



Vancouver School District

School Plan for École Lord Selkirk Elementary School

Year 3 (2016-17)

1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Lord Selkirk is a very large English and French Immersion dual track elementary school located within the Cedar Cottage community. This year, 2016-2017, the school had approximately 725 Kindergarten to Grade 7 students enrolled, making it the largest elementary school in the Vancouver School District. We have 28 different languages represented in our school community, with 170 of our students having a designation as English Language Learners. Thirty-four students have Special Needs designations and 21 are of Aboriginal ancestry. This is the eleventh year of the French Immersion program at Selkirk which includes a full complement of Kindergarten through Grade 7 students.

Selkirk has more than 60 students who are identified from the Social Services Index as being “vulnerable” and we continue to maintain our Enhanced (formerly termed *Inner City*) School status into the next school year. This designation allows us to maintain some additional supports for learners and families such as literacy support, social-emotional learning programs such as Mindfulness and community outreach through activities such as Books and Breakfast and Movie & Family Nights. This work is supported by our Enhanced Services Team, including our Community Outreach Coordinator, Literacy Support Teacher and Youth & Family Worker. We also have strong connections with the Community Schools Team (Gladstone Hub).

To fully support all our students, Selkirk remains actively involved in various school, community and ministry partnerships such as: Enhanced Services (Inner City) Team programs (Social Responsibility, Media Literacy presentations), Cedar Cottage Out of School Care and During/After-school programs, Community Schools Team lunch hour and after school programs, Books and Breakfast, Friendship Club, Student Leadership Team, Reading buddies (with Strong Start kids) and numerous leadership and extremely popular sports opportunities as well as parent-run programs (Fruit & Veggie Program, Chess club). 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 9:00am to 12:00pm for 0 to 4 year olds and their caregivers with average participation of about 20 to 50 students.

GOAL 1: Oral Language Development

- To develop our learners’ use of precise, accurate and creative oral language across the curriculum (including Math).
 - Measured against a locally developed rubric for oral language, the majority of students will demonstrate progress from their achievement as measured in the fall to their achievement in the spring.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

It is important to note that the Selkirk staff continues to see a direct link between the Literacy goal and focus on oral language and the Aboriginal Cultural Enhancement goal by virtue of the importance of the Aboriginal oral tradition. Opportunities were explored to integrate the two wherever possible.

Indicators and Targets

- Locally-developed rubric to assess student achievement and monitor progress
- Collect performance data, review it with a view to making adjustments in teaching practice to bring about further improvement
- Staff collaboration (classroom teachers, resource teachers, teacher-librarians, Aboriginal Enhancement Worker, etc)

Comments:

- ***Our locally developed rubric was created by a committee of teachers and administration, and distributed to teaching staff. This commenced in the Fall of 2014 (it did not occur during 2014-15 due to teacher job action) and concluded in Spring 2017.***
- ***All enrolling teachers made use of the locally developed rubric as outlined in our plan for this year.***
- ***Other forms of data were also reviewed, such as Gr. 4-7 resource team assessment results in reading, writing, and math; as well, data from the Ministry Satisfaction Survey, the Middle Years Developmental Index, and the FSAs were discussed.***
- ***There have been many successful examples of staff collaboration between CRTs, RTs, TLs, administration, support staff and community agencies. In point of fact this has been a significant growth area for our school.***

Support and Activities

The following represents a list of activities teachers used to support student success in developing and improving their oral language. It is neither prescriptive nor exhaustive:

- Direct teaching of oral language
- Drawing explicit connections and commonalities between the oral traditions of Aboriginal families and those of other cultures
 - Highlighting the importance of oral tradition and family history
- Use of technology to support oral language growth:
 - Giving students a chance for self-observation and self-assessment of their oral language
 - Digital storytelling
- Reading aloud to students
 - Discussion re vocabulary/plot/etc
 - Acting out stories
- Shared out loud reading (ie buddy reading)
- Listening to audiobooks
- Story time over the PA
- Story drama activities, Readers Theatre

