



1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Southlands Elementary School is located in the south west portion of Vancouver. It is surrounded on three sides by Pacific Spirit Park, near the University Endowment Lands, the University of British Columbia and the Musqueam Lands. Our students and their families primarily reside in the local area in single family homes, apartments, or town homes. This year our student population is approximately 235 students from grades kindergarten to grade seven.

The school is a diverse cultural mix with approximately 60% of the students speaking a first language other than English. Within this group there are about 14 first language groups represented in our school. The most predominant home language other than English is Mandarin. In addition, we have an Aboriginal population of approximately 25%. These students are primarily from the local Musqueam Band. Approximately 12% of our students have a Ministry Designation that represents their specific learning needs and requirements. We are proud of the rich cultural diversity of our school and the opportunities that it offers.

In December 2012, our school was fully authorized as an International Baccalaureate Primary Years Programme World School. This educational foundation is based on an inquiry model for learning. Global citizenship and the interconnectedness of the world are an important educational basis for learning at Southlands. Kindergarten students are encouraged to develop their knowledge of sound-symbol relationships and expand their awareness of the world around them using literature, hands-on learning opportunities and connecting personal experiences. In grades 1-7 our emphasis is for students to become fluent and, proficient readers, writers, and speakers of English. We aim for all of our students to develop a passion for learning and become global citizens who represent our world in a respectful, responsible and caring manner.

The Southlands school staff is committed to continuously reflecting on, and developing strategies and learning opportunities to support each student's success (e.g. Resource Teacher support, Aboriginal Enhancement Teacher support, Aboriginal Enhancement Worker support, noon-hour programs, extra-curricular teams, and additional library time outside of school instructional hours.) Our school library is open to students for reading and enjoyment of resources before school as well as during the school day. We believe that developing an interest in and a love of reading as well as continuously nurturing literacy skills are important elements for today's learners and global citizens. As well, a recognition of global citizenship is essential for all student's success. In order to continue to support our students' success our 2016-2017 school plan included the goal:

2. WHAT DID WE SEE?

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

Our indicators of student success included:

- Term 1 and 2 report card data
- Using results of functional assessment instