

Vancouver School Board

SCHOOL PLAN

2011-2012



It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

Lord Selkirk Elementary

May 2011

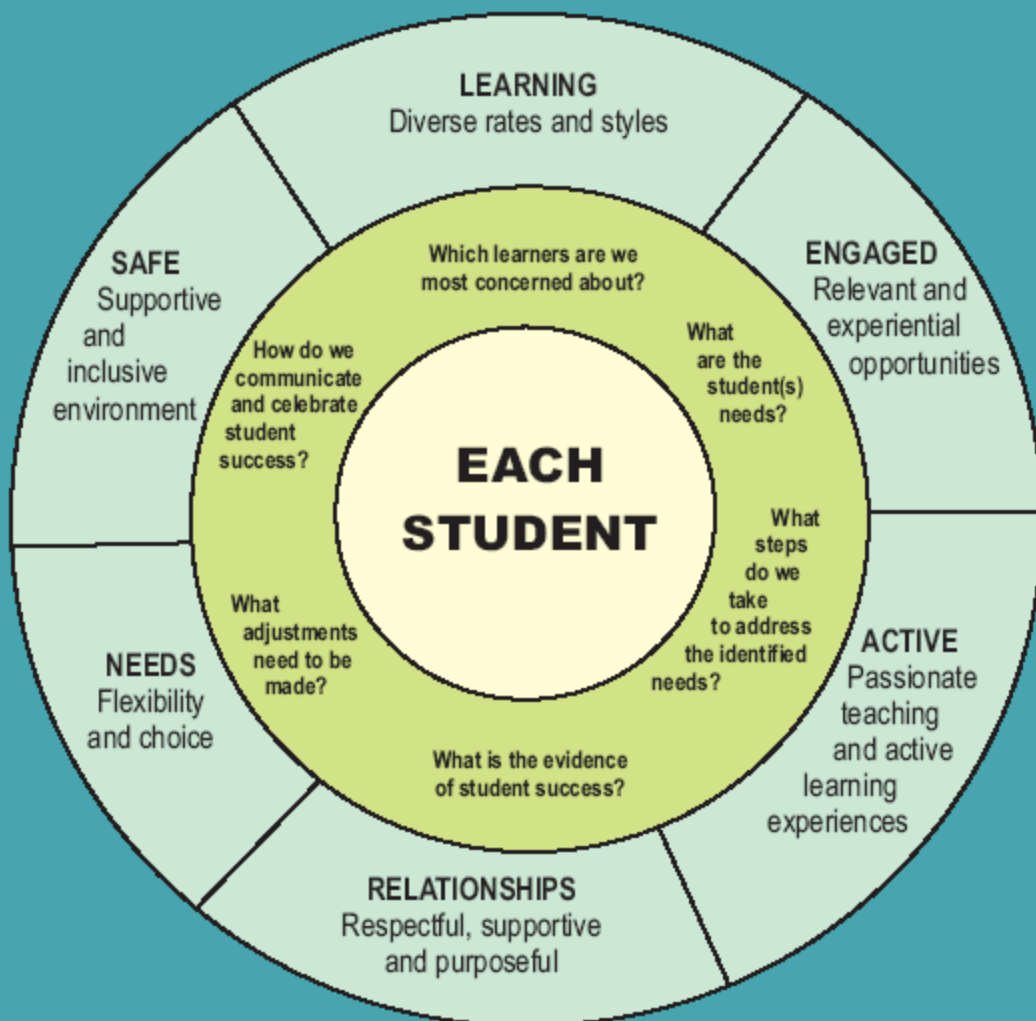
MISSION STATEMENT

We work towards enabling students to reach their intellectual, social, aesthetic and physical potential. As a staff, we strive to develop curiosity, encourage enthusiasm for learning, and provide opportunities for academic success within an environment that is respectful of diversity and accepting of individual differences.

SCHOOL GOAL(S)

Goal: Improve student achievement in non-fiction writing (writing to communicate ideas and information) in English and French (French Immersion)

ASSESSMENT FOR LEARNING: SUCCESS FOR EACH STUDENT



SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

Lord Selkirk is a large English and French Immersion dual track elementary school located within the Cedar Cottage community. The 2011-12 school year will see approximately 645 Kindergarten to Grade 7 students enrolled at Lord Selkirk and 28 different languages represented in our school community. 220 of our students have an ESL designation; 20 students have Special Needs designations; and 20 students are of Aboriginal ancestry. As of September 2011, Selkirk will be in its sixth year of an expanding French Immersion program and will include Kindergarten through Grade 6 students. While English kindergarten students have enjoyed full-day kindergarten for many years, full day kindergarten will be starting in September 2011 for French Immersion. Selkirk has 60 students who are identified from the Social Services Index as “vulnerable”; we were re-issued inner city status in 2009-2010 and receive partial funding in the form of additional staffing (Inner City Program Teacher, Neighbourhood Assistant, and Behaviour Support workers).

