K-5 STUDENTS: REGULATING EMOTIONS
 TOTAL # OF STUDENTS: 373**



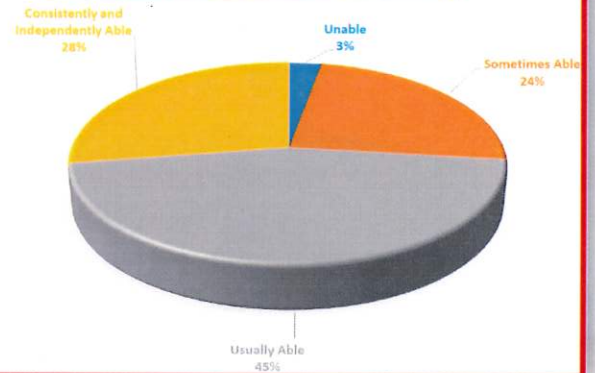
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 PERCENTAGE OF K-5 STUDENTS: REGULATING EMOTIONS
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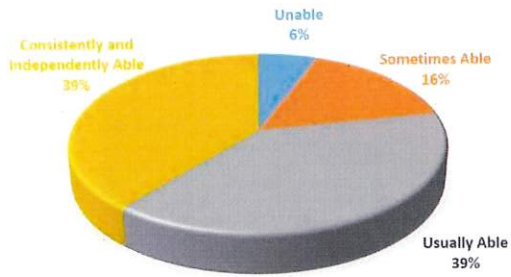
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 SELF-MANAGEMENT/ALERT AND ENGAGED
 PERCENTAGE OF K-5 STUDENTS: REGULATING EMOTIONS
 TOTAL # OF STUDENTS: 369**



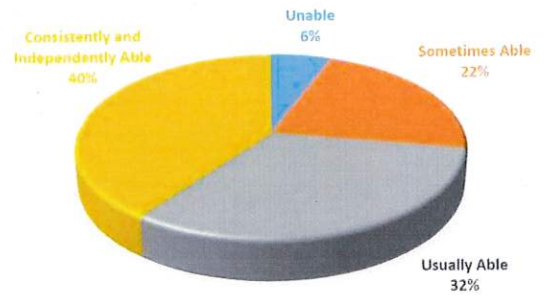
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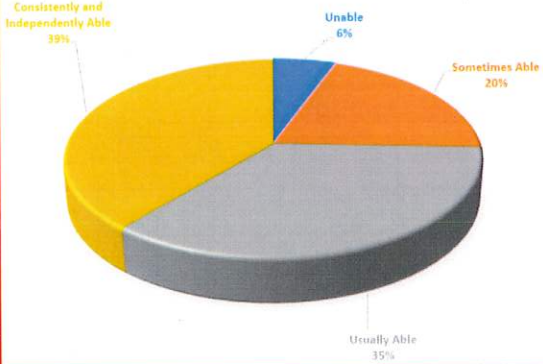
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 SELF-MANAGEMENT/ALERT AND ENGAGED
 PERCENTAGE OF K-5 STUDENTS: DEMONSTRATING SELF-CONTROL
 TOTAL # OF STUDENTS: 373



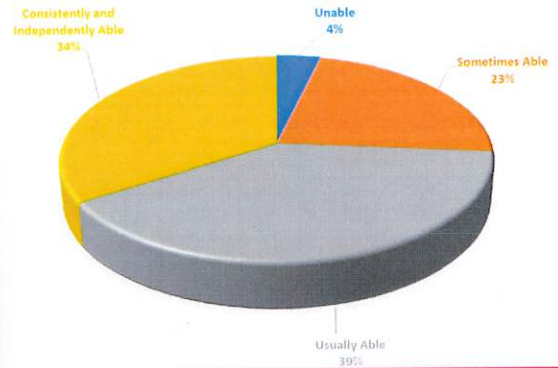
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 PERCENTAGE OF K-5 STUDENTS: DEMONSTRATING SELF-CONTROL
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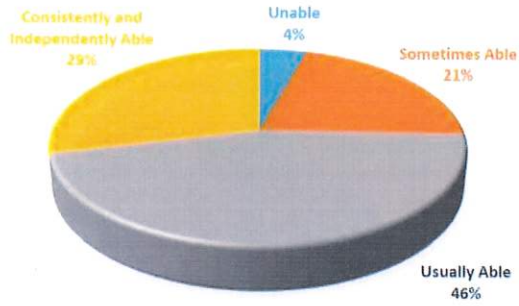
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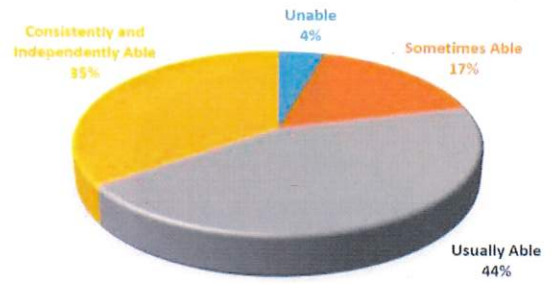
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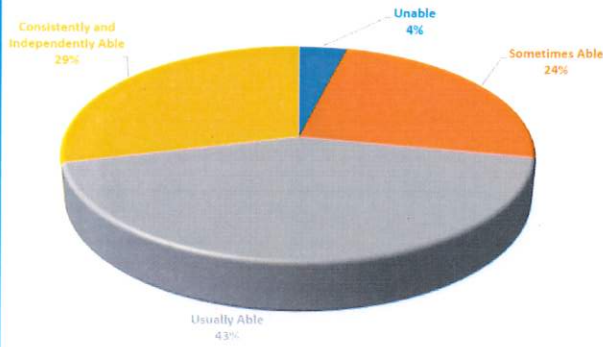
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 SELF-AWARENESS/SECURE AND CALM
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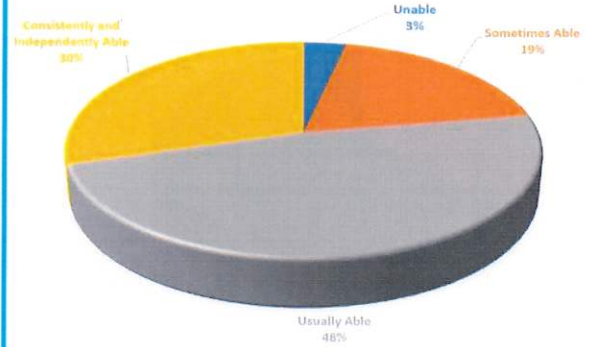
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 TOTAL # OF STUDENTS: 369