- Theatre games
- Plays, skits
- Students researching family history and presenting it orally
- Student tasks that involve giving and following instructions to develop:
 - Sequencing
 - Retention
 - Organization of ideas (note taking)
 - Examples: building a sandwich, having to describe something that someone else draws
- Chanting, singing, nursery rhymes, songs, poems
- Weekly “sharing chain” for students to describe or share an experience
- “Writer’s Mumble”: orally reading to oneself one’s writing
- A/B Partner Work (sharing ideas, working together)
- Small group work that promotes dialogue
- “Show not tell”: describing things orally before writing
- Author’s chair: sharing stories orally with the class
- Games that encourage oral language (ie charades)
- Debates, speeches

Comments:

- ***Most of the strategies listed above were utilized effectively by teachers in support of our Oral Language goal. This is not an exhaustive list and additional strategies were also used.***
- ***In addition to the afore-mentioned strategies, we held a number of family outreach evenings that had, at least to some degree, an oral language focus.***

3. WERE WE SUCCESSFUL?

- Outline results

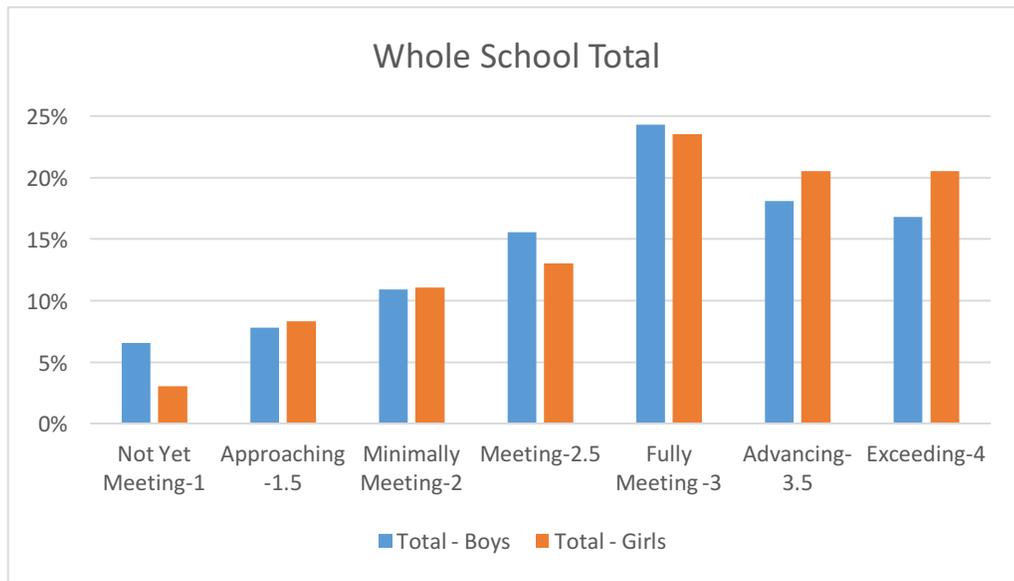
Data collected using our locally developed Oral Language Rubric shows overall school-wide success toward our oral language goal. Students’ oral language ability was assessed using a rubric designed to measure:

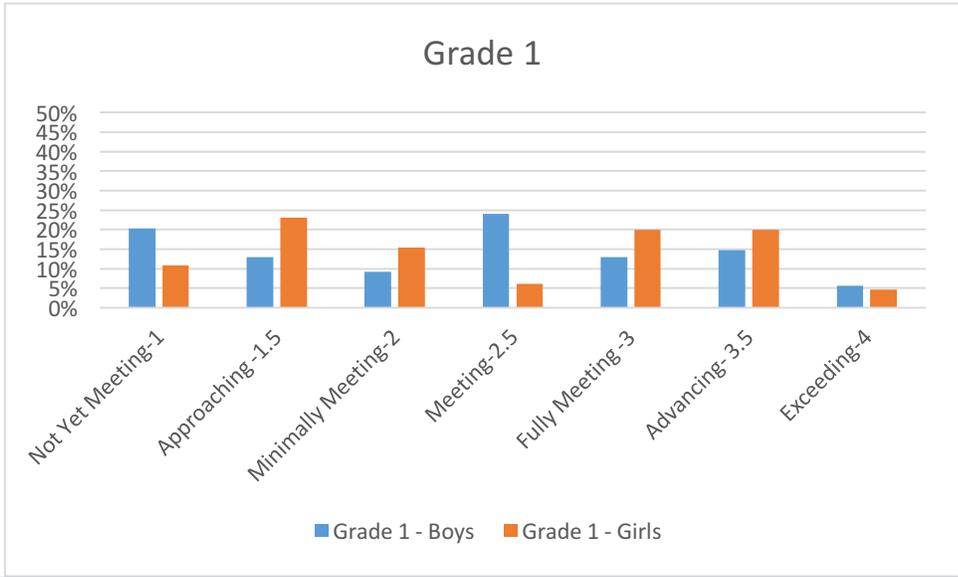
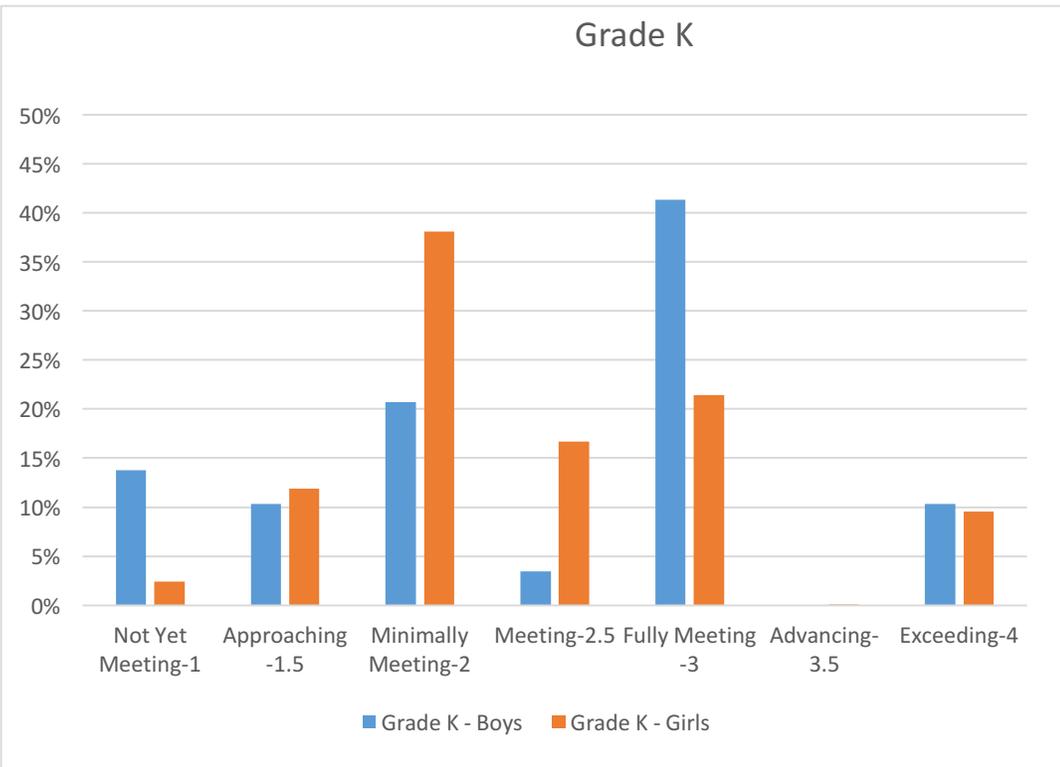
- Attending
- Speaking (tone of voice, volume, articulation, rate, gestures)
- Taking turns listening and speaking in conversation
- Remaining on Topic
- Grammar (verb tense/agreement, singular/plural, pronouns, word endings, conjunctions)
- Vocabulary (appropriate word choice, use of idiomatic expressions, use of a variety of language, word choice as it relates to mood).

