



Vancouver School District
School Plan for EDITH CAVELL
Year 3 (2016-2017)

1. GENERAL SCHOOL STORY:

Edith Cavell School is located at 500 W. 20th Ave. and is geographically located in the heart of the city of Vancouver. We are part of the dynamic Douglas Park Community. We have a growing student population of 322 students enrolled in thirteen divisions. ELL and Special Needs students are integrated into the regular program and are supported by classroom and resource teaching staff. We have a stable community that allows many of our students to attend Cavell for all or most of their elementary experience. We pride ourselves on the warm, friendly atmosphere of the school and we are very proud of the talents and accomplishments of our students. We have a small number of Aboriginal students and have, over the years, welcomed International students to our school. Cavell is also responsible for the classroom in the Child Psychiatric Unit at Children's Hospital.

Our school community is representative of the international community with 15 different languages being spoken at home including, Japanese, Mandarin, Cantonese, and Serbian, in addition to English. Other language groups represented in our school in fewer numbers are Hebrew, French, Arabic, Farsi, Russian, Vietnamese, Tagalog, Greek, Portuguese, Polish, and Dutch. We have 6% of our students who are currently receiving English language learners (ELL) support.

Staff, students and parents work together to set high personal expectations in all areas of student learning. Goal setting meetings occur early in the year as an important way to set the direction for the collaborative journey ahead. Each year there are many opportunities for our students to plan, direct, and take responsibility for their learning as they actively participate in and demonstrate their learning in opportunities such as, Heritage and Science Fairs and a variety of programs and activities to promote student leadership.

A strong tradition at Cavell is athletics. Extra-mural opportunities include cross-country, volleyball, soccer, basketball, badminton, ultimate and track and field. Our Intramural floor hockey tournament is a yearly tradition. We have a dedicated and dynamic parent community who actively supports and contributes to the educational experience at Edith Cavell. This is evidenced by the large and active PAC and the numerous parents who volunteer in various capacities within the school. Our PAC supports many activities and events which our students benefit from.

Our Code of Conduct: Cavell Cares

Take care of yourself
Take care of others
Take care of this place

Where did the need for this goal come from (evidence, etc.)

Improve the reading comprehension skills of our Grade 1-7 students.

- Assessed all Grades 1-3 students with the Fountas and Pinnell assessment tool at the beginning of the year to set baseline data for the year and provide information for focused support both in class and with the Resource team.
- Assessed all Grades 4-7 students using the Reading Comprehension section of the Canadian Test of Basic Skills assessment tool and Dibels Daze, in conjunction with report card marks, to set baseline data for the year and provide information for focused support both in class and with the Resource team.
- Used a combination of classroom-based assessment, observational surveys, teacher report card assessment, classroom observations and anecdotal data to supplement the Standardized test results
- School-based team review of student achievement in September
- Assessed evidence from assessment tools, report card data and teacher observations
- Teachers identified students who have difficulties decoding and students who are able to decode and read fluently, but have little to no comprehension of what they have read

2. WHAT DID WE SEE?

Targets

- To increase the number of students from not meeting/approaching expectations in reading to approaching/meeting expectations according to the indicators above
- Created achievable goals using target students' independent reading levels using either their grade equivalents on the CTBS, score on the Dibels Daze or their level on the BAS
- Created specific targets for areas of difficulty (i.e. fluency, decoding, comprehension)

Indicators

- CTBS and Dibels Daze for intermediates
- BAS results for primary students
- CT anecdotal assessment

Support and Activities

- Provided resource support for students (mostly primary students) not meeting/approaching in reading
- Identified specific reading gaps (i.e. fluency, decoding, comprehension) using a variety of assessment tools
- Guided reading groups
- Phonological awareness and phonemic awareness instruction for our K students
- Used multi-sensory learning games to target particular areas of difficulty in reading
- Direct instruction of comprehension strategies
- Students who needed the support were identified and placed on the Academy of Reading Program
- Systematic phonics program
- Sight words program

- 1 to 1 reading with the teacher and our One to One Reading Volunteers
- Family and buddy reading in class
- Daily, independent, “just right” reading practice
- “CAFÉ” program to teach reading strategies
- Regular feedback to parents
- Reading Power – strategies for reading comprehension (non-fiction and fiction)
- Teacher/Principal/Resource team meetings after first and second reporting periods
- Provided ELL and LAC Resource support by needs groupings rather than by class or grade groupings
- Organized and updated Primary bookroom for levelled reading books- new resources added
- Purchased class set of i-Pads to provide individual, paired and small group support for students
- Provided direct phonemic awareness instruction with early learners and in LAC/ELL groups, where needed
- Provided focused learning support for at-risk readers in the classroom
- Exposed students to a wide variety of reading genres, with support from the Teacher-Librarian
- Staff members shared successful reading strategies amongst their colleagues, as well as new strategies learned from Professional Development opportunities/readings

