



# Vancouver School District

## School Plan for Queen Alexandra F.A.M.I.L.Y School

### Year 3 (2017)

### GENERAL SCHOOL STORY:

**Through the commitment to cooperation and hard work, the students, families and staff of Queen Alexandra Elementary School work together so that all students can succeed academically and socially in an emotionally nurturing environment.**

Queen Alexandra F.A.M.I.L.Y. (Fine Arts Multicultural Integrated Learning for Youth) School is part of the Vancouver Technical Secondary Family of Schools. We are a Tier 1 Enhanced Services school located at Broadway and Clark. In September 2013 we launched our Fine Arts Integration Model and began integrating the Arts (music, movement, visual art and drama) into daily curricular areas. Our vision is to focus on continued student development in critical thinking, problem-solving, collaboration and communication through inquiry and Fine Arts. We continue to foster students' creativity, self-expression and respect for diversity. At Queen Alexandra, we strive to nurture students who will develop into successful global citizens.

Queen Alexandra has approximately 185 students in grades K- 7 and a very active StrongStart program. The school community is culturally diverse and representative of the city of Vancouver. 45% of our students are English Language Learners, 26% of our students have been identified as having Special Educational Needs and 43% of our students are Aboriginal. There is considerable socio-economic diversity within the school community. The Parent Advisory Committee is active in fundraising and supporting our school.

Our literacy focus is shown through our continued collaborative commitment to implementing a school-wide balanced literacy program. Regular ongoing assessment, professional discussions about "Best Practice" and working together to create a safe and engaging learning environment contribute to QA's culture. Equal care is taken to address the emotional and social learning of the students through a variety of classroom programs. Queen Alexandra is a safe and caring school that places the highest priority on the needs of the students and their families. The staff and families are devoted to creating a respectful environment. Our code of conduct is to care for ourselves, others, our school and our community. Together, staff, families and the community strive to meet the learning and social emotional needs of each student.

Queen Alexandra makes significant effort to provide diverse curricular and non-curricular opportunities for students. Sports are a significant focus at our school - we provide daily physical activity and encourage students to participate in our team and individual sports. The school has formed numerous and diverse community partnerships to enhance our students' in school and after school opportunities. Partnerships include: UBC Learning Exchange, Artists in Residence, Equal Play, York House School, Arts Umbrella, the Vancouver Art Gallery, Big Rock Candy Mountain, KidSing Choir, Writers' Room and Science World. KidSafe, a long-time community partner located in our school, offers winter, spring and summer break programs. Our school is very grateful for our community partners and proud of our students and their individual learning journey!

School Demographics as of May, 2017		
Total School Population: 185 Number of Divisions: 9 Number of Kindergarten Students: 19 ELL Enrollment: 45% Aboriginal Enrollment: 43% Students with Designations: 26%	Total Staff (FTE): 36.7375 Non-Enrolling Staff (FTE): 5.1614 Resource Teachers: 4.6 SSA Support: 10.5 Supervision Aides: 3 Counselling FTE: .6000 Counseling Caseload: 25	Neighbourhood Assistant: 1.0 Early Literacy Teacher: 1.0 Youth and Family Worker: 1.2 SSA Behaviour Support: 1.0 Principal: 1.0 Office Admin Assistant: 1.0 Custodian: 2.0

## This year, our goals were as follows:

**GOAL 1:** To show continuous growth for all students in Literacy (reading, writing, speaking and listening) through Inquiry and Arts Integration.

**GOAL 2:** To increase awareness of self-regulation and problem solving strategies so students are ready to learn.

**GOAL 3:** To increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

## WHAT DID WE SEE?

### Literacy Through Inquiry and Arts Integration indicators, targets, supports and activities included:

- Cross-curricular Fieldtrips (eg. Richmond Nature Park)
- Fine Arts Projects with Writing Components
- Author Visits
- Journal Activities
- Novel Studies
- Multi-media Art Projects
- Author-Fest
- Creative Writing including: Poetry, Song Lyrics, Journal, Free Write, Exploration of SELF through Writing
- Exploration through Questioning
- Literacy Circles
- Teaching about the Writing Process
- Directed Drawing

- Literacy Groups
- Inquiry Meetings
- Inquiry Projects
- Multi-disciplinary Projects
- Art Gallery Fieldtrips
- Fine Arts Nights
- Levelled Reading Groups
- Staff Professional Development
- UBC Reading Week
- Literacy Day
- Reading Bear Monthly Visits
- QA Big Buddy Activities
- Fieldtrips to Drama Performances
- Weekly Writes
- School-wide Writes
- On-going Reading Assessments

