

Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

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.

Tecumseh Elementary School

MISSION STATEMENT

We at Tecumseh are dedicated to providing a safe, positive, encouraging and respectful environment where we work together to achieve our “personal best”.

2015-2016 GOALS

1. Literacy:
 - a. To increase student proficiency in reading comprehension.
 - b. To develop student proficiency in understanding content area text and demonstrate this understanding in written form.
2. Aboriginal Enhancement: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

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?

What are the demographics of our learning community?

Tecumseh Elementary School has an enrolment of approximately 450 students who come from a wide variety of cultural backgrounds including Chinese, Vietnamese, Punjabi, Tagalog, Tamil and Spanish. There are a variety of community partners involved in supporting our students, including: Pacific Immigrant Resource Services (PIRS), One to One Literacy Mentors, South Vancouver Neighborhood House (after school care), and the VPL. The David Thompson Community Schools Team offers fully subscribed to after school programs and The Golden Key Chinese School offers programs in Cantonese and Mandarin.

Who Are Our Learners?

During the 2015 – 2016 school year, there were seventeen Kindergarten through Grade 7 regular enrolling classes and a Grade(s) 5,6,7 District MACC Program (Multi-age Cluster Class) for highly gifted learners. Tecumseh also houses a District pull-in program for students identified as gifted learners. The K-7 enrolling classes included approximately 190 students identified as ELL learners, approximately 16 Ministry-designated students with identified exceptional learning needs and 7 Aboriginal learners, additional to those students in the class for highly gifted students.

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

The Tecumseh staff is committed to improving the literacy skills of all students; to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students and to maintain healthy living practices.

The Tecumseh staff maintains its commitment to having students engage in a healthy lifestyle. Successful strategies and structures such as the Fruits and Vegetables Program, a Primary Milk Program, daily 'Bounce At The Bell', events such as the Terry Fox Run and many Action Schools initiatives are ongoing. Classroom instruction continues to emphasize the importance of adequate sleep, healthy eating, appropriate use of technology and daily physical activity. School-wide, all students participate in a 6 week gymnastics program as part of the physical education program. Many classes participate in cooking and skating. Some Grade Two students participate in the growth of urban agriculture and ways to support food sustainability, through a seven week program called Growing Chefs. Student leaders run recreation games, targeting certain parts of the playground for certain grades on specific days. During recess and lunch, nets are set up for badminton and volleyball. Ping pong is set up on demand.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. Literacy:
 - a. To increase student proficiency in reading comprehension.
 - b. To develop student proficiency in understanding content area text and demonstrate this understanding in written form.
2. Aboriginal Enhancement: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

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?

LITERACY GOAL:

Steps Taken To Address Needs

All teaching staff worked to stress the importance of reading, at school and at home. All students use a special 'Tecumseh Book Bag' in the primary grades, with the school-based exchange of levelled books shared at home on a daily basis being consistent in all classes.

Student work and achievement levels are reviewed each term, for all grades, with a focus on comprehension. 'Literacy Files' are maintained for every student, across the grades. Use of standardized assessment tools (E.g. Benchmark / RAD/ Writes / Woodcock) are used across the grades to measure reading comprehension, with a view to keeping cross-grade information current. Teachers routinely meet with resource staff to identify and share observations of vulnerable learners, to review assessment results and academic progress and to collaboratively plan.

On the term report cards, reading comprehension is tracked under the section English Language Arts. Information regarding growth in achievement levels is routinely shared amongst staff. Planning for the use of strategies that support understanding in reading is shared between resource and enrolling teachers. Consistent opportunities to talk and plan are available through regular primary, intermediate and resource meetings. Teaching staff talk about what's working, share general observations about best practice and plan together for the ordering and use of levelled, fiction and non-fiction reading materials for students.

There is a focus on oral language components in the early primary grades. All staff work cooperatively with the teacher librarian, to develop research skills, reading strategies and reading comprehension. Clubs such as Red Cedar, are offered to collaboratively share an appreciation of reading. During Goal Setting Conferences (October / February), opportunities are provided for parent participation in understanding individual student needs.

Specific structures that supported this work include: shared resources on inventory, including a collection of levelled books in primary and range of fiction / non-fiction books in intermediate; working together as a primary team/resource committee to extend the collection of levelled books; continuing important discussions about the use of levelled materials in the

learning support setting and classroom; participating in noon hour 'lunch and learn' workshops; participating in topic specific primary and intermediate grade group meetings; participating in weekly resource meetings; showcasing and celebrating learning successes via Celebration of Learning presentations (Grades 3-7), with strong community participation; announcements and displays of new materials available in the library; careful planning for events such as Ready Set Learn and Welcome to Kindergarten; ongoing support for community partnerships focusing on literacy for pre-school aged children; use of online resources, such as RAZ Kids; continuing with all elements of the Early Intervention model and Reading Recovery; continuing with a well-developed library link on the school website to VPL and online sources; consistent use of Reading Power and R5 across the grades; full staff participation in writing, as related to non-fiction materials and creation of a school-wide plan for nonfiction writing for SS and Science.

Evidence of Success for Each Learner: In addition to reading conferences between student and teacher and observations of student responses to oral and written comprehension questions, evidence was provided via: school-wide writes (Fall and Spring); specific strands on all report cards for reading and writing; consideration of FSA results; Benchmark assessments in primary (3 times a year); Vernon RAD assessments in intermediate (2 times a year); Woodcock year-end assessment for Grade 7 students; classroom criterion referenced assessments; term review of IEP's and gains made according to goals and objectives set out in group and individual plans and consultative review of AIP's and gains made.

Structure of Data Collection

1. Writes: Fall and Spring – Cold Writes – without teacher assistance
2. Report Card Strand: Under English Language Arts – specific strand about the student comprehending fiction or non-fiction text, at grade level - according to a range of achievement levels (not meeting / approaching/ meeting / fully meeting / exceeding).
3. Benchmark assessments in primary: This is done in September, January and May. In particular, at risk children are identified in grade one – with some children being recommended for Reading Recovery instruction.
4. RAD assessments are done fall and late spring. Additionally, in grade 7, the Woodcock is done, as a means of identifying student support needed at the high school level.
5. School Based Team meetings are held to discuss the progress that learners have or have not been able to demonstrate.
6. Use of elements from the nonfiction writing workshop (Adrienne Gear)

ABORIGINAL ENHANCEMENT GOAL:

Our goal was to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Currently, Aboriginal stories, histories, art and culture are a component of instruction and special interest studies in all classrooms. There is a growing presence of Aboriginal art in the classrooms and hallways. Our Aboriginal library collection continues to grow. Teachers purposefully enhanced classroom collections, as well.

What Steps Did We Take To Address The Identified Students(s) Needs?

Student leaders start daily announcements with an acknowledgement that we are working and playing on the ancestral lands of the Musqueam, Squamish and Tsleil-Waututh people. This acknowledgement is also included as part of the student planner. Efforts are consistently made to develop background knowledge about these Coast Salish people.

Aboriginal Support plans were completed for all of our Aboriginal students, as part of School Based Team meetings, to ensure full participation and implementation by school staff. Our Aboriginal Education Enhancement worker collaboratively worked with teachers to develop background knowledge of the Coast Salish People, Aboriginal philosophy (balance, respect, belonging and mastery), Residential Schools and the Aboriginal story in the settlement of Canada. The Aboriginal Education Enhancement worker shared her Dene and Metis culture and traditions with students, including the oral tradition of story, the Medicine Wheel and the Talking Circle. The AIMS system was used to document activities and progress of Aboriginal students in the school. The teacher librarian, teachers and Aboriginal Support Worker – continued working with classes to introduce the legends and stories of Aboriginal people in the classroom collections of Aboriginal fiction and non-fiction text. Aboriginal visual arts projects were prominently displayed. Drums were purchased to support the school music programs. During a Celebration of Music - school-wide performance event, one of our Aboriginal students took a lead part, sharing much pride. The Dancers of Damelahamid – ‘people of the river of mists’ were featured at a school-wide performance. Their mandate is to advance knowledge and appreciation of the art, history, language, and traditions of First Nations’ culture through story, dance and song. Their use of symbol and masks was impressive.

Specific Structures That Supported This Goal:

All classes continued working with the teacher librarian. Fiction, nonfiction materials were highlighted in library and classroom collections. The Aboriginal Enhancement Worker worked collaboratively with teachers modeling Aboriginal Talking Circles, Ways of Knowing and the Medicine Wheel. Aboriginal visual arts projects were prominently displayed. Many intermediate classes explored ‘belonging’ and family traditions. Intermediate classes researched and reflected upon Residential Schools and displayed their work after considering emotional, spiritual and physical aspects that need to be in balance, for the ‘self’ or person to thrive and be whole. All morning announcements and gatherings begin with acknowledgement of the traditional lands that we live and work on. Similarly, this acknowledgment is in student planners. Staff has used the ‘talking stick’ when having students talk about their feelings, particularly when solving problems in peaceful ways. Administration held meetings with staff to discuss Aboriginal Success Plans and tracking in AIMS was reviewed and updated, with the counselor and Aboriginal Enhancement Worker, teacher and resource teacher.

How did we communicate and celebrate student success

For both goals, student success has been celebrated in a variety of ways throughout the year in a variety of ways, including but not limited to: Class to class presentations and sharing of work, Newsletters, use of the website blog, @Tecumseh39 Twitterfeed, Parent teacher conferences, student led conferences, Fresh Grade, student report cards and portfolios, Celebration of Learning events at Tecumseh, Science World and participation in a national competition held in Ottawa.

Teacher inquiry projects and sharing including student presentation and work.

Summary

Goal 1 – Literacy:

Cross-grade, small group and large group discussion about supporting learners, identifying vulnerable learners and reflecting on our work, as we strive for best practice has become routine. The staff has been successful building a community of readers. All staff are committed to using different forms of assessment on agreed upon schedules, collecting data, having regular conversations regarding vulnerable learners, maintaining literacy files and working collaboratively with resource staff.

Overall, with no significance attached to gender, we met our goal of students demonstrating an increase of 2% of students meeting expectations. It is interesting that the students we tracked into Grade 4 made solid gains. Few students in this group fully met expectations; however, students not meeting expectations reduced from 25% to 14%; students approaching or minimally meeting expectations reduced from 39% to 28% and students meeting expectations increased. Students who were identified and supported with adaptations outlined in group plans, made steady improvement. The school-wide intermediate focus on developing student proficiency in understanding content area text revealed impressive gains in reading comprehension in grades 5-7. Those students receiving Reading Recovery / early intervention, generally showed steady growth. There are pockets of students still struggling in the primary grades but much fewer. We continue to discuss ways of organizing resource support to move these students along.

The teaching staff are well versed in strategies to support reading and writing. We will continue to identify, track and support the literacy needs of our learners; however, this will now be from the perspective of maintenance, as we go forward.

Goal 2 – Aboriginal Enhancement

The significance of place based learning was our entry point into the Aboriginal Enhancement goal. The acknowledgement that we work and play on the ancestral lands of the Musqueam, Squamish and Tsleil-Waututh people has become a student led part of daily announcements on the PA. The student and adult population in the school have a good understanding that the Coast Salish people have a long history and well established practices that we can learn from.

The First Nations Principles of Learning have provided a useful guide to frame incorporate Indigenous ways of knowing and understanding the world. Staff have participated in shared professional development and used it as a reference point in their practice this year. Many of the long held beliefs and practices that have become integrated into Canadian culture have been discussed and developed. The use of the circle has used for sharing ideas widely but in several classes a stick or feather is used

to signify the importance of each speaker having a chance to share their own personal story. It has also been extended for use in conflict resolution and problem solving. Learning outdoors and our role as stewards in the environment has also been extended.

Tecumseh has a small population of students who have been identified by their families as having Aboriginal heritage. Our Aboriginal support worker, Dena Galay, comes into the school on a regular basis to target support, develop relationship with families and broaden understanding of Aboriginal Culture with the rest of the student population. Her work has introduced and elicited many questions about culture, history and practices. The evidence of this was clear in the selection of topics for further study in class and sharing in the larger educational community.

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

Begin to look to the following areas for development of new goals for the 2017-2018 school year, while maintaining our goal to increase knowledge, awareness acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Areas for Development of New Goals

Mathematics:

Based on the professional development done with Carole Fullerton over three workshops this year and explorations of the redesigned B.C. Curriculum, we will be considering and implementing strategies and resources to develop student engagement, understanding and proficiency in numeracy.