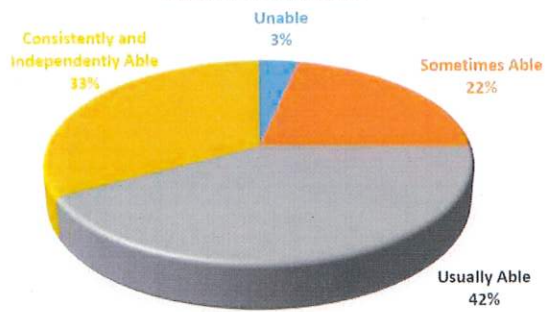


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 SELF-AWARENESS/SECURE AND CALM
 PERCENTAGE OF K-5 STUDENTS: RECOGNIZING EMOTIONS
 TOTAL # OF STUDENTS: 362



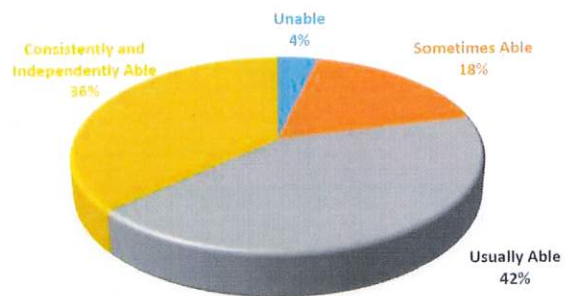
PORTER ELEMENTARY - MAY 2016 SEL ASSESSMENT
SELF-AWARENESS/SECURE AND CALM
PERCENTAGE OF K-5 STUDENTS: BEING CALM AND FEELING
SECURE

TOTAL # OF STUDENTS: 373



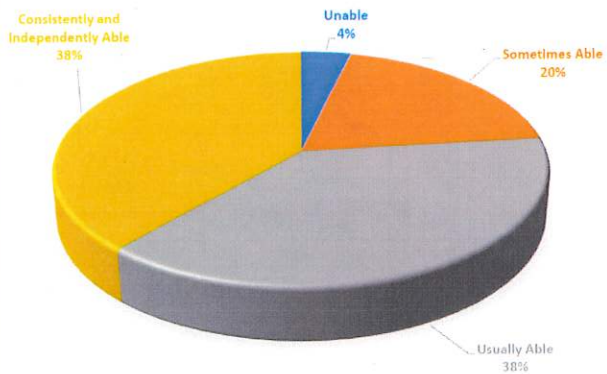
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PERCENTAGE OF K-5 STUDENTS: BEING CALM AND FEELING
SECURE

TOTAL # OF STUDENTS: 374



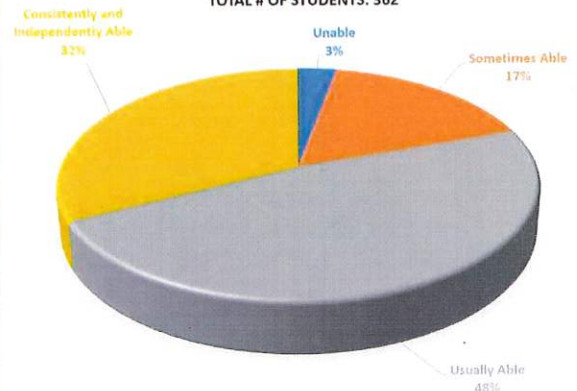
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PERCENTAGE OF K-5 STUDENTS: BEING CALM AND FEELING
SECURE