### Learning Readiness indicators, targets, supports and activities included:

- PBIS presentations & skits
- Daily Shout Outs
- Welcome Back Assembly
- Daily Kilometre Run
- Goal Setting Conferences
- Class Reviews
- Think Sheets
- SEALs Program (Social Emotional Academic Learning)
- Staff Review of the PBIS Matrix
- Office Referrals for Behaviour Tracking
- Needs/Values Assessments
- Class Meetings
- Talking Circles
- High school Readiness Sessions
- Core Competency Focus
- Teaching and Building Personal Strategies for Self-Regulation
- Zones of Regulation
- Bucket Filling Program
- Blingja Program

- Effort Badges
- Daily Checklists
- Key Visuals
- Positive Reinforcement
- Body & Brain Breaks
- RBLM
- Social Stories
- Second Step
- Leadership Opportunities
- Songs/Stories to build Skills & Connections
- Support from NA, CST, YFW, AEEW
- Friendship Groups
- Pink Shirt Day focus
- Cedar Cottage lunch time groups
- Student, Class & School Goal alignment
- Behaviour Plans
- Front Loading Strategies
- MindUp
- Key Visuals
- Ongoing Lessons, Stories, Discussions

## WERE WE SUCCESSFUL?

Assessing student success considers each student's growth as a unique and individual learner. Data has been collected and collated from report cards, Literacy Teacher and Resource Teacher assessments, AIMS, Satisfaction Surveys.

### Report Card Data – Students Meeting, Fully Meeting or Exceeding Grade Level Expectations

Year	Reading Term 1	Reading Term 2	Writing Term 1	Writing Term 2	Learning Readiness Term 1	Learning Readiness Term 2
2015/16	48%	58%	40%	45%	74%	85%
2016/17	62%	50%	47%	48%	68%	66%

### Term 2 Reading Assessment Data – Based on Fountas and Pinnell Benchmark Assessment System

#### Percentage of Students Reading at Their Grade Level

Kindergarten	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7
65%	40%	36%	50%	36%	52%	21%	7%

### Satisfaction Survey Data - Responses Relating to Literacy and Learning Readiness

83% of Grade 4 and 63% of Grade 7 students feel that they are getting better at Reading.

78 % of Grade 4 and 54% of Grade 7 students feel that they are getting better at Writing.

77 % of Grade 4 and 63% of Grade 7 students feel that they feel safe at school.

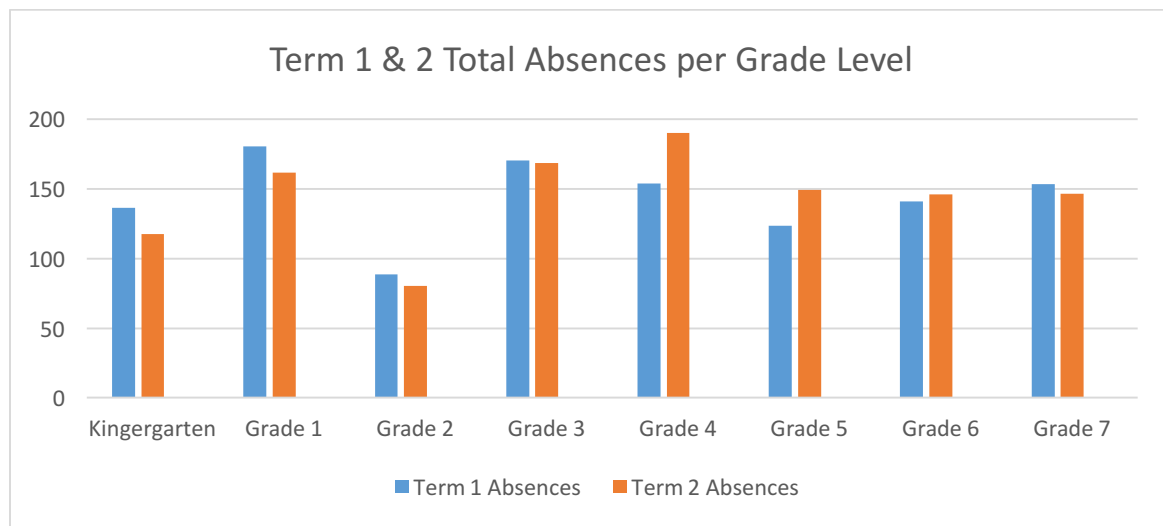
68% of Grade 4 and 45% of Grade 7 students feel that school is a place where they belong.