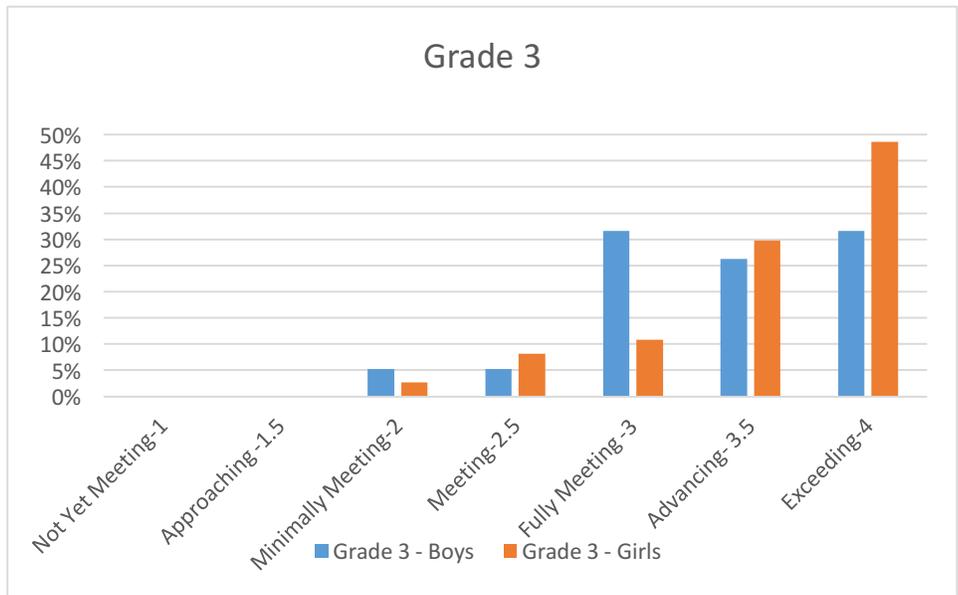
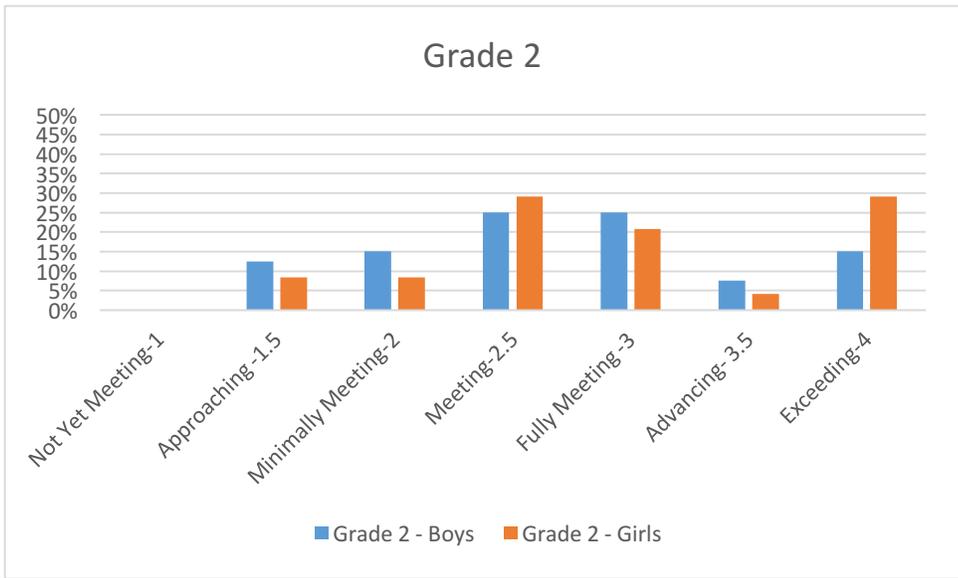
65 percent of the school is fully meeting to exceeding expectations on the measures above, which is an excellent third year result for an oral language focus. 85 percent of the whole school is minimally meeting to exceeding expectations.