TOTAL # OF STUDENTS: 369

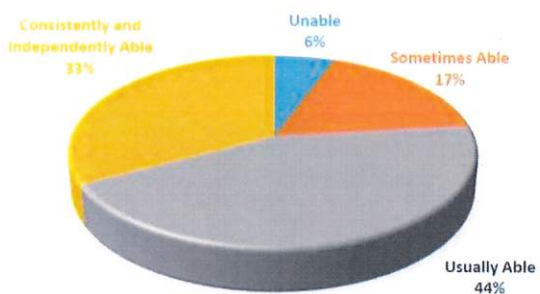


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PERCENTAGE OF K-5 STUDENTS: BEING CALM AND FEELING
SECURE

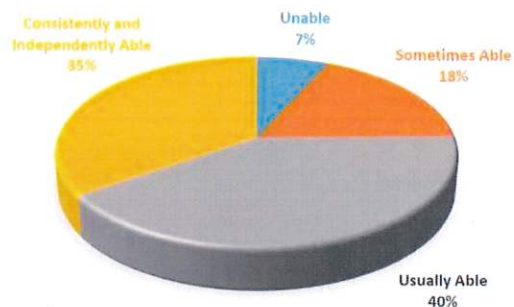
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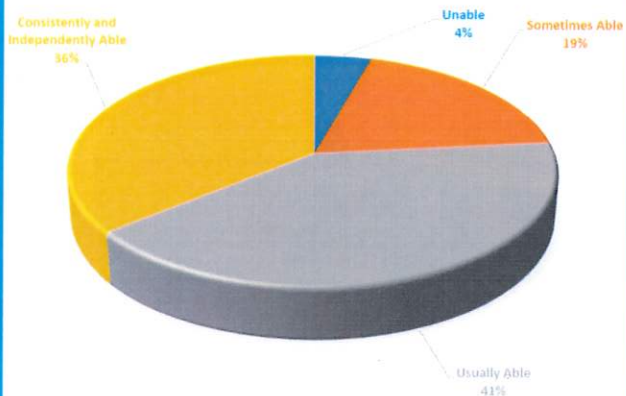
PORTER ELEMENTARY - MAY 2016 SEL ASSESSMENT
SELF-AWARENESS/SECURE AND CALM
PERCENTAGE OF K-5 STUDENTS: BEING RESILIENT
TOTAL # OF STUDENTS: 373



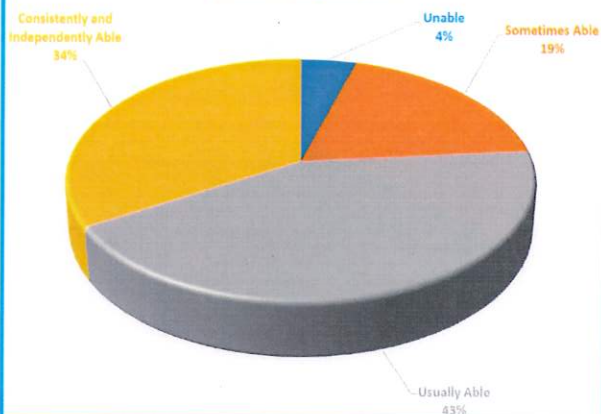
PORTER ELEMENTARY - MAY 2017 SEL ASSESSMENT
SELF-AWARENESS/SECURE AND CALM
PERCENTAGE OF K-5 STUDENTS: BEING RESILIENT
TOTAL # OF STUDENTS: 374



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SELF-AWARENESS/SECURE AND CALM
PERCENTAGE OF K-5 STUDENTS: BEING RESILIENT
TOTAL # OF STUDENTS: 362



Porter Street Elementary Action Plan for Learning

We have handed in our CABOTJ hardcopy data to Learning Services to input into MyEduc – we will include our 2019-2020 data once it is received.

Literacy Data (2014/2015 - 2017/2018)

Classroom Assessment

Report for: **Porter Street Elementary School**

Kindergarten Oral Language, Shared Reading and Viewing and Writing

2016/2017 - Participation rate: 100%

at each level

	Beginning	Emerging	Developing	Applying
All Students	1	19	41	1
Female	1	7	27	-
Male	-	12	14	1
Aboriginal	-	-	-	-
EAL	1	4	7	-

n=62; Aboriginal n=0; EAL n=12

Note: All Students includes EAL and Aboriginal students

Kindergarten Oral Language, Shared Reading and Viewing and Writing

2015/2016 - Participation rate: 100%

at each level

	Beginning	Emerging	Developing	Applying
All Students	8	22	31	3
Female	4	8	21	1
Male	4	14	10	2
Aboriginal	MSK	MSK	MSK	MSK
EAL	6	6	1	-

n=64; Aboriginal n=2; EAL n=13

Note: All Students includes EAL and Aboriginal students

Kindergarten Oral Language, Shared Reading and Viewing and Writing

2014/2015 - Participation rate: 100%

at each level

	Beginning	Emerging	Developing	Applying
All Students	7	19	33	2
Female	4	14	11	1
Male	3	5	22	1
Aboriginal	MSK	MSK	MSK	MSK
EAL	4	2	2	-