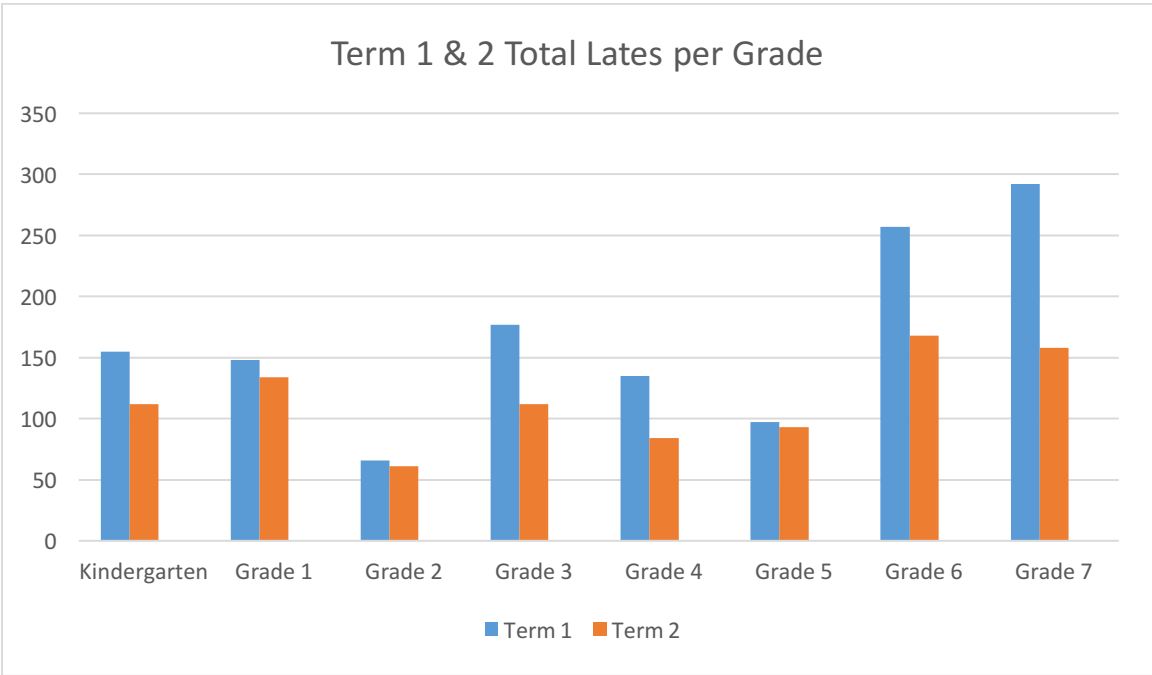
68% of Grade 4 and 76% of Grade 7 students feel welcome at school.

94% of Grade 4 and 66% of Grade 7 students feel that school rules & expectations are clear.