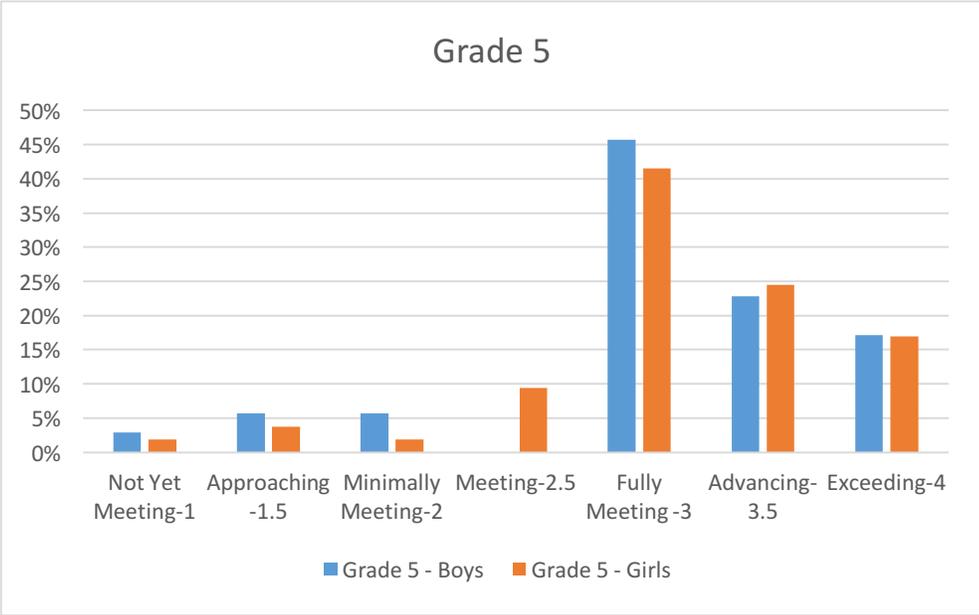
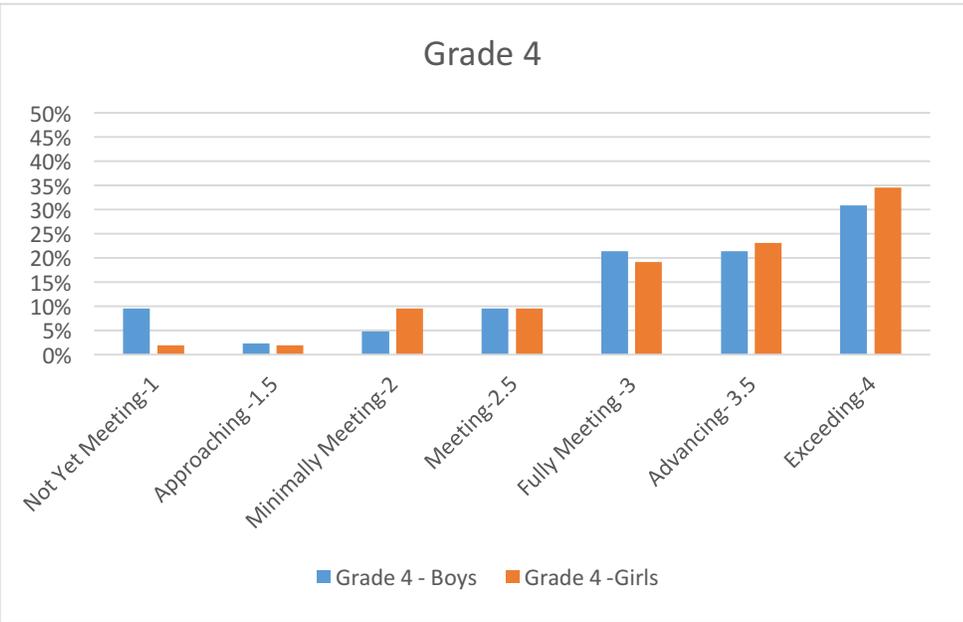
Some things to note are that the early primary data shows students approaching expectations at a higher percentage since this is their first exposure to French language. They are in the acquiring and developing stage of French language acquisition. It is not unusual for kindergarten and grade one students to have less developed oral language skills. This is age appropriate development.

