



Vancouver School District

School Plan for John Norquay Elementary

Year 3 (2017)

1. GENERAL SCHOOL STORY:

OUR SCHOOL CONTEXT:

Norquay is a diverse socio-economic community on the southeast side of Vancouver. Approximately 60% of our students are second language learners, with 32 different languages being spoken at home and school. There is a multi-ethnic composition of students at Norquay, with the major cultural groups being Chinese, Filipino and Vietnamese. The school population is 630 students from Gr. K – 7 in 27 divisions. 3% of our population is of Aboriginal ancestry and approximately 6% of our students are designated with special needs. Norquay is wheel chair accessible with elevators to access our 3 floors.

Norquay has three District Programs: Intermediate LSP (Learning Support Program) and SELC (Social Emotional Learning Centre: a pilot program in its third year, designed to replace Special Remedial); and the Early Mandarin Bilingual Program (implementation 2011), Grades K – 6 (2017 – 2018 adding Gr. 7).

Norquay's Learning Support Team (LST) provides targeted intervention both in-class and in small group support with focused Individualized Education Plan support for some students. The LST works collaboratively with enrolling teachers in assessment, evaluation and reporting of student programs and progress. The team, in collaboration with all staff, develops strategies and structures to support literacy, social-emotional competencies and inclusion.

The Kindergarten Inclusion Project (KIP) continues into its 6th year. KIP involves all kindergarten students in weekly sessions with Administration, Supervision Aides, Teacher Librarian, Learning Support teachers, Support workers and often parents. These sessions support our youngest students in building community, social emotional and leadership skills.

Each year Norquay hosts the Annual Book Exchange, the Health and Wellness event and Lunar New Year (parade) events. Students lead all of our monthly assemblies and open our performances. They also learn skills and promote citizenship by participating in the Student Leadership Inclusive Playground Program, "the Nighthawks". Ready, Set Learn and Welcome to Kindergarten Programs are offered each year. Norquay has a Hot Lunch program (full pay) and a Breakfast Program (supported by the Rotary Club – 20 years of dedication to Norquay.) Norquay has a long time association with the Rotary Club and continues to benefit from the 1:1 Literacy Volunteer program.

We are part of the Windermere Family of Schools. Community Links helps to support after school programs each term and during each school break. Pre and post school daycare is available through Collingwood Neighbourhood House Child Care. Extracurricular sports (volleyball, basketball, track & field, intramural) are offered each year. Our playground and outdoor classrooms are inclusive and are a major PAC initiative. Our playground and outdoor garden classrooms continue to grow and are an integral part of learning for all classrooms.

We have a dedicated Parent Advisory Committee (PAC) who meet monthly and who value and encourage parental input and dialogue. PAC offers many diverse events including: waffle breakfast, Pizza days and this year, Norquay Spring Carnival. Administration runs monthly Coffee and Conversation meetings to engage family members in the education of their children. Our Aboriginal Enhancement worker meets and builds

connections with families. Our families are invaluable resources and links to our community.

Norquay has a dedicated, committed and stable staff who provide an academically and socially rich environment for our students. Their focus is always on meeting the needs of our students. Norquay is a school that develops and highlights the many talents and strengths of our students. Our teachers collaborate to develop strong academic programs balanced with specialty teaching in the fine arts and athletics. All of our programs accommodate our English as a Second Language and Dialect population and the integration of special needs students. We are committed to meeting the needs of all of our student learners and our primary aim is to build and support a community of readers who not only *can* read but *do* read. We are very proud of our school and school learning community.

Our School Code of Conduct is: Be Kind, Be Safe, Be the Best Learner and Leader You Can Be (no matter your age)

RATIONALE FOR OUR GOAL:

- To focus on each student's strengths, and to work together so ALL students succeed.
- Through professional development and collaboration our focus has been on how we work together, structure our class reviews and student support models through a strength based approach.

2. WHAT DID WE SEE?

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

Educating the Mind: Literacy & Learning:

- Learning support team model has moved towards a more flexible model (in class vs. pullout, assessment and planning together for targeted instruction) which is better for learners and more impactful.
- Class reviews which focus on overall strengths first, concerns and goals for each classroom leading to decisions/plans to support student learning.
- Increased resources available for both guided reading and home reading programs, early interventions, read alouds, Mandarin Literacy resources, intermediate bookroom literacy sets.
- Use of reading & writing performance standards as a reference for instruction, assessment, discussions among all staff, and reporting to staff, students and parents.
- Student writing portfolios – writing samples 2 to 3x year, performance scale assessment and descriptive feedback for students to support growth
- Writing: working in grade group teams to establish baseline, to plan and monitor and create a longitudinal collection of samples over the years. All students have literacy folders which support the assessment, tracking and growth for each child. These folders follow the students from year to year.
- Established regular meeting and collaborative times for primary/intermediate teams
- Continued building of a school wide community of readers through book promotion activities
- Building of garden and outdoor classroom to support stewardship and community.
- Full school assemblies – where modeling of community building, SEL and leadership are fostered – alongside celebrations of learning.
- KIP - Kindergarten Inclusion Project – collaborative practice supporting relationships, community, inclusion, leadership among our youngest learners.