n=61; Aboriginal n=2; EAL n=8

Note: All Students includes EAL and Aboriginal students

Grade 1 Reading

2016/2017 - Participation rate: 102%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	10	15	30	6
Female	2	11	16	3
Male	8	4	14	3
Aboriginal	MSK	MSK	MSK	MSK
EAL	4	2	2	-

n=61; Aboriginal n=1; EAL n=8

Note: All Students includes EAL and Aboriginal students

Grade 1 Reading

2015/2016 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	11	14	30	11
Female	4	7	14	3
Male	7	7	16	8
Aboriginal	MSK	MSK	MSK	MSK
EAL	3	1	1	-

n=66; Aboriginal n=4; EAL n=5

Note: All Students includes EAL and Aboriginal students

Grade 1 Reading

2014/2015 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	10	9	32	12
Female	7	2	16	7
Male	3	7	16	5
Aboriginal	1	-	4	1
EAL	6	1	4	-

n=63; Aboriginal n=6; EAL n=11

Note: All Students includes EAL and Aboriginal students

Grade 2 Writing

2016/2017 - Participation rate: 133% (89 Tested - 67 Students)

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	15	29	38	7
Female	6	15	18	2
Male	9	14	20	5
Aboriginal	-	3	3	-
EAL	4	-	2	-

n=89; Aboriginal n=6; EAL n=6

Note: All Students includes EAL and Aboriginal students

Grade 2 Writing**2015/2016 - Participation rate: 81%**

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	10	9	28	4
Female	6	4	17	3
Male	4	5	11	1
Aboriginal	1	2	4	-
EAL	1	2	1	1

n=51; Aboriginal n=7; EAL n=5

Note: All Students includes EAL and Aboriginal students

Grade 2 Writing**2014/2015 - Participation rate: 102% (59 Assessed – 58 Students)**

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	10	15	27	7
Female	4	6	19	4
Male	6	9	8	3
Aboriginal	MSK	MSK	MSK	MSK
EAL	2	1	3	-

n=59; Aboriginal n=1; EAL n=6

Note: All Students includes EAL and Aboriginal students

Grade 3 Reading

2016/2017 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	7	18	23	11
Female	2	7	15	7
Male	5	11	8	4
Aboriginal	1	2	1	1
EAL	MSK	MSK	MSK	MSK

n=59; Aboriginal n=5; EAL n=3

Note: All Students includes EAL and Aboriginal students

Grade 3 Reading**2015/2016 - Participation rate: 60%**

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	-	5	16	14
Female	-	2	9	8
Male	-	3	7	6
Aboriginal	MSK	MSK	MSK	MSK
EAL	MSK	MSK	MSK	MSK

n=35; Aboriginal n=1; EAL n=0

Note: All Students includes EAL and Aboriginal students

Grade 3 Reading**2014/2015 - Participation rate: 100%**

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	3	17	32	10
Female	-	8	13	5
Male	3	9	19	5
Aboriginal	MSK	MSK	MSK	MSK
EAL	1	3	4	-

n=62; Aboriginal n=4; EAL n=8

Note: All Students includes EAL and Aboriginal students

Grade 3 Solving Problems in Peaceful Ways**2016/2017 - Participation rate: 100%**

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	2	17	32	8
Female	-	7	19	5
Male	2	10	13	3
Aboriginal	-	1	4	-
EAL	MSK	MSK	MSK	MSK

n=59; Aboriginal n=5; EAL n=4

Note: All Students includes EAL and Aboriginal students

Grade 3 Solving Problems in Peaceful Ways

2015/2016 - Participation rate: 71%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	2	3	28	8
Female	-	-	20	6
Male	2	3	8	2
Aboriginal	MSK	MSK	MSK	MSK
EAL	MSK	MSK	MSK	MSK

n=41; Aboriginal n=2; EAL n=4

Note: All Students includes EAL and Aboriginal students

Grade 3 Solving Problems in Peaceful Ways

2014/2015 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	3	15	38	6
Female	-	5	16	4
Male	3	10	22	2
Aboriginal	MSK	MSK	MSK	MSK
EAL	-	2	3	-

n=62; Aboriginal n=4; EAL n=5

Note: All Students includes EAL and Aboriginal students

Grade 5 Mathematics

2016/2017 - Participation rate: 74%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	4	16	24	7
Female	3	8	9	3
Male	1	8	15	4
Aboriginal	MSK	MSK	MSK	MSK
EAL	MSK	MSK	MSK	MSK

n=51; Aboriginal n=1; EAL n=1

Note: All Students includes EAL and Aboriginal students

Grade 5 Mathematics

2015/2016 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	2	11	33	11
Female	1	6	20	4
Male	1	5	13	7
Aboriginal	MSK	MSK	MSK	MSK
EAL	MSK	MSK	MSK	MSK