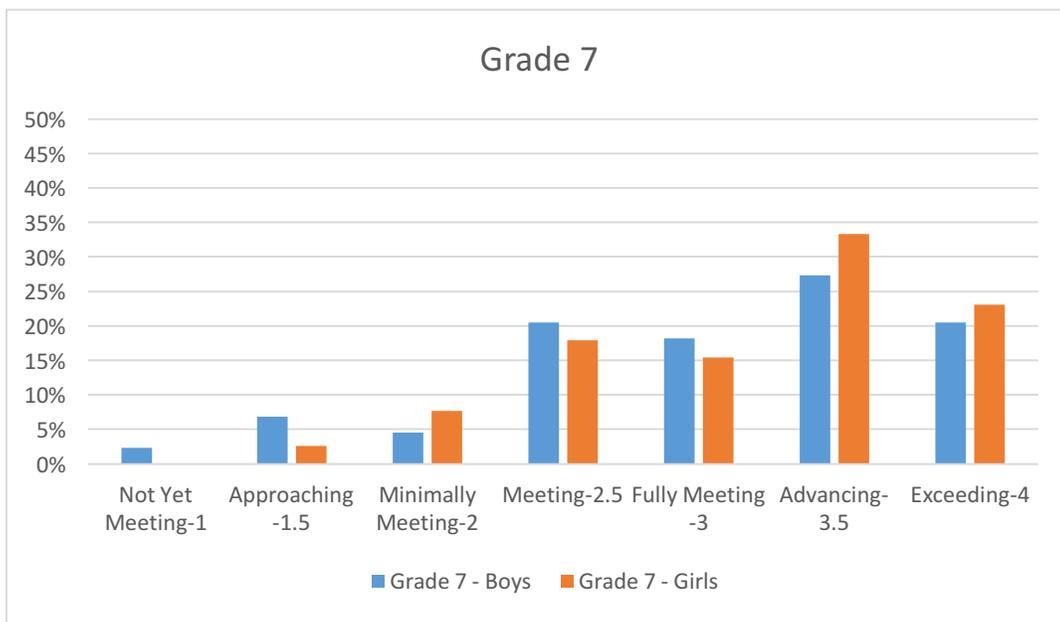
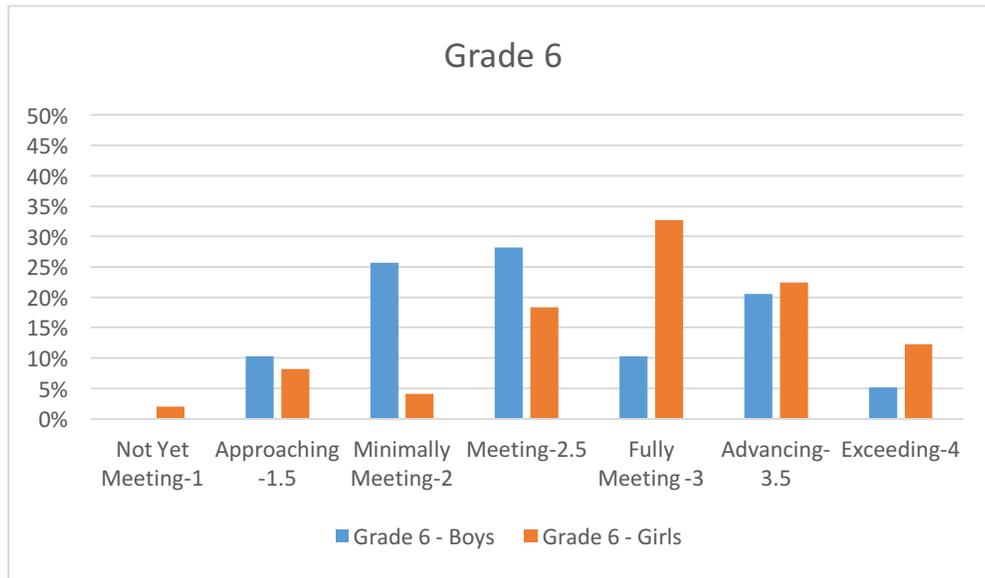
The graphs below show the results from the Oral Language Rubric. Teachers assessed students on the six measures above giving them scores from 1 (Not Yet Meeting Expectations) to 4 (Fully Meeting Expectations).











4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

Throughout the year students were given opportunities to demonstrate and share their oral language development with their peers, families and the community through the following:

- Assemblies
- Special events
- Morning PA announcements
- Report cards and parent-teacher conferences
 - Teachers regularly engaged parents in conversations related to student oral language development and achievement. Goal-setting conferences occurred mid-term and

teachers referenced student oral language skills and worked with parents to set oral language goals and to develop corresponding strategies for the remainder of the term/year.

- Student work shared between intermediate and primary buddy classes
 - Selkirk teachers developed/continued buddy class relationships with other teachers and students had much opportunity to practice and showcase oral language development with their buddies. A further number of classes developed relationships with Gladstone Secondary leadership students, and worked on oral language skills with these buddies.
- Newsletters, website
 - Oral language concepts were sometimes shared with parents through the newsletter and school website and we will continue to enhance this in future years.
- Various school projects (digital literacy, family histories)
 - Different teachers undertook a variety of projects related to oral language, including oral histories and other experiences
- Student presentations to administration and office staff
 - Students were invited to orally share aspects of their learning with office staff and school administration and frequently visited the office to do so
- A Student Leadership Team continued this year to foster school spirit, perform community service and to provide various leadership initiatives. Oral language was a key component of all work undertaken by the team. Students regularly presented, performed, and were Masters of Ceremonies at all of our monthly assemblies. They organized and led special events including monthly Spirit Days, Pink Day, Earth Week activities, fundraising for various causes, and were active participants in a number of school-wide initiatives. Student teams read daily morning announcements over the PA system. This included daily social responsibility themed messages that were written by students in classes throughout the school designed to be orally-shared text.

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

We have finished with the oral language goal at Selkirk, however, oral language will continue to be a key part of curriculum and learning at Selkirk for both French and English streams. We are beginning work on a new goal for the next few years. School staff has been engaged in conversations around what strengths Selkirk students have and what areas students need more support in. Staff have been looking at the core competencies and how those can be brought to life in and outside of the classroom. Initial conversations have indicated self-regulation and social emotional learning as an area of need for our students.



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

We currently have 21 Aboriginal Learners in our school. These students are in grades Kindergarten to 7 and in both the French and English streams.

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

The following strategies and structures were implemented during the 2016-2017 year:

- Curricular activities and lessons:
 - Legend writing
 - Native artwork
 - Study of First Nations peoples, culture and traditions
 - Field studies to the Museum of Anthropology (First Peoples focus)
 - Acquisition and promotion of new/existing literature and other teacher resources by our Teacher Librarians
 - Presentations and performances by First Nations (FN) storytellers, authors and theatre troupes
 - Pro-D Day at Selkirk with two facilitators from VSB Aboriginal Education Department, including presentation of resources
 - First Nations families sharing cultural heritage stories
 - History discussions and artifact exploration with Shane Pointe-VSB knowledge keeper/Elder in Residence in our intermediate classes
 - James Harry working on a carving for Canada's 150 plus
 - Aboriginal Enhancement Worker, Loretta Williams doing cultural activities with all classes including government teachings, weaving, storytelling and drawing
 - Laura Rudland, District Literacy Teacher working with students to develop deeper knowledge of aboriginal traditions
 - An Aboriginal Acknowledgement was performed prior to all student assemblies and school special events
 - As opportunities presented themselves, the school highlighted Aboriginal achievements and contributions through use of school bulletin boards and displays
 - The continued compilation of additional FN Resources successfully took place
 - One Aboriginal focused student performance took place

- Teachers worked to extend student knowledge of Aboriginal culture through stories, cooking, arts/crafts, dance and music

8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

We will continue to:

- Distinguish between understanding teaching aboriginal *content* and aboriginal *views* so that the goal is not achieved merely through a series of “one-off” activities or events
- Recognize the importance of (and opportunity to) embed and integrate Aboriginal principles of learning, views, ways of learning, and traditions across the curriculum
 - Involving and engaging students’ own family members and elders, sharing their own stories, etc
- Provide for staff professional development (workshops, discussions, sessions with AEW)
- Examine personal perspectives
- Inventory personal knowledge
- Identify gaps and possible steps to fill in gaps (ie possible resources)
- Acknowledge traditional Aboriginal territories at assemblies, etc
- Find ways to highlight Aboriginal achievements, contributions, etc (ie bulletin boards)
- Invite Aboriginal speakers, elders, etc
- Consult with Aboriginal resource people
- Compile additional resources (library books for students, resources for teachers, curriculum resources, websites, etc - ie *Spirals of Inquiry*)
- Promote performances for and by students
- Extend knowledge through stories, cooking, arts/crafts, sports, music, games

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

The following outlines our tools and evidence of success within our school community:

- During Professional Development opportunities related to Aboriginal Education, staff engaged in rigorous discussions on how they can embed and weave Aboriginal culture, heritage and education into their curricular program
- Formal and informal classroom observations, anecdotal data and staff professional conversations show improvement and awareness for our Aboriginal Enhancement goal
- Student engagement shown in activities, routines and fieldtrips with Aboriginal focus
- Meaningful, successful and noted integration of Aboriginal culture, heritage and education across curricular areas
- Students demonstrating an increased knowledge of traditional Aboriginal customs, histories and stories
- Enthusiastic and engaged participation of students in a variety of cultural, Aboriginal themed activities throughout the school year

- Parents coming in to take part in activities and celebrations with an Aboriginal focus
- Parents and families coming in to share their Aboriginal culture
- Student Satisfaction Survey: Grade Four students identifying that they are learning about Aboriginal peoples of Canada