- Continued opportunity for rich learning experiences to support language acquisition, background knowledge building and oral language (ie. performance groups, artists in residence, field trips...)
- Parent workshop series to support shared language & collaboration

Educating the Heart: Social Emotional Learning:

- Bringing school code of conduct to life – all students revisiting and revising the goals – what do these look like? Feel like? Sound like throughout our school?
- SEL book bins to support language and learning – literature based approach
- Inclusion of SEL as part of learning support delivery in conjunction with classroom teacher.
- Student self reflection – learning logs, goal setting
- SEL Program implementation included: Zones of Regulation, Roots of Empathy, Acts of Kindness, Second Step, Ready Bodies, Learning Minds and collaboration with Area Counselor and YFW to support aligned classroom practice
- School assemblies to support implementation and shared language & practice
- Kindergarten Inclusion Program
- Student Leaders and SL Inclusion Project with Centre For Ability
- Parent workshop series to support shared language & learning

Collaboration/Community:

- *Throughout our learning and inquiry conversations this year, as a teaching community, we continue to recognize the importance and positive impact of professional conversations centered on student learning and achievement. We continued existing conversations and collective responsibility structures and incorporated new structures to examine student learning, and plan collaboratively.*
- Class reviews to build a sense of team between all staff and to promote inclusion; student learning becomes everyone's concern
- Grade groupings around the implementation of SEL teaching & resources
- Parent workshop series to support home/school connection and shared language
- Lunch and Learns: for staff to share expertise and learning with colleagues (technology, SEL, special education, assessment, curriculum...)
- Primary, Intermediate Team teaching accentuated strengths, opening our minds by looking at other's practice
- Coffee and Chats between admin, staff, PAC and community members to help bridge home and school. Working to reframe PAC to support multiple ways to work with school

3. WERE WE SUCCESSFUL?

- Outline results

Literacy:

- School-wide writes 3x yearly marked collaboratively (grade groups and learning support team meetings to discuss identified areas of concern and plan for instruction accordingly)
- Ongoing formative assessment to guide instruction and practice to support student growth.
- Tracking of writing growth for each individual student
- Tracking of Primary reading growth through DRA assessment – included in student writing/literacy portfolios
- School wide: increase of library circulation
- Excitement about sharing, power in knowing that you know someone else well enough to pass on a favourite book.
- Class Reviews information supports individual and cohort needs
- Review framework to analyze school goal/staff direction throughout year through

- SCM/SM/Pro D meetings
- Daily formative assessment (observations and conferences) to meet all students where they are

Social Emotional Learning:

- Anecdotal classroom reporting of increased student awareness of self & others with implementation of SEL programs – Zones, Mind Up,
- School wide assemblies and SEL themes supportive of K-7 thread of language and strategies.
- Use of Social Responsibility standards & exploration of new Core Competencies
- SBT involvement: continuation of Learning Support Teachers, Teacher Librarian, SSA, AEW, Supervision Aide
- KIP: Anecdotal evidence from CT's and Sup. Aides-increase in positive/inclusive behavior. Kindergartners (Kippers knowing/playing with each other and various staff members beyond their classrooms). Increased use of SEL language regarding awareness of emotions

Community/Collaboration:

- Expansion & development of outdoor classroom - School Garden
- RBC & Rotary volunteers supporting school from connection to various initiatives/events: SOS, Sports Day, PAC mtgs, 'KIP', Book Exchange, Health & Wellness, One to One
- PAC Chair(s) -Admin prebrief/debrief mtgs (monthly commitment)
- Coffee and Chat sessions with Administration, parents/grandparents
- Book Promotion & school spirit team presentations at assemblies
- Monitoring of all students through class reviews, tracking of report cards, assessment cycles and service referrals

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
 - Monthly school gatherings and slide shows capturing and celebrating learning in the classrooms and beyond - highlighting student learning
 - Students continued to develop oral language skills by presenting at school wide assemblies, announcing the daily PA announcements, being Assembly leaders and engaging in classroom presentations
 - Parent/teacher goal setting conferences & Student-led conferences - Personal portfolios shared at Parent Teacher goal setting and review conferences
 - Report cards
 - Displays of student learning throughout school
 - School website, principal and classroom blogs, Norquay Twitter account, e-newsletters
 - Review and analysis of school goal/staff direction throughout year through SCM/SM/Pro D meetings
 - Ongoing communication with parents through phone calls, notes and conferences,
 - PAC website, PAC Facebook page
 - Variety of student leadership opportunities & annual celebrations
 - Book Exchange, Health and Wellness, and Lunar New Year events
 - Welcome to Kindergarten, Ready Set Learn events
 - Community Volunteer Tea
 - Library Book Talks and displays of diverse cultures
 - Kindergarten Inclusion Project (KIP) (Admin, TL, RT, Supervision Aides, SSA's, Parents)
 - PAC Chair(s) prebrief/debrief mtgs
 - RBC & Rotary & Telus members sponsoring/volunteering for multiple initiatives/events
 - Parent Coffee and Chat – presenters/conversations around school goals and SEL

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?