n=57; Aboriginal n=3; EAL n=1

Note: All Students includes EAL and Aboriginal students

Grade 5 Mathematics

2014/2015 - Participation rate: 100%

at each level

	Not Yet Meeting	Meets (Minimal Level)	Fully Meeting	Exceeding
All Students	3	19	32	12
Female	1	14	19	7
Male	2	5	13	5
Aboriginal	-	2	1	2
EAL	MSK	MSK	MSK	MSK

n=66; Aboriginal n=5; EAL n=1

Note: All Students includes EAL and Aboriginal students

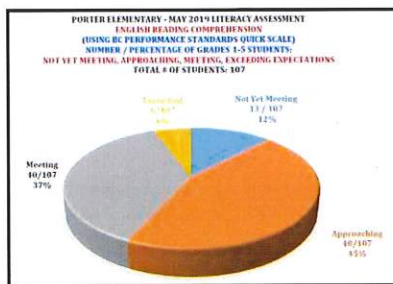
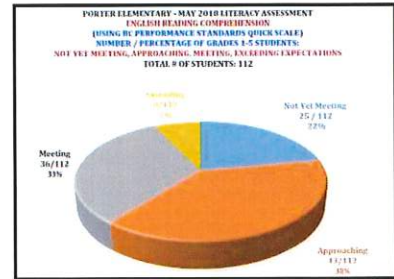
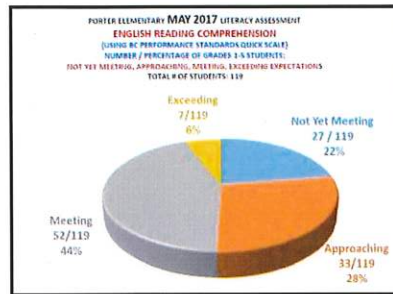
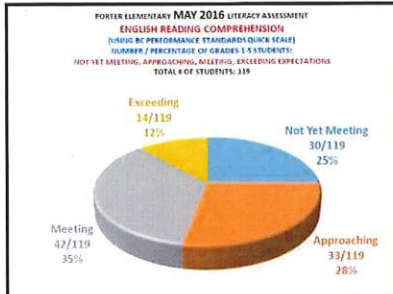
School Assessment

Porter Street and SD43 (Coquitlam) District Literacy Belief:

Valuing teachers' judgments, while at the same time, providing the support and opportunities for learning is an effective and lasting approach; it increases capacity and changes practice

ENGLISH

Reading Comprehension Analysis & Summary of Progress of our English Grade 1 – 5 students:



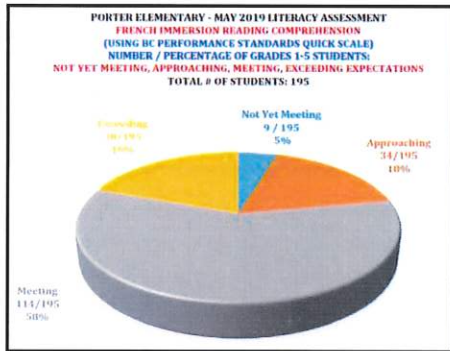
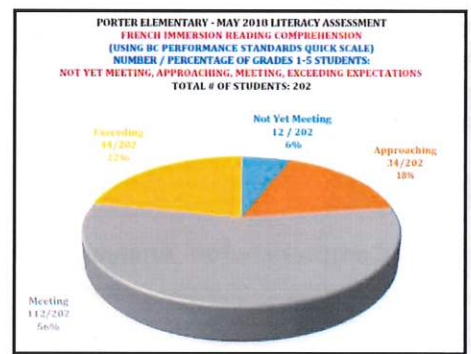
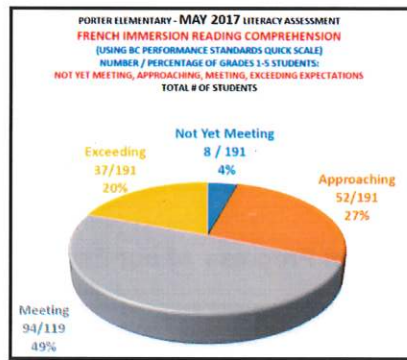
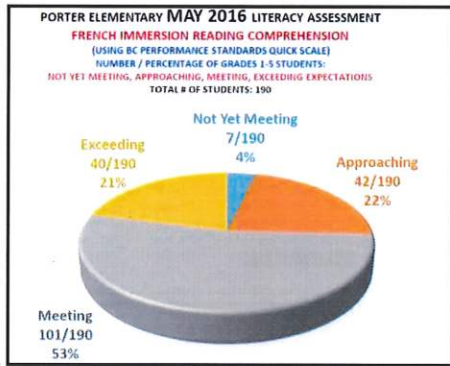
ENGLISH ALL Gr 1-5 students	May 2015	May 2016	May 2017	May 2018	May 2019	% increase (+) decrease (-) over last year
Approaching or better	97/117=83%	89/119=75%	92/119=77%	87/112=78%	94/107=88%	+10%
Meeting or better	68/117=58%	56/119=47%	59/119=50%	44/112=40%	46/107=43%	+3%