3. WERE WE SUCCESSFUL?

- Through school-wide assessments, we were able to identify key students requiring support and thus adjust resource teacher timetables to best meet the needs of the students
- Formative assessment shows most students making progress and/or fully meeting expectations
- Results from Fountas and Pinnell assessments
- Increased level of interest in being independent readers
- Students increasingly able to express what they are doing well as readers in discussion with classroom teacher
- Overall increase in phonics skills, fluency and reading confidence
- Students are building on higher level comprehension strategies – inferring, synthesizing, using evidence in text to support ideas

4. HOW HAVE WE SHARED?

- Fresh Grade digital portfolios- allowed teachers to share task expectations, rubrics, reflections and results
- Formal Parent-Teacher or Student-Led conferences as well as informal conferences and meetings throughout the year
- Communication via phone calls, e-mails and agendas
- Sent home levelled reading books and reading strategies
- Messages in school newsletters
- PAC meetings
- Immediate, descriptive on-going feedback (teacher/peer feedback)
- Daily assessments (observations and conferences)
- Teachers recognizing students for their achievement
- Principal invited by teachers to attend various class activities throughout the school year
- Term reports recognizing students' learning
- Families invited into the classes for reading (Noisy Book Time, Family Book sharing)
- Home Reading draw at assemblies
- Presentation of reading-related work that students are proud of on class and hall bulletin boards

5. WHAT ARE OUR NEXT STEPS?

- Dates set for next school year wide assessment (CTBS, Fountas and Pinnell)
- Staff Professional Days
- SAC meetings, staff meetings, SBT, Professional Days to discuss student needs, strengths and challenges
- For the next school year we will continue with this goal but will look towards establishing a new inquiry question in the near future to meet the ever changing needs and strengths of our learners



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?

We currently have 5 identified Aboriginal learners in our school.

- 2 in Kindergarten
- 1 in Grade 2
- 1 in Grade 3
- 1 in Grade 6

We will have 3 additional identified Aboriginal learners in our school next year (all in Kindergarten)

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

- Increasing staff and student awareness and knowledge of Aboriginal histories, traditions, cultures and contributions
- Integrating Aboriginal content and teachings into all areas of the curriculum for Primary and Intermediate students
- Actively seeking out additional resources and programs to continue to increase the school community's awareness, knowledge, appreciation and respect for Aboriginal histories, traditions, culture and contributions
- Vancouver Art Gallery fieldtrip – Susan Point workshop (Spindle Whorl)
- Earthbites nutrition/gardening program
- Class novel study/research on Residential Schools
- Unit on a Haida Artist
- Hiwus presentation at Grouse Mountain Education Program
- Through staff meetings and professional development days, staff will meet to discuss ideas, reflect on progress and adjust/update objectives
- Continue to incorporate opportunities for staff to take part in Professional Development on Aboriginal Education and social justice issues
- Continue to open assemblies and school events with a traditional welcome and acknowledgement of Musqueam territories
- Incorporate student sharing of their studies through assembly presentations
- Bulletin boards and displays of student work and artwork and publication through the school newsletter

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

- Continue to incorporate Aboriginal themes and perspectives in classroom-based units of instruction, at all grade levels
- Consciously incorporate “First People’s Principles of Learning” into educational planning and organization in the school
- Invest in culturally relevant materials for classroom instruction
- Incorporate Aboriginal themed and focused books into the Primary reading program (fiction and non-fiction) and read-alouds
- Continue to examine all materials used with students for bias and stereotypical content and directly teach students these critical thinking skills
- Continue to develop and deliver consistent programming across the grades, through the school library on relevant topics (Musqueam History, residential schools, aboriginal contributions and teachings)
- Art Programs (ie. Burnaby Art Gallery, Vancouver Art Gallery workshops)
- Continue to incorporate Aboriginal themes into the school performances for the year
- Apply for a class “Artist in Residence” grant on an aboriginal theme
- Incorporate traditional foods and knowledge into the “Project Chef” unit with Grade 4 and 5 students
- Visit and learn about the “First Nations Garden” at UBC through the “Landed Learning Program” which is on Musqueam land
- Continue to incorporate fine arts activities on Aboriginal themes with the accompanying teachings, into classroom programs
- Plan a Professional Development Day at the Musqueam Educational Centre for Cavell staff
- Continue to selectively increase and develop the library and curricular materials on Aboriginal themes
- Open every assembly and gathering at the school with a traditional Aboriginal greeting and acknowledgement of aboriginal territory
- Incorporate ways for the school community to connect with elders and Aboriginal leaders in our community

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

- Students show enthusiasm and enjoyment in learning about First Nations culture
- Staff are enthusiastic to share ideas about how to teach Aboriginal content
- Meet, as a staff, each term to discuss and report out on how Aboriginal themes, teachings and structures have been incorporated into classroom and school-based activities
- Increase Aboriginal content and teaching through an Aboriginal lens incorporated throughout the curriculum
- Through student and staff discussions, gauge the amount of and level of acquired knowledge to detect bias and stereotyping
- Emphasize First People’s Principles of Learning and accurate history of Aboriginal peoples in Canada and locally
- Open every assembly and gathering at the school with a traditional Aboriginal greeting and acknowledgement of Aboriginal territory

- Incorporate student sharing of their studies through assembly presentations, bulletin boards and displays of student work and artwork and publication through the school newsletter