During the 2010-11 school year, the school staff, parents and community were exceptionally busy with 3 major support initiatives: Building a new school playground, planning the school’s Centennial celebrations, and applying for the Indigo-Chapters “Love of Reading” grant. The school community was galvanized through on-line voting to win an AVIVA insurance company community fund grant, and we were ultimately successful in winning \$100,000 towards the building of a new but costly active playground area, one of 11 prizes awarded nationally and the only prize awarded in British Columbia. The aged and rotted school playground was scheduled for removal by the District; despite the school and PAC’s fundraising efforts, without a sudden and sizable grant, the many Selkirk students would have been years without a playground. The PAC is continuing its planning and fundraising efforts towards an overall improvement and enhancement of the entire school grounds. Once completed, the grounds will feature not only a new active play structure, but also a natural playground, welcoming gardens, painted exterior wall murals and asphalt play areas, and outdoor teaching areas. Our school centennial celebration was many months in planning. In May, students displayed their numerous learning projects of the school’s history, grade 3-7 students put on a lavish musical review of the decades in song and dance, and over 350 former staff and students returned to their school for an evening of reminiscing. Finally, at the time of printing of this Plan, the school was waiting to hear whether it would win a sizable Indigo/Chapters “Love of Reading” grant for which it had been shortlisted. The success of these three initiatives was a strengthening of the relationships within the school, among staff, among students, among parents, and between the school and community overall.

To fully support all our students, Selkirk is actively involved in various school, community and ministry partnerships such as: Inner City team programs (Digital Literacy Club, Computer Club), Cedar Cottage Out of School Care and After-school programs, Big Sisters’ Study Buddy Program, Red Fox Waking (Vancouver Parks Board and Helping Spirit Lodge), Gladstone Junior Scientist program, Cultural Buddies (Mount Pleasant Community Neighbourhood House), Project Chef (French and English) and teacher-

initiated garden, Costco volunteer readers, One-to-one literacy tutors, Community Schools Team lunch hour and after school programs and homework club, Books and Breakfast, Friendship Club, Spirit of Selkirk Club, Junior Leadership, Reading buddies (with Strong Start kids) Roots of Empathy and numerous leadership and extremely popular sports opportunities as well as parent-run programs (Fruit & Veggie Program, Chess club, PAC-sponsored choir). We have also run a Rec n' Read summer school program for specially referred grade 1 & 2 students from all the elementary schools in the Gladstone family of schools.

The school also provides educational classes for parents and preschoolers. These activities include a daily Strong Start Program run from 9:00 to 11:30 for 0-5 year olds and their caregivers in the South Wing and an Adult Education program in ESL and computer skills on site. In addition, Cedar Cottage operates a 5 week July and August Selkirk Kindergarten Readiness Program, and Selkirk School is the host site for a new French summer camp run by the Vancouver East chapter of Canadian Parents for French.

Staff envision success for learning for each student to include:

- Well-rounded abilities in all academic, physical and social areas
- Students who are well-prepared for their experiences beyond elementary school (high school, post-secondary, work force, etc.)
- Effective communication skills
- Produce quality writing (versus social writing) with an understanding of purpose, audience and voice (life-long, 75% of writing is non-fiction and purposeful – e.g. job applications, etc)
- A sense of personal safety at school
- A sense of connectedness to an adult in the school

REFLECTIONS ON 2010-2011 SCHOOL PLAN

What was our goal?

What steps did we take to address the identified student(s) needs?

What was the evidence of success for each student?

How did we communicate and celebrate student success?

Goal: To improve student performance in non-fiction writing (writing to communicate ideas and information) in English and French (French Immersion)

Objectives

- 70% of all students in the “NYM” and “Approaching/Minimally Meeting” categories based on the Fall write will show at least a 0.5 point individual improvement on their Spring write. Intervention will focus on these students.
- 60% of primary students and 50% of intermediate students will show improvement on their Spring school-wide write (SWW) relative to their Fall result.