ENGLISH FEMALE	May 2015	May 2016	May 2017	May 2018	May 2019	% increase (+) decrease (-) over last year
Approaching or better	53/64=83%	44/57=77%	41/49=87%	41/50=82%	41/47=87%	+5%
Meeting or better	39/64=61%	32/57=56%	24/49=49%	22/50=44%	23/47=50%	+6%

ENGLISH MALE	May 2015	May 2016	May 2017	May 2018	May 2019	% increase (+) decrease (-) over last year
Approaching or better	44/53=83%	45/62=73%	51/70=73%	46/62=68%	53/60=88%	+20%
Meeting or better	29/53=55%	24/62=39%	35/70=50%	22/62=36%	23/60=38%	+2%

FRENCH IMMERSION

Reading Comprehension Analysis & Summary of Progress of our French Immersion Grade 1 – 5 students:



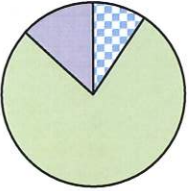
French Immersion ALL Gr 1-5 students	May 2015	May 2016	May 2017	May 2018	May 2019	% increase (+) decrease (-) over last year
Approaching or better	195/197=98%	183/190=96%	183/191=96%	190/202=94%	186/195=95%	+1%
Meeting or better	160/197=81%	141/190=74%	141/191=74%	156/202=77%	152/195=78%	+1%

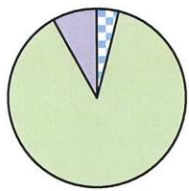
French Immersion FEMALE	May 2015	May 2016	May 2017	May 2018	May 2019	% increase (+) decrease (-) over last year
Approaching or better	101/103=98%	93/98=95%	93/97=96%	109/112=97%	105/109=96%	-1%
Meeting or better	86/103=84%	74/98=76%	70/97=72=%	93/112=83%	93/109=85%	+2%

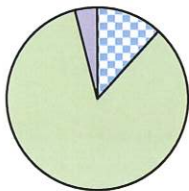
French Immersion MALE	May 2015	May 2016	May 2017	May 2018	May 2019	% increase (+) decrease (-) over last year
Approaching or better	90/91=99%	90/92=98%	91/94=97%	81/90=90%	81/86=94%	+4%
Meeting or better	73/91=80%	67/92=73%	62/94=66%	63/90=70%	59/86=69%	-1%

Foundation Skills Assessment
04343053 - Ecole Porter Street Elementary - Writers Only

Grade 4 - 2019/20

Reading		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	62	85.5	5	9.4	41	77.4	7	13.2
	Female	28	85.7	1	4.2	16	66.7	7	29.2
	Male	34	85.3	4	13.8	25	86.2	0	0
	Indigenous	2	100	0	0	2	100	0	0
	ELL	8	75	1	16.7	5	83.3	0	0
	Special Needs*	-	-	-	-	-	-	-	-

Writing		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	62	80.6	2	4	44	88	4	8
	Female	28	78.6	1	4.5	17	77.3	4	18.2
	Male	34	82.4	1	3.6	27	96.4	0	0
	Indigenous	2	100	0	0	2	100	0	0
	ELL	8	62.5	0	0	5	100	0	0
	Special Needs*	-	-	-	-	-	-	-	-

Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	62	82.3	6	11.8	43	84.3	2	3.9
	Female	28	78.6	2	9.1	19	86.4	1	4.5
	Male	34	85.3	4	13.8	24	82.8	1	3.4
	Indigenous	2	100	1	50	1	50	0	0
	ELL	8	75	1	16.7	5	83.3	0	0
	Special Needs*	-	-	-	-	-	-	-	-

 Not Yet Meeting
  Meeting
  Exceeding

*Note: Special Needs includes all students identified in 11 categories (ie. excludes gifted)

