



**School Performance Planning Update
William Bridge Elementary
Year Three of a Three Year Cycle
2015-2016**

School Context:

William Bridge Elementary is a dual track elementary school nestled just behind South Arm Community Centre in south Richmond. The surrounding neighborhood is quite diverse with many established single-family homes as well as a number of lower cost apartment complexes. The school is dual track, that is, there is an English stream and a French stream, with 6 and 8 divisions respectively. At the present time, there are 19.2456 FTE teaching staff and 5 educational assistants (4 at 32 hrs./week and 1 at 20 hrs./week). There is also a SWIS worker who facilitates conversations with parents and presents information on resources that are available to new families. Her work is essential in supporting families and keeping the lines of communication open with families who speak little or no English.

During the past few years, the student population has declined with the projected enrollment for next year of 306. As a result, the school is organized into mostly combined classes with some grades having small numbers. Because of the small number of students, the possibility of different organizations is very limited. This school year we had quite a few in and out transfers, 18 in and 12 out. Also, we have fewer kindergarten registrations in both the French and English programs. In spite of the lower numbers of students, the same number of divisions in English will be maintained as there is no way to organize without having three grades in one division. Therefore, we will continue the 2015-2016 school year with 14 divisions and we will accept international students in order to increase class size. As with many Richmond schools, our classes are quite diverse. About 37% of our students are ELL learners, and we have 19 Ministry designated students with special needs. Of those designated, a number require full time one on one support for meaningful integration into the classroom.

Strengths:

Bridge Elementary is very much a community school within which staff and families collaborate to create a caring environment that encourages each student to be successful. Community events such as Breakfast with Santa, the Hallowe'en Dance and the Spring Carnival, to just name a few, are well attended and nurture a sense

of family and belonging for all. These events have become school traditions and are, by and large, organized by a small group of dedicated parents who are part of the William Bridge Parent Advisory Council. Within the school day itself, student leadership is promoted through assemblies, fundraising, buddy activities, and organization of special events. As a school community, students from both the French and English stream work together, thereby building connections and developing relationships. At Bridge, we continue to offer lunch to those students who arrive without adequate food and offer a breakfast program every Wednesday and Friday. Our Breakfast Club began with a grant from the "Vancouver Sun's Adopt a School Program". Because of the publicity that we received, many generous community donors came forward and contributed funds in support of our Breakfast Club. Sports are a big part of life at Bridge. We offer volleyball and basketball, track, and after school hockey. These school teams are all coached by dedicated teachers who willingly offer their time for practices, games, and tournaments. Open gym, the multicultural friendship club, and the global group are additional venues for student engagement in school life. This past year, 22 members of the global group attended We Day. As well as these activities at school, our grade 6 students attend outdoor education and there is a possibility of a trip to Quebec for any interested grade 6 and 7 students. We are currently at the stage of sharing information with parents to see if this is something to endeavor for the coming school year.

Challenges:

Probably the greatest challenge in this school community is meeting the needs of such a diverse group of learners, academically and behaviorally challenged, ELL and special needs, with reduced resource teacher and educational assistant time due to budget cuts. As a staff, of teachers, educational assistants and administrators, we strive, on a daily basis, to meet all of our safety needs as well as provide appropriate academic and emotional support. We also have a large number of behavioral needs that have placed greater demands on our counselor and teaching staff. We are looking at creative ways of scheduling our EAs and Resource time in order to best meet the needs of all students as many of our students who require support, yet do not have a ministry designation.

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

Parent: Andrew Scallion

Parent: Joanna Newman

Parent: Paul Mountford

Vice Principal: Ms. Nicole Widdess

Principal: Mrs. Wanda Salewski

Date of submission by SPC: May 12, 2015

Goal(s):**What are we trying to do?**

To continue to improve the overall reading ability and love of reading for all students, especially those who are not minimally meeting expectations.

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

This goal is important in that reading is a life long skill that our students need in order to learn about the world around them and function in everyday life. Reading enables us to discover information, to be entertained and to communicate with others. It is essential in helping us manoeuvre through life, gain understanding and build connections with others.

Given that the ability to read is such an essential life skill, we want all of our students to be able to read and comprehend connected text. Our FSA scores in Reading for 2014, indicate that in Grade 4, 18.5% of our students were not yet meeting expectations and in Grade 7, 33%. The results from our Fall school wide reading assessments using the DART for intermediate classes and the Fountas and Pinnell Benchmark Kit or GB+ (for English and French primary classes respectively) indicate that close to 19% of our students are not yet meeting the widely held expectations for children in the area of reading. This is a slight improvement from last year, although it might not be significant. Based on these school wide assessments as well as classroom assessments, we want to explore how we can develop capacity in reading for all learners.

More specifically, we have noticed that students need support with meaning and detail when reading and that students are not transferring strategies across the curriculum. We plan to look more deeply at cultural perspectives and how to develop background knowledge given the diverse community make up.

As evidenced at our Read-a-thon kick-off this year, we noticed that many students consider reading to be a "job" rather than a joyful activity. We hope to foster a love of reading in order that students read more out of interest and desire rather than a school requirement. It is only through reading more connected text, that students will become better readers both in terms of fluency and comprehension.

Evidence:

How will we know we are achieving our goal(s)? What evidence will we collect?

We will continue school wide and classroom assessments to determine if we are achieving our goal. The following are the results that we will collect:

- Fall & Spring assessments school-wide (DART, Fountas & Pinnell, GB+)
- FSA scores
- Satisfaction survey question *"Are you getting better at reading?"*

What will this look like in the school and classrooms?

Based on the results from our assessments, we want students to have access to books that are of interest and at varying levels. To develop as readers, students need choice and eyes on print at their instructional level.

- We will continue to make well loved books more accessible to students by continuing to build multi leveled classroom and home reading libraries based on interest and reading level
- We will continue to build our inventory of sets of books for guided reading or literature circles.
- As a staff, we are thinking of developing a common reading time in our daily schedule for independent reading of a chosen book (student chosen, not teacher).

Actions Taken to Address the Goal(s):

What strategies and actions will we undertake?

- We will continue to build on our professional learning related to classroom literacy centers through the Innovative Grant, by attending literacy related PRO D. We will attend Faye Brownlie's Professional Networking series as a whole staff. This will help build consistent language in our lessons as well as help us plan around a common reading strategy based on data collected from reading assessments done in September.
- We will continue resource support specific to the needs of struggling readers using the Fountas & Pinnell Benchmark kits and GB+ as assessment tools to determine reading levels.
- We will continue classroom small group reading instruction/literature circles.
- We will continue to provide funding to the library and classrooms to purchase engaging and new text.
- We will have monthly reading activities: Snuggle Up & Read, dress up as your favorite character, book swap, author visits, and guest reading day to promote joyful reading.
- We will look for volunteers to read with our struggling students in order that they

read everyday.

Communication Plan:

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

- In our newsletters, we will include blurbs about developing literacy at home and recommended books for family reading.
- At our assemblies, we will read books aloud and encourage students to do the same through technology inspired sites (Epic, Tumblebooks).
- At PAC meetings or family literacy nights, we will explore specific topics such as how to choose an appropriate book to read with your child and how to read with your child.
- We will develop recommended book lists with titles that students may want to read.
- We will update the website with ideas for developing literacy at home.