Steps:

Many, but not all, of the strategies and structures described in the 10-11 plan were implemented. Of note, were the following:

- School-wide writes 2x/yr: Fall (October) & Spring (April) with team meetings to plan instructional strategies (Assessment For Learning)
- Scheduled School Goal Committee meetings did not occur
- Continuation of the “Writing Recovery Centre” where students could go for extra help, staffed by non-enrolling teachers and staff. Was expanded to include French Immersion students.
- Professional Development: Collaborative marking and discussion, class visits, and self-directed, Book club, teacher teams could meet monthly
- Inner City Program Teacher coordinated instructional efforts and initiatives
- Early identification of vulnerable students/struggling writers
- Recommended specific attention paid to integrating writing and math language--especially intentionally and explicitly connecting math and written language through various activities (e.g. procedural writing, recipe writing, treasure maps/directions...)—did not occur
- Use of SmartBoard
- Gr 2-5 Enrichment group (English & French Immersion): students professionally published a book of collected original stories by students
- Parent engagement through:
 - Goal-setting conferences in early October that include the Fall write result
 - Posting support resources on the website
 - Recommending summer school for struggling student writers

Evidence of Success:

- Individual student improvement noted from Fall to Spring write (snapshot):

	K	1	2	3	4	5	6	7
English	67%	100%	65%	30%	45%	60%	59%	38%
French	n/a	85%	96%	41%	27%	-	-	-

(Our gr 4/5 French immersion division students wrote their school wide-write in English. Data reflects accordingly.)

- Data was quite different from last year: some grades showed more students improving, while others showed considerable numbers of students either decreasing in achieving or showing no change between their Fall and Spring write scores; this supports continuing the same goal.
- Goal objectives met:
 - Of students in NYM or A/MM categories in Fall write, 55% showed at least a 0.5 point individual improvement on their Spring write – **objective (70%) not achieved**
 - Of primary students, *on average*, 65% showed improvement from their Fall to their Spring write – **objective (60%) achieved**
(Averaging may not be an appropriate measure of success due to wide range of results among the primary grades and educational programs)
 - Of intermediate students, *on average*, 46% showed improvement from their Fall to their Spring write – **objective (50%) close but not achieved**
- There was no data collection related to the language of math sub-goal.
- Through teacher collaborative marking and professional dialogue afterwards, teachers noted the following “trends” or areas where improvement was noted and needs remained:
 - The aspect of “style” continued to be strong
 - Improvement was noted in voice, organization of writing, and risk-taking in writing
 - More monitoring or focus was needed in the aspect of conventions, specifically vocabulary and grammar. It was felt that vocabulary development was needed, especially given our significant number of second language learners (in both the English and French Immersion programs)
- Teachers remained committed to identifying non-fiction writing as their goal for improved student achievement.

Communication/celebration:

- Staff, team meetings
- Non-instructional days: Collaborative marking dialogue sessions
- Report writing and non-fiction writing related to students' study of school and World history over the last century, related to our school's centennial
- School and classroom writing bulletin boards to highlight student writing
- Published books of students' writing (classrooms, library, display cases)
- Submission in the Cedar Cottage neighbourhood paper
- Student presentation of writing to administration and office staff
- SPC Meetings
- PAC Meetings

IMPORTANT NOTE:

It was felt by both staff and SPC that, given the needed focus of school energies towards the school initiatives (playground, Centennial, "Love of Reading" grant) mentioned earlier in the School Context section of this Plan, the goal area of non-fiction writing may not have been given the attention it might otherwise have been. Nevertheless, student (and community) achievements elsewhere were significant and enduring, especially in the areas of performing arts and in social responsibility. For this we are extremely proud and there was much communication and celebration!!

2011-2012 SCHOOL PLAN

Based on our assessments and evidence, we are adjusting and refocusing our School Plan to continue to address the needs of the identified learners by:

GOAL:

- Improving student achievement in non-fiction writing (writing to communicate ideas and information) in English and French (French Immersion)
 - ***Continued from 2010-2011.*** It was felt by both staff and SPC that, given the needed focus of school energies in 2010-11 towards the school initiatives (playground, Centennial, “Love of Reading” grant) mentioned earlier in the School Context section of this Plan, the goal area of non-fiction writing may not have been given the attention it might otherwise have been. Additionally, with the professional dialogue created through a commitment to collaborative marking, and the foci for improvement teachers identified at the end of 10-11, it is felt the goal should be continued.

Objectives

- 70% of all students in the “NYM” and “Approaching/Minimally Meeting” categories based on the Fall write will show at least a 0.5 point individual improvement on their Spring write. Intervention will focus on these students.
- 60% of primary students and 50% of intermediate students will show improvement on their Spring school-wide write (SWW) relative to their Fall result.