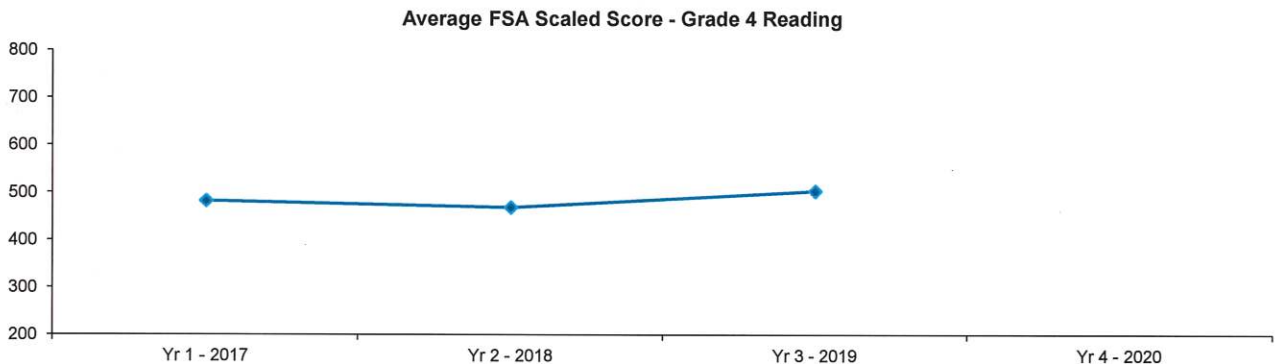
Foundation Skills Assessment

04343053 - Ecole Porter Street Elementary - Writers Only

Grade 4 Reading

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	64	84.4	14	25.9	35	64.8	5	9.3
	2018/19	66	87.9	14	24.1	38	65.5	6	10.3
	2019/20	62	85.5	5	9.4	41	77.4	7	13.2
Female	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	33	81.8	3	11.1	20	74.1	4	14.8
	2018/19	28	92.9	5	19.2	18	69.2	3	11.5
	2019/20	28	85.7	1	4.2	16	66.7	7	29.2
Male	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	31	87.1	11	40.7	15	55.6	1	3.7
	2018/19	38	84.2	9	28.1	20	62.5	3	9.4
	2019/20	34	85.3	4	13.8	25	86.2	0	0
Indigenous	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	6	83.3	1	20	2	40	2	40
	2018/19	4	100	0	0	3	75	1	25
	2019/20	2	100	0	0	2	100	0	0
English Language Learner (ELL)	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	5	80	2	50	2	50	0	0
	2018/19	5	100	2	40	2	40	1	20
	2019/20	8	75	1	16.7	5	83.3	0	0
Special Needs*	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	-	-	-	-	-	-	-	-
	2018/19	-	-	-	-	-	-	-	-
	2019/20	-	-	-	-	-	-	-	-

*Note: Special Needs includes all students identified in 11 categories (ie. excludes gifted)



Foundation Skills Assessment
04343053 - Ecole Porter Street Elementary - Writers Only

Grade 4 Writing

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	64	79.7	2	3.9	49	96.1	0	0
	2018/19	66	86.4	6	10.5	51	89.5	0	0
	2019/20	62	80.6	2	4	44	88	4	8
Female	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	33	81.8	0	0	27	100	0	0
	2018/19	28	92.9	2	7.7	24	92.3	0	0
	2019/20	28	78.6	1	4.5	17	77.3	4	18.2
Male	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	31	77.4	2	8.3	22	91.7	0	0
	2018/19	38	81.6	4	12.9	27	87.1	0	0
	2019/20	34	82.4	1	3.6	27	96.4	0	0
Indigenous	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	6	83.3	0	0	5	100	0	0
	2018/19	4	100	0	0	4	100	0	0
	2019/20	2	100	0	0	2	100	0	0
English Language Learner (ELL)	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	5	80	0	0	4	100	0	0
	2018/19	5	80	0	0	4	100	0	0
	2019/20	8	62.5	0	0	5	100	0	0
Special Needs*	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	-	-	-	-	-	-	-	-
	2018/19	-	-	-	-	-	-	-	-
	2019/20	-	-	-	-	-	-	-	-

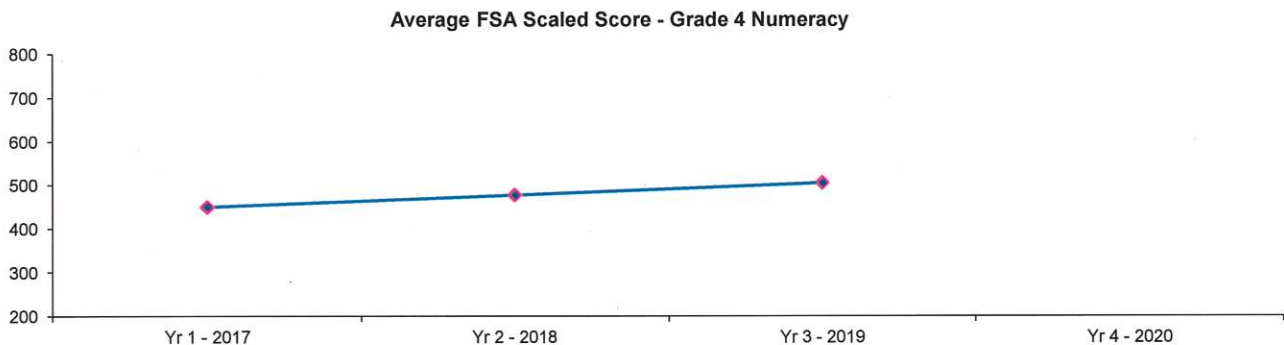
*Note: Special Needs includes all students identified in 11 categories (ie. excludes gifted)

**Foundation Skills Assessment
04343053 - Ecole Porter Street Elementary - Writers Only**

Grade 4 Numeracy

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	64	82.8	22	41.5	30	56.6	1	1.9
	2018/19	66	87.9	19	32.8	32	55.2	7	12.1
	2019/20	62	82.3	6	11.8	43	84.3	2	3.9
Female	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	33	78.8	10	38.5	15	57.7	1	3.8
	2018/19	28	92.9	8	30.8	15	57.7	3	11.5
	2019/20	28	78.6	2	9.1	19	86.4	1	4.5
Male	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	31	87.1	12	44.4	15	55.6	0	0
	2018/19	38	84.2	11	34.4	17	53.1	4	12.5
	2019/20	34	85.3	4	13.8	24	82.8	1	3.4
Indigenous	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	6	83.3	1	20	4	80	0	0
	2018/19	4	100	1	25	2	50	1	25
	2019/20	2	100	1	50	1	50	0	0
English Language Learner (ELL)	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	5	80	3	75	1	25	0	0
	2018/19	5	80	3	75	0	0	1	25
	2019/20	8	75	1	16.7	5	83.3	0	0
Special Needs*	2015/16	-	-	-	-	-	-	-	-
	2016/17	-	-	-	-	-	-	-	-
	2017/18	-	-	-	-	-	-	-	-
	2018/19	-	-	-	-	-	-	-	-
	2019/20	-	-	-	-	-	-	-	-

*Note: Special Needs includes all students identified in 11 categories (ie. excludes gifted)



Foundation Skills Assessment

04343053 - Ecole Porter Street Elementary - Writers Only

For a full list of reporting definitions, please visit the Analysis and Reporting Unit's online Glossary of Terms:

<http://www.bced.gov.bc.ca/reporting/glossary.php>


Term	Definition / Notes
Indigenous Student	A student who has self-identified as being of Indigenous ancestry (First Nations: status and non-status, Métis and Inuit). Indigenous ancestry and Status Indian living on reserve is indicated on the Student Data Collection Form 1701. For data collection purposes a student identified as Indigenous will be considered Indigenous from the 2003/2004 school year forward. Status Indians are Indigenous people who meet the requirements of the Indian Act and who are registered under the Act.
English Language Learning (ELL)	A program provided to students whose English language proficiency is assessed as being sufficiently different from standard English that they are identified as requiring specialized services to develop intellectually, to develop as a citizen and to achieve the expected learning outcomes of the provincial curriculum. This program was known as English as a Second Language (ESL) prior to January 2012.
Extending	Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.
Grade	The assigned grade level for each student. For the purpose of the Foundation Skills Assessment, since 2003/2004 each student's grade level and school of authority has been based on their February 1 enrolment data.
On Track	Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning.
Msk	Abbreviation for Mask. When reporting data, the number or percentage must be suppressed (or "masked") if they are elements of a population that is one through nine. For example, 8 students in a school write the Japanese 12 exam. The results for these students are masked. However, if 15 students write the exam in the school, with 8 achieving a letter grade of C, the results are not masked (as the total population is greater than nine). Historical note: prior to October 2009, masking was applied to populations of one through four. For more information refer to http://www2.gov.bc.ca/gov/topic.page?id=25CF215B1E9C47479E0FE72D3823D973
Emerging	Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning.
Participation Rate	The percentage of those expected to write the assessment who did write the assessment.
Scaled Score	A scaled score takes the raw score of a student on a test and converts it to a standardized scale that is consistent from one year to next. If two students obtain the same scaled score on two different tests, it means they have demonstrated the same attainment. Therefore, it is a more useful measure of comparison across populations and years than a raw score.
Special Needs Categories	Category A – Physically Dependent Category B – Deafblind Category C – Moderate to Profound Intellectual Disability Category D – Physical Disability / Chronic Health Impairment Category E – Visual Impairment Category F – Deaf or Hard of Hearing Category G – Autism Spectrum Disorder Category H – Intensive Behaviour Interventions / Serious Mental Illness Category K – Mild Intellectual Disability Category P – Gifted Category Q – Learning Disability (formerly Category J) Category R – Moderate Behaviour Support / Mental Illness (formerly Categories M and N)

**Spring 2020
Context**

- This has been an interesting term to say the least. First, Porter Street got a new principal. Even though the transition was a smooth one, it was not typical. Covid-19 was upon us soon after the change in administration.
- Due to Covid-19, we are carrying over our goal of Social Emotional Learning to next year. Also, many of our school-wide assessments that were scheduled to take place this Spring did not occur.
- Attached is a summary sheet of our FSA data.
- **Our Hope for Next School Year:**
 - Continue with our Social Emotional Learning Goal
 - Have conversations with staff regarding ways to collect information/data about their previous students (if possible)
 - Include Social Emotional Learning and Growth Mindset information in our daily announcements
 - Make a concerted effort to make our school goal known to our whole community (students, parents, staff, extended community)
 - Continue our teachings on the Core Competencies and make more direct connections to Social Emotional Learning
 - Use our collaborative time to do some school-wide lessons on Social Emotional Learning
 - Engage staff in conversations about APL

Signatures

School Name: Porter	School Goal: Social Emotional Learning	School Year: For 2020-2021
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Title	Name	Signature
Principal	Ashif Jiwa	
Assistant Superintendent	Carey Chute	