Throughout the year, our conversations have supported our continued commitment to our existing goals and we have been able to identify where we felt we needed to adjust our practice and 'go deeper'. Conversations have also helped us identify some new directions as a staff where we felt we needed to pay closer attention.

- Professional development for staff: Focusing on new curriculum & student engagement, more staff working in grade groups to discuss and share strategies, share innovative practices and build resources.
- Build upon our collaborative structures: Hold more regular meeting and collaborative times for primary/intermediate teams, grade group cohorts and SSA team to promote the sharing of ideas and practices.
- Look closer at intervention and support shaped by assessment practice – Grade group assessments (DRA primary & Benchmarks for intermediate). Continued school wide use of Literacy Portfolios – containing student writing samples & DRA – that follow students throughout their elementary years.
- Continue a focus on strengthening the **common thread of literacy practice** in K-7 classrooms - via structures and professional learning conversations throughout the year. This process begins with our assessment practice.
- Revisit development of K-7 continuum of Writing Development - that is student centered and supports self evaluation as well as common thread of practice
- Continued focus on levels of intervention practice – one to one, small group and guided and targeted practice – focused support, regularly assessed – regularly revisited.
- Intermediate focus on Math continuum of skills, Numeracy, resources to support all learners again with aligned language.
- Assessment and Communicating Student Learning: aligned language to communicate student learning and self-assessment frames which support consistent language, strategies and tools.
- SEL needs of students coming into Kindergarten: observations of incoming Kindergarten needs reveal greater need, less independence, greater anxiety with fewer coping skills. Continued implementation of SEL programs, common thread of language school-wide, continuum of skills throughout the grades.
- Community & Parent connections: continued growth to provide opportunities to connect home and school, connect parent to parent, learn together to share language and learning, and continued focus on building an inclusive parent community.



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 enroll 14 Aboriginal Learners in K through 7.

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.
 - Collaboration with AEW, Shane Point, VSB Elder and/or other supports to build & incorporate indigenous classroom practice such as: cultural resources, literature based resources,
 - Continued focus to develop our awareness and knowledge of the colonial histories and current realities of indigenous peoples by increasing the use of accurate, authentic and relevant First Peoples' Resources. With a majority of our students being non-Aboriginal, it is very important that they follow curriculum with accurate, authentic and relevant materials to support learning.
 - Continued focus on reviewing curriculum bias in all subject areas and looking for new resources that positively reflect Aboriginal and all cultural groups.
 - Infusion of aboriginal themes and resources across curriculum areas (not limited to a single grade level or curricular strand)
 - Building family connections and support – family connections and invitation to drop in for parents to connect with other parents and AEW.
 - Student led assemblies – Aboriginal welcoming and recognizing we are on traditional territories.
 - AEW supporting students through full class collaboration, small group and one to one intervention. Project based and literature based learning supported throughout the school.
 - Artistic/cultural initiatives – weaving, classroom cultural connections with AEW
 - Accessing cultural resources: building First Nations library collection
 - Staff connecting with families - home visits – supporting attendance, home, health, food security connectedness
 - Aboriginal Success Plans
 - First Nations Story teller, dance and Theatre Company performances
 - Salmon enhancement Project
 - SOS – supporting vulnerable families
 - Experiential learning opportunities and performances that build connections and relationships with Aboriginal culture and ways – urban gardening,
 - Provision of additional support - AEW as member of student and family support team – YFWs, Area Counselor.– one team comprised of AEW, YFW, Area counselor – supporting all students and families together.
 - Student leadership opportunities – Norquay garden & chefs, Student leaders, Sports reps, patrollers,
 - Building family connections and support – Ready Set Learn, WTK, Books for Breakfast, Coffee and Chat, PAC, School community celebrations and events

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

- List continuing and new initiatives
 - Continue to build the collection of aboriginal themed books in our Library Resource Centre continues to expand best on district and teacher recommendations.
 - Continue with our commitment to infuse aboriginal themes into regular classroom work and continue to work towards this goal with the help of the links provided in the BCED plan
 - Continued student and family support meetings focused on Aboriginal learners
 - Continued use of the AIMS tool to track student progress
 - Continued professional development focused on the experience of Aboriginal people in Canada

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
 - Families connected to the school, working together to support student success
 - Student attendance continues to be supported where needed, supporting families where challenges. Overall, student attendance is good.
 - Student connectedness – learners are engaged in and beyond the classroom in extracurricular, student service and leadership.