What steps are we planning to address the needs of the identified learners?

i.e. What strategies and structures do we believe will lead to student success (LEARNS)?

- School-wide writes 2x/yr: Fall (September) & Spring (April) with team meetings to discuss data and plan instructional strategies (Assessment For Learning)
 - Attention paid to aspect of conventions (vocabulary development and grammar) as per April 2011 non-instructional day
 - Topics to include persuasive writing and/or authentic writing
- Regular Teacher Team and Resource Team meetings
- Focus on aspect of Conventions, especially vocabulary development and grammar.
- Scheduled (each term) School Goal Committee meetings with reports to whole staff
- Continuation of the “Writing Recovery Centre” where students can go for extra help, staffed by non-enrolling teachers and staff.
- Professional Development: Collaborative marking and discussion, class visits, and self-directed, Book club
 - 2 non-instructional days have been identified to support teachers’ interest in and commitment to collaborative marking and the resulting professional dialogue
- Inner City Program Teacher to coordinate instructional efforts and initiatives
- Early identification of vulnerable students/struggling writers
- Specific attention will be paid to integrating writing and math language, especially intentionally and explicitly connecting math and written language through various activities (e.g. procedural writing, recipe writing, treasure maps/directions...)
- Use of SmartBoard
- Engage parents through:

- Goal-setting conferences in early October that include the Fall write result
- Posting support resources on the website
- Recommending summer school for struggling student writers

What will be our assessments and evidence of student success?

- School-wide writes 2x/yr: Fall (October) & Spring (April) ¹
- 70% of all students in the “NYM” and “Approaching/Minimally Meeting” categories based on the Fall write will show at least a 0.5 point individual improvement on their Spring write. Intervention will focus on these students.
- 60% of primary students and 50% of intermediate students will show improvement on their Spring school-wide write (SWW) relative to their Fall result.

¹ We will be using the Provincial Performance Standards for writing for information, guiding students through 3-step writes, using teacher teams to mark collaboratively, and using a 4-pt rubric scale with ½ marks to allow progress to more readily be demonstrated.

- Classroom teacher data is to be collected (through term 2 report card data) on students’ progress and achievement in the Language of Mathematics.

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

- Adjusting classroom and school interventions based on focus areas determined after the Fall write
- Tracking individual student progress using a portfolio with Fall and Spring Write samples and rubric
- Teachers to meet during a non-instructional day following Fall SWW to mark collaboratively, examine data and recommend next steps (Assessment For Learning) as well as in the Spring
- Teacher team/grade group meetings
- Use of entire quick scale (rather than focus on one element e.g. style) with a view to identifying patterns or areas of need for focused instruction
- Goal setting conferences with parents in mid-October
- Collaborative SWW marking to invite professional discussion

How will we communicate and celebrate student success?

- Staff, team meetings
- Newsletters
- Student assemblies
- Various school projects (digital literacy)
- School writing bulletin board(s) to communicate goal, progress, and highlight student writing
- Published books of students’ writing (classrooms, library, display cases)

- Submission in the Cedar Cottage neighbourhood paper
- Student presentation of writing to administration and office staff
- Other ideas:
 - School-based functions, events and activities:
 - Students sharing writing at student assemblies
 - Author visits
 - Showcase student writing: Writing samples on walls during multi-cultural dinner, gallery walks for parents)

How will we engage all members of the school community to ensure sustainability of student success?

- Collaborative marking of SWW
- Various meetings (staff, teacher teams, Inner City Team, SPC, PAC, etc)
- Assemblies
- Collaborative teaching (Teacher-Librarian, Inner City Program teacher, etc)
- Support resources on website
- Links to resources for students
- Invitation to parents to see student writing showcases

For Future Consideration:

Daily Physical Activity: How does it impact on Selkirk students' academic achievement? What might the beneficial links or opportunities be between DPA and vocabulary development?

Lord Selkirk Elementary School

Submitted by School Planning Council

	(name)	(Signature)
Principal	Richard Zerbe	_____
Teacher	_____	_____
Parent	Heather Barnes	_____
Parent	George Liem	_____
Parent	Kara Naish	_____
Student	_____	_____
Date	31 May 2010	

Recommended Approval by Superintendent

	_____	_____
	(Superintendent)	(Signature)
Date	_____	

Board Approval

	_____	_____
	(Board Chair)	(Signature)
Date	_____	