



Vancouver School District

School Plan for Tecumseh Elementary School

Year 3 (2016-2017)

1. GENERAL SCHOOL STORY:

- Tecumseh continues to have a diverse learning community with an enrolment of approximately 450 students who come from a wide variety of cultural backgrounds, with approximately 190 students identified as ELL learners.
- We continue to have a District Multi-Aged-Cluster-Class for Gifted Learners.
- We continue to have a District Seminar Program for Gifted Learners.
- We continue to support community partners such as Pacific Immigrant Resource Services, a community based non-profit, serving immigrant and refugee women and their young children. (adult language and pre-school sessions)
- We continue to offer opportunities for intermediate aged students to be on various extra-curricular athletic teams which usually includes volleyball, basketball, badminton, cross country, ultimate and soccer. Tecumseh has a large student choir. They perform at special events, school based and in district events such as Choralfest. Tecumseh continues to host the District Recorder Festival; many of our students perform.
- All of our intermediate students continue to share their academic learning with our community through events such as the 'Celebration of Learning'. Special events to share learning take place. An example of this would be the Family Math Games Night, sponsored by a few classes.
- We seek opportunities for students to connect their learning to real-life experience (e.g. Inter-generational project with 'senior' buddies in our community).
- We continue to embrace opportunities to focus on the arts. Our students greatly enjoy performing in events such as the Winter Concert and the Celebration of Music, which includes dance, choir, instrumental and choral work. Our senior students perform in a production annually, showing skill as actors and singers. We continue to seek opportunities for our students to see quality productions (storytellers, theatrical, dance and musical groups) and to work with artists by bringing field study programs to the school.

WHAT DID WE SEE?

What Did We See?

Goals:

- We continued to work on: Implementation of Curriculum; in particular, the Enhancement of our work related to the District Aboriginal Goal / maintenance of our Literacy Goal and ongoing work in Mathematics.
- We maintained the past work done on Literacy. In particular, we continued to focus on reading comprehension and kept a careful record of results related to this work across the three terms. We maintained school-wide standardized assessment (Benchmark/RAD) of our students' progress and kept individual Literacy duotangs recording individual student progress and the results (K-7).
- With respect to Mathematics, we started to track the use of resources that had been purchased following school-based work with clinician, Carole Fullerton. Classes made expanded use of Cuisinaire Rods and Math Manipulatives to support student engagement and active learning.
- With respect to the development of mathematical competencies, we began to track areas needing support on a grade by grade basis, by all staff.
- We ran a Family Math night. The stations set up were run by students. Parents enjoyed problem solving with their children.
- Many staff attended the "What's the Big Idea" math series of professional development.
- We increased the number of opportunities for students to explore mathematics in ways that focused on application skills to life experiences—money management, budgets and menu math.
- Estimating was used more frequently in all units in Intermediate classes.
- Students were observed communicating their mathematical thinking. They (Grade 7's) collaboratively set up problems in the classroom and weekly school 'Math Challenge Board', across strands of the Math curriculum.
- Grade 7 students posted Problems of the Week (Math) for the student population to solve.
- MACC students offered once per week "Problem of the Week" to two grade 5 students and once per week enrichment for 6 grade 4/5 students.
- We surveyed staff regarding what elements of the math program they considered to be the most critical to master, grade to grade.
- We surveyed staff regarding the areas that most commonly provoked struggles for their students.
- We surveyed staff about the 'language' of math and what key words they considered essential for each grade.

A great deal of other work continued to take place. Some samples include:

- Celebration of Learning: Project Based Learning for all students. (Grades 4—7) Our students participated in sharing their learning through visual and oral presentation formats to each other, to the school and community via both daytime and evening open houses.
- The Project Chef program visited the school, working with early intermediate students to promote healthy foods and cooking skills. The Growing Chefs program worked with mid-primary aged students.
- Collegial/collaborative work amongst teaching staff is commonplace.
- We saw opportunities to connect students with their learning (e.g. Celebration of Learning, Celebration of Music).
- We saw our students showing leadership in the school in a variety of service endeavours.
- We observed intermediate students engaged in reaching out to the broader community (e.g. Shoebox Project – collecting items for individuals living in shelters, bottle collection to support youth living on the street).
- We observed an extension of work done to support our Aboriginal learners in many classrooms.
- We observed the rich learning and high student engagement that comes from working with an Artist in Residence.
- We had staff working on a variety of inquiry projects supporting networking opportunities and collaborative opportunities for staff (early literacy/use of technology to support learning).
- We saw an extension of using technology in classrooms to support learning.
- More group challenges were set-up in the classroom and in the school, actively engaging students to work collaboratively.