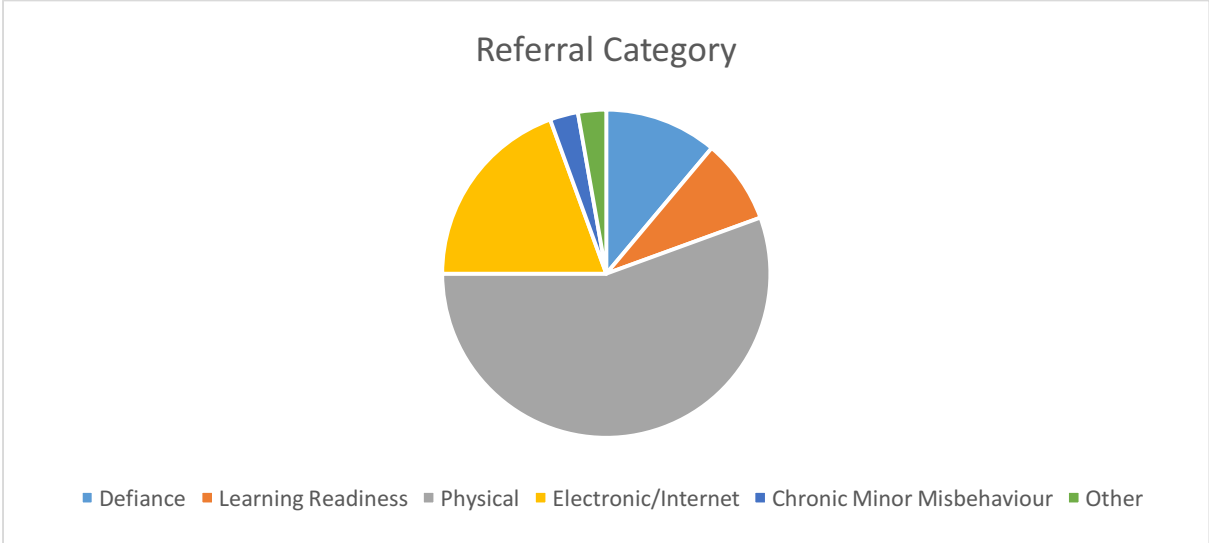
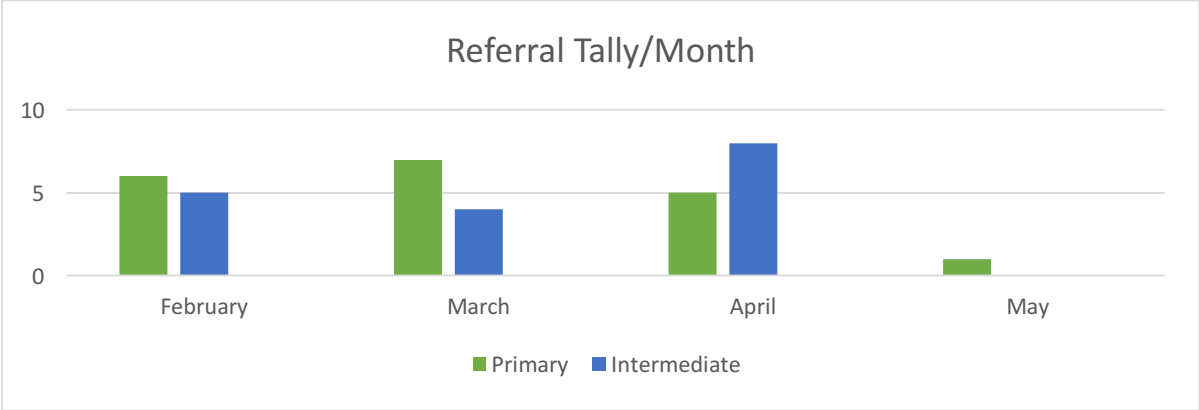
83% of Grade 4 and 67% of Grade 7 students feel that 3 or more adults care about them.

### Learning Readiness Relating to Student Lates and Absences





**Office Referrals –** Based on referrals submitted by staff to the office (referral process instated in Feb, 2017)



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## HOW HAVE WE SHARED?

We communicated and celebrated success through school newsletters, student-led conferences, report cards, Staff and Team Meetings, School Based Team Meetings, and PAC meetings. We also celebrated success through our Fine Arts Nights, assemblies, breakfast gatherings, daily announcements, class-based acknowledgements and activities. The success of our Grade 7 students was acknowledged at the Aboriginal Gr. 7 Leaving Ceremony and our Gr. 7 School Leaving Ceremony.

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## WHAT ARE OUR NEXT STEPS?

Queen Alexandra F.A.M.I.L.Y. School will continue to focus on Literacy and Learning Readiness during the 2017-2018 school year, the first year of our multi-year goal.

Discussions focusing upon student needs and growth in the areas of Literacy and Learning Readiness have occurred formally at Staff Meetings, Staff Committee Meetings, Enhanced Services Team Meetings and Literacy Meetings. Staff, students and families have had regular and on-going opportunities to conduct, assess and analyze student and/or school-wide data pertaining to Reading, Writing and Learning Readiness throughout the school year.

On average, 38% of our student population was reading at or above grade level in Term 2 this year.

On average, 48% of our student population was writing at or above grade level in Term 2 this year.

On average, 66% of our student population demonstrated learning readiness in Term 2 this year.

With a recommitment to our goals of: 1. Continuous growth for all students in Literacy through Inquiry and Arts Integration and 2. An increased awareness of self-regulation and problem-solving strategies contributing to learning readiness, we will continue to move students towards meeting, fully meeting and/or exceeding grade level expectations in all curricular areas, especially literacy.





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

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

42% of Queen Alexandra's student population is Aboriginal.

The population is as follows:

Kindergarten: 6	Grade 4: 15
Grade 1: 13	Grade 5: 6
Grade 2: 7	Grade 6: 11
Grade 3: 11	Grade 7: 9

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

Teachers reported that they were successfully able to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions through the following events, activities, lessons or units:

- Orange Shirt Day
- Reading Week
- Aboriginal Day
- Art Projects
- Socials Studies Unit on Culture
- Science Unit on Plants
- Fieldtrips to the Art Gallery, Stanley Park, Hobiye
- Incorporating lessons that explored differences in worldviews and values
- Canada 150+ Carving Project
- Blanket Exercise with staff, parents and students (3 separate)
- Talking circles
- Storytelling (retelling & writing)
- Lessons with the AEW
- Reading legends
- Ravens Tales videos
- Inviting a family member to speak about culture
- Shane Pointe visits
- Incorporating the First Peoples Principles of Learning into many subjects
- Daily acknowledgement through announcements
- APTN Aboriginal Day at Trout Lake
- Integrated unit learning about animals, First Nations art forms, medicine wheel
- Personal connections of students to Aboriginal culture
- Lessons on Residential Schools
- Grouse Mountain fieldtrip
- VPL Story Teller
- Aboriginal performances
- Class discussions on contemporary issues/current events

## WHAT WILL WE CONTINUE TO DO IN THIS AREA?

Several of the events, activities, lessons and/or units listed above will continue in subsequent years. Teachers will continue to work collaboratively with our AEEW to meet the needs of our Aboriginal students and increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions.

In addition to the events, activities, lessons and/or units above, QA staff have expressed an interest in:

- Arranging for more Guest Speakers visiting individual classes
- Involving our QA parents/care givers more often so that they can share knowledge with our students
- Holding full school assemblies for Aboriginal performances
- Participating in more Aboriginal focused Professional Development
- Obtaining more Teaching Resources with Aboriginal content
- Scheduling regular whole staff meetings to talk about what teachers are doing in their classrooms/share ideas
- Seeking partnerships with the Museum of Anthropology or similar organizations for visits and/or school visits/presentations
- Exploring the opportunity for Queen Alexandra to have a First Nations name
- Forming a partnership between QA and an elder
- Team teaching and collaborating in grade groups to meet QA’s learning goals
- Arranging for collaborative time for teachers to work together on Aboriginal Education

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

According to the 2017 Satisfaction Surveys, at the time of data collection, 46% of grade 4 and 7 students indicated that at many times or all the time, they are learning about Aboriginal Education. 44% of grade 4 and 7 students indicated that they often participate in Aboriginal or First Peoples celebrations or activities at school. 39% of surveyed students feel welcomed at school on a daily basis and 100% feel that 1 or more adults at Queen Alexandra cares about them.

Based on feedback from classroom teachers, our Aboriginal Enhancement Worker and data collected from the VSB AIMS program, most classroom-based Aboriginal centered learning revolved around “belonging” and “mastery”. Belonging focused upon increasing Aboriginal students’ pride, self-esteem, belonging, place and caring in schools. Mastery focused upon ensuring that Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from Kindergarten through their completion of Grade 12.

AEW Learning Focus	Breakdown of AEW Classroom Support and Involvement
Belonging	44%
Culture & Community	3%
Mastery	50%
Other	3%

Based on Term 2 data collected from Report Cards, during Class Review and/or School Based Team Meetings, the following percentages of our Aboriginal students are meeting (minimally, fully or exceeding) grade level expectations in Numeracy, Reading and Writing.

Grade Levels	Meeting Expectations in Numeracy	Meeting Expectations in Reading	Meeting Expectations in Writing
K-3	70%	53%	56%
4-7	55%	42.5%	41%

Teachers most commonly embedded Aboriginal content into the following subject areas: Language Arts, Social Studies and Art. Teachers found it most difficult to embed Aboriginal content into Math.

Teachers reported the following challenges around increasing knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students:

<ul style="list-style-type: none"> <li>• Authentic learning</li> <li>• Diversity of Aboriginal histories, traditions and cultures</li> <li>• Comfort level of the teacher (fear of making mistakes)</li> </ul>	<ul style="list-style-type: none"> <li>• Time to collaborate</li> <li>• Expense of resources/presenters</li> <li>• Lack of training/knowledge</li> <li>• Sensitivity of events and issues</li> </ul>	<ul style="list-style-type: none"> <li>• Integrating content in meaningful ways</li> <li>• Access to current, accurate, age appropriate resources</li> <li>• Need for a full- time TL</li> <li>• Access to Teacher Resources</li> </ul>
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