

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.

EDITH CAVELL ELEMENTARY

MISSION STATEMENT

To foster diversified and enriched learning in a supportive environment that encourages personal success, social responsibility, respect for self and others and the development of skills and attitudes for a lifetime of learning.

School Code of Conduct

Take Care of Yourself

Take Care of Others

Take Care of this Place

2015-2016 GOALS

1. To improve the reading and critical thinking skills of our Kindergarten to Grade 7 students, with particular focus on our at-risk and struggling readers.
2. 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?

Edith Cavell Elementary is located at 500 W. 20th Avenue 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 331 students enrolled in thirteen divisions. ELL and Special Needs students are integrated into the regular program and are supported by classroom and resource support staff. We have a stable community which allows many of our students to attend Cavell for most of their elementary experience. 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 24 different languages being spoken at home by our students, as well as English. Other than English, 9% of our students are able to speak Japanese, 5% speak Mandarin, 4% speak Cantonese, 4% speak Serbian and 4% speak Spanish. Other language groups represented in our school community in fewer numbers are Hebrew, French, Arabic, Farsi, Russian, Vietnamese, Tagalog, Greek, Portuguese, Dutch, Turkish, Korean, Bengali, Ukrainian, Croatian, German and Italian. Thirty-one percent of our students speak another language, as well as English, at home. Ten percent of our students are currently receiving English language learners support at school.

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 Fair and a variety of programs and activities to promote student leadership.

Cavell has a strong tradition of music opportunities for students. We currently have a strings program for students in Grades 5-7 and a large intermediate choir that performs within the school, in a variety of capacities, and often at the District Choral Festival.

Another strong tradition at Cavell is athletics. Extra-mural opportunities can include cross-country running, volleyball, soccer, basketball, badminton, track and field and ultimate Frisbee. Our intramural floor hockey tournament is a yearly tradition and there are often opportunities for students to participate in noon-hour sports or dance activities.

We have a dedicated and dynamic parent community that actively supports and contributes to the educational experience at Edith Cavell. This is evidenced by the large, active PAC and the numerous parents and family members who volunteer in various capacities within the school.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. To improve the reading and critical thinking skills of our Kindergarten to Grade 7 students, with particular focus on our at-risk and struggling readers.
2. 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?

GOAL #1: To improve the reading and critical thinking skills of our Kindergarten to Grade 7 students, with particular focus on our at-risk and struggling readers.

- Continued to assess Primary and Intermediate level students with the Canadian Test of Basic Skills (Intermediate) and the DRA (Primary)
- Continued to use running records and informal reading conferences at the Primary level to assess student reading development
- Ongoing School-Based Team review of identified students
- Teachers passed relevant data from year to year to support and allow for adjustments to teaching and curriculum
- Incorporated the “One to One” literacy program at the Grade 4 level
- Continued to collaboratively identify students who need reading support – classroom teachers and Resource team
- Informally met with students’ previous teachers to provide input and continuity
- In most cases, provided ELL and LAC Resource support by needs groupings rather than by class or grade groupings
- Provided direct guided reading instruction for Primary students
- Directly taught phonological awareness in the Primary grades
- Provided direct instruction for the teaching of sight words and word families in the Primary program – use of word walls
- Engaged and challenged students in reading, at their level
- Provided opportunities for differentiated instruction for students in classroom reading programs and content area reading
- Some classes incorporated reading conferences with students into classroom instruction
- Increased the use of Reading Power strategies across the Primary and Intermediate programs
- Continued to read aloud to students at both the Primary and Intermediate levels
- Provided opportunities for problem-based learning in the classroom through programs such as a Heritage Fair, Animal Fair, and Science Fair.
- Continued to incorporate the use of technology, such as iPads, to provide support for students

- Provided opportunities for staff to focus on literacy and critical thinking for School-Based Professional Development
- Facilitated collaborative staff Professional Development through “Lunch and Learn” sessions

GOAL #2: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

- Primary and Intermediate students, with the Teacher Librarian, continued to work with read-aloud picture books by Aboriginal authors and on the topic of residential schools
- Discussion, in Intermediate classes, of social issues impacting Aboriginal cultures in Canada and around the world
- Continued to increase the number of in-class activities and field trips supporting the Aboriginal Cultural Enhancement goal. Classes incorporated an aboriginal perspective into units on families, government, world cultures, the environment, salmon enhancement, world cultures, and in the UBC Inter-generational Farm Project.
- School invited an aboriginal hoop dancing presentation for Kindergarten to Grade 7 students
- Staff took part in a Professional Development morning at Musqueam Cultural Centre
- Primary teachers brought in the Burnaby Museum program to do Aboriginal Print Making with three Primary divisions
- Grade 7 students attended Vancouver Art Gallery program on Aboriginal Art
- The “Earth Bites” program incorporated references to aboriginal plants and traditions
- UBC Farm Intergenerational Landed Learning Project – incorporated aboriginal ways of learning and stewardship of the land
- Students worked on a Book-Creator i-Pad project on the fundamental rights of Aboriginal peoples
- The school incorporated more aboriginal literature in our classrooms and in our bookrooms
- Incorporated the “Time Immemorial” text into the Grade 4/5 S.S. program
- Some Intermediate classes worked on writing activities and journal writing (from their novel studies) written from the perspective of children in residential schools

What was the evidence of success for each student?

GOAL #1: To improve the reading and critical thinking skills of our Kindergarten to Grade 7 students, with particular focus on our at-risk and struggling readers.

- All students have continued to show improvement in results from DRA testing at the Primary level and CTBS testing at the Intermediate level, in reading. There are still students, across the grades, who are still minimally or not meeting grade-level expectations, though they have shown improvement.

- Last year, 40% of the Grades 1-3 students were not or minimally meeting grade-wide expectations in reading based on DRA testing. This year 14% of our Primary students are not or are minimally meeting grade-wide expectations in reading. This takes into consideration the movement of last year's Grade 3 students into Grade 4 and the addition of a new Grade 1 class.
- Last year, 18% of our total Intermediate students were not or were minimally meeting grade-wide expectations in reading. This year, 17% of our Intermediate students are not or are minimally meeting grade-wide expectations in reading. This takes into consideration the inclusion of last year's Grade 3's and the movement of last year's Grade 7 students into Grade 8.
- We have tracked the progress of our Grade 1 to Grade 7 students since March of 2013. Shown below, is the progress of the students who are currently still in the school (currently in Grades 4-7) as well as the current Primary students as well as any statistical changes based on the addition of new students to the school.
 - 17% of the Grade 4 students in March 2013 were not or minimally meeting in Reading – 11% of the same students were not or minimally meeting in Grade 5 (March 2014) – a 6% improvement over the year. In Grade 6, the same students, although their reading had improved, were still not or minimally meeting grade-wide expectations in reading, based on CTBS scores and report results. **The 2016 spring results for these same students, currently in Grade 7, indicate that 5% of the students are not or are minimally meeting grade-wide expectations in Reading, based on CTBS scores and report results. This is a 12% improvement from our baseline results from Grade 2 and an improvement of 6% from last year's results.**
 - 31% of the Grade 3 students in March 2013 were not or minimally meeting in Reading – 18% of the same students were not or minimally meeting in Grade 4 (based on May CTBS scores for Grade 4) – a 13% improvement over the year. Last year's Grade 5 results showed an increase of 2% in the students (to 18%) who were not or minimally meeting grade-wide expectations in reading, based on CTBS scores. Supplementary Resource and classroom instruction in reading was provided for these students over the year. **The 2016 spring results for these same students, currently in Grade 6, indicate that 11% of the students are not or are minimally meeting grade-wide expectations in Reading, based on CTBS scores and report card results. This is a 20% improvement from our baseline results from Grade 3 and an improvement of 7% improvement from last year's results.**
 - 29% of the Grade 2 students in March 2013 were not or minimally meeting in Reading – 9% of the same students were not or minimally meeting in Grade 3 (March 2014) – a 20% improvement over the year. Last year's Grade 4 results showed an increase of 10% in the students

(to 19%) who were not or minimally meeting grade-wide expectations in reading, based on CTBS scores. Supplementary Resource and classroom instruction in reading was provided for these students over the year. **The 2016 spring results for these same students, currently in Grade 5, indicate that 14% of the students are not or are minimally meeting grade-wide expectations in Reading, based on CTBS results.** This is a 15% improvement from our baseline results from Grade 2 and an improvement of 5% from last year's 19% results.

- 33% of the Grade 1 students in March 2013 were not or minimally meeting in Reading – 29% of the same students were not or minimally meeting in Grade 2 (March 2014) – a 4% improvement over the year. Last year's Grade 3 results showed a further improvement to 13% of the students who were not or minimally meeting grade-wide expectations in reading, based on CTBS scores – this was a 16% improvement over the previous year. **The 2016 spring results for these same students, currently in Grade 4, indicate that 18% of the students are not or are minimally meeting grade wide expectations in Reading, based on CTBS results.** This is a 7% increase of students over last year's results but a 15% improvement over our baseline results. As well, including students who are new to the school since the baseline results, we currently have 29% of our Grade 4 students who are minimally or not meeting grade-wide expectations on reading. We will continue to monitor progress and provide extra support for these students next year.
- 32% of the Grade 1 students in March 2014 were not or minimally meeting in Reading. Last year's Grade 2 results showed a further improvement to 29% of the students who were not or minimally meeting grade-wide expectations in reading, based on CTBS scores – this was a 2% improvement over the previous year. **The 2016 spring results for these same students, currently in Grader 3, indicate that 11% of the students are not or are minimally meeting grade-wide expectations in Reading, based in DRA results.** This is an 18% improvement over last year's results and a 21% improvement over our baseline results.
- Last year (2015), 46% of the Grade 1 students were not or minimally meeting grade-wide expectations in Reading. Of these student, 17 % were minimally meeting grade-wide expectations for reading and 29% of the students were not meeting. These students continued to be the focus of intense Resource support over this year. **The 2016 spring results for these same students, currently in Grade 2, indicate that 35% of the students are not minimally meeting grade-wide expectations, based on DRA results.** This is an 11% improvement over last year's results, our baseline. As well, of these students, the number of students who are not meeting expectations has decreased – 23% of the students are minimally meeting grade-wide reading expectations in reading and only 13% are not meeting expectations.
- **The 2016 spring results for our current Grade 1 students, indicate that 14% of the students are minimally or not meeting grade-wide expectations, based on DRA results. This is our current baseline for**

these students. Of the 14%, 8% of the students are minimally meeting grade-wide expectations in reading and 6% are not meeting. We will continue to provide extra support for these students next year.

- This year, we decided to include the Kindergarten students in our statistics, using the DRA Kit as an assessment tool for second and third terms. We felt that it was important to provide intervention as needed for these students and have baseline results. The Kindergarten teachers, developed a modified criteria for meeting expectations, based on information from the Grade 1 expectations, as well as from phonetic and early literacy expectations. The 2016 spring results for our current Kindergarten students, indicate that 7% of our Kindergarten students will require extra support next year to meet expectations.

As well, as we have consciously worked on developing reading and critical thinking skills with our students, from Kindergarten to Grade 7, we have noticed the following:

- An Increase in student confidence and eagerness to read
- More critical thinking shown in journal entries and student reflections – oral and written
- Students using critical thinking skills in classroom activities
- Increased student understanding of terms used in critical thinking
- Critical responses to reading in Reading Power program
- Our youngest students showing enthusiasm around text and vocabulary

GOAL #2: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

- Students have a positive attitude when engaged in aboriginal studies and stories and show interest through comments and questions.
- Students are able to discuss their understanding of Aboriginal terms and cultures
- Students show evidence through discussions of an appreciation for the Earth, nature and animals, our relation to the land and its preservation and our connection to aboriginal teachings
- Student project choices for Heritage Fair – increase in the number of aboriginal-themed projects (Musqueam peoples, Residential Schools – a winning entry this year)
- Student recognition of art forms, shapes, colours and traditions in aboriginal art and recognition of the works of various aboriginal artists

How did we communicate and celebrate student success

GOAL #1: To improve the reading and critical thinking skills of our Kindergarten to Grade 7 students, with particular focus on our at-risk and struggling readers.

- Report cards, student-led conferences, IEP meetings, written and phone messages to parents regarding student progress
- Informal conversations with students and parents celebrating successes
- Families invited into the classes for reading (Noisy Book Time, Family Book sharing) at the Primary level
- Home Reading Program and book prizes at assemblies
- Reading sent home for parents and families to listen to
- “Big Buddy Readers” and Peer to Peer Reading
- Student-led conferences
- Examples of reading-related work on displays
- Students charting progress – students self-monitoring
- Reader’s Theatre readings and performances
- Book Review posters
- Class Blogs
- Author visits to the school

GOAL #2: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

- Heritage Fair presentations
- Photos to parents and families of student projects and artwork
- Bulletin board displays
- Sharing artwork between classes
- Art projects in aboriginal styles
- Student letter writing on aboriginal issues
- Examples of student work/artwork in the school newsletter

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:

- A) Continue with the current goals as outlined in our reflections for 2015-2016.