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Looking ahead, it is our intention, to :

- Work in collaborative teams to review the resources we have in our possession and to make prioritized recommendations for the school purchase of resources that will support the teaching of mathematics
- Continue to work on strategies to support instructional practice that will increase opportunities for student success.
- Continue to develop math competencies that are transferable.
- Focus on the key words, grade by grade, that students appear to struggle with in their daily work.
- Survey students about 'key words' and areas they identify as being challenging.
- Build on our work to have students collaboratively set weekly challenge questions on the Math Problem of the Week board.
- Look for ways to broaden outreach to the community (e.g. Family Math open house)

We wonder if by working on strategies together to support the development of fact fluency and the language of mathematics, grade by grade, while fostering ongoing work in critical thinking, if we will be able to demonstrate increased student engagement, understanding and greater proficiency in numeracy.

2. WERE WE SUCCESSFUL?

Literacy (Maintenance Goal)

- Continued data collection around our ongoing focus on Literacy indicates that we need to continue with our efforts to support oral language opportunities. We have a significant number of ELL learners in our school. English is a second language for 127 of 176 primary aged learners in our school (72% K-3). Despite a school-wide commitment to best instructional practice, thoughtfully using levelled books and sharing these materials through home reading and buddy programs, we need to think about ways of strengthening oral language and extend the connections that our young readers can make. Our students have been very excited about bringing text alive when they use technology to illustrate and 'give voice' to their writing using (iPads) and staff are collaboratively seeking ways to extend this kind of work. In the upper grades, we have 11 of 144 students receiving ELL support. 7 of 144 upper intermediate aged students do not meet expectations for the grade, which is 4.6%. 15.06 % are minimally meeting or approaching expectations. 35% meet expectations. 41% fully meet or exceed expectations. In grade 4, 32 of 65 students receive ELL support. 11 students (17%) in this grade do not yet meet expectations for the grade in reading. We are showing improvement across the continuum of K-7 but need to consider the supports in place for early intermediate. The transition to content subject text materials is challenging for a portion of these learners.
- Continued use of assessment tools (e.g. Benchmark/RAD/School-Wide Writes/Woodcock) to determine student success as they relate to our continuing focus on Literacy, serves us well, as we have term to term comparisons of student growth in reading fluency, comprehension and use of written language.
- We are in the process of considering how to maximize resource support (push-in/pull-out) with a view to strengthening comprehension skills.
- Collegial professional development through use of Collaboration Funds indicates a growth in professional exchange, sharing and planning together for ways to increase student engagement. Comfort using technology as a tool is growing. This collaboration is in evidence through the school K-7. At this time, several staff are exploring different avenues for supporting and encouraging language development in the classroom setting using Book Creator, Explain Everything and Stop Motion. The intention across next year, is to enhance oral and written language skills.
- Review of our data collection around our goal related to Numeracy indicates that we need to continue with this as a goal area. There are areas identified as needing support. (math fluency, estimation, place value, the language of mathematics)
- Our data reveals that: 25 of 144 upper intermediate aged students are approaching expectations in Math. (17.365%) 22 of 107 students in early to mid intermediate grades are approaching expectations. (20.56%) 46 of 160 students in primary aged students are approaching expectations in Math. (28.75%)
- We have collaborated together in seeking professional development with a view to supporting staff development (work with Carole Fullerton). Primary and intermediate teams have talked about resources and collaboratively started the process of purchasing manipulative materials. Our data shows us that we need to continue our focus on this goal area to increase the number of students meeting expectations.

3. HOW HAVE WE SHARED?

- We have invited parents to Celebration of Learning/ Celebration of Music/ 'Math' Family Night events.
- Parent/Teacher/Student goal setting and one-on-one conferences—have been ongoing throughout the year.
- Displays of student generated project work is apparent throughout the school and changes frequently.
- Collaboration amongst staff— visiting each other's classrooms and sharing out at team and staff meetings.
- Shared with PAC
- Kept a weekly Math Board for problem solving for different age groups that parents and students check into to provide their response. Senior students assist in providing questions.
- Information is provided via website and newsletters, assemblies and announcements.

4. WHAT ARE OUR NEXT STEPS?

- As we go forward, we will continue to consider and implement strategies and resources to develop student engagement, understanding and proficiency in numeracy. We want to support the development of fact fluency, a progressive understanding of the language of Mathematics and critical thinking in the area of Mathematics.
- Alignment of School Plan and District Plan: Goal 1: Support the Implementation of the Curriculum: ongoing focus in Literacy; Critical/Creative Thinking and Communication competencies in Math, along with enhancing support for students with specific needs while building Math fluency.
- We will meet with staff as a whole and in primary and intermediate grade groups.
- We will continue to discuss resource models that support our vulnerable learners.
- We have discussed literacy through the lens of early intervention. As we go forward, we will continue to discuss strategies to support the growth of our learners.
- We will review the learning that came from and the work that we have done with the Mathematics curriculum and have full discussion about priorities in this goal area as we move forward.
- Survey staff about building on the work that has been done and identifying weaknesses and strategies for growth and academic improvement.
- Survey students about their self-perceptions of strengths and weaknesses in Math. It will be interesting to see if there is alignment between teacher observations and student responses.
- Prioritize a plan of action in primary and intermediate and set term review of progress made at regular monthly meetings (Resource/Intermediate and Primary)
- Have the Professional Development Committee survey staff regarding what professional development is wanted.



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

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

- Tecumseh has 8 Aboriginal learners currently attending. They range in age from K—7.
- Our Aboriginal learners understand that Tecumseh Elementary is an inclusive and welcoming place to be.
- Our Aboriginal learners are well integrated into the fabric of the school.
- The school has a focus of increasing knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions and our Aboriginal learners, with the active support of staff, share their stories, art and culture freely
- Vulnerability (attendance, forging strong family connections to the school) is in evidence for some of our Aboriginal Learners (25%)

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

- Daily acknowledgement and recognition that we work and play on the lands of Aboriginal nations takes place via daily student announcements.
- Roberta Kennedy/Kuung Jadee (Haida storyteller) gave a presentation to the whole school.
- The Aboriginal library collection continues to grow.
- Team meetings are held (teacher, counselor Aboriginal Education Enhancement Worker, Principal, School Based Team Chair) to discuss ways of supporting vulnerable learners.
- Artist in Residence projects take place. This year, (Anastasia Hendry-Haida Gwaii First Nation)—helped students to design personal projects over five sessions.
- The Aboriginal Education Enhancement Worker, shared her Dene and Metis culture with students in the school. Familiarity with the oral tradition of story and use of the Medicine Wheel increased throughout the school. Use of the Talking Circle was expanded upon.
- Activities and progress of Aboriginal students were documented in the AIMS system, with all team members present to take note of progress made.
- Elder, Shane Pointe (Musqueam Elder) visited classes to answer questions from students.
- Several intermediate classes used chapter books in Literature circles exploring themes such as: residential schools, assimilation and racism.
- Classroom teachers continue to focus on integrating Aboriginal world views and principles of teaching and learning into their practice.
- Staff self-selected professional development e.g. “We are One” at Britannia Secondary.
- Classroom instruction or special projects included: respect for the land, symbols in artwork and drumming in music.
- We have, over time, increased our library collection of text resources. With respect to the Strong Nations recommended list of connecting Indigenous titles to the Core Competencies, we have: Communication: 1 of 5 titles; Creative Thinking: 5 of 6 titles; Critical Thinking: 4 of 9 titles; Personal and Cultural Identity: 2 of 6 titles; Personal Awareness and Responsibility: 3 of 4 titles and Social Responsibility: 4 of 9 titles.

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

- Everything we are doing at Tecumseh, to increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions is being meaningfully woven into the fabric of the school. We will go forward in a similar manner with a focus on inclusion, connection and respect.
- Where possible we will continue to involve storytellers, artisans, dancers, artists and Elders as guest instructors, to share their experience and support our students with their learning, while fostering pride amongst our Aboriginal learners.
- Continue to track attendance and looking ahead, we will track participation in extra-curricular activities.
- Continue to encourage leadership and volunteer opportunities in the school, fostering a sense of shared social responsibility.
- Continue to expand our collection of Indigenous Titles connected to the Core Competencies.

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

- An increasing number of classes use “talking stick” and “sharing circle” as a way to share experiences.
- The number of classes utilizing text material and discussions as part of a Language Arts and Social Studies program has increased. In our Celebration of Learning event (Grades 4—7), some students focused their research on an aspect of Aboriginal history and its contributions.
- Work that is ongoing in the school is shared at PAC meetings. Parents are invited and welcomed to attend special guest performances and Celebration of Learning events. Feedback from these events has been positive from students, parents and staff.
- Project work is posted in the hallways and younger students in the school are invited to be audience members for the presentations done by the older students.
- We track individual Success Plans for students, working closely with the Aboriginal Education Enhancement Worker, Resource and classroom teaching staff, to set learning targets for our Aboriginal learners.
- The integration of Aboriginal ways of knowing is becoming a natural part of what is going on throughout the year in our school, as opposed to a discreet unit of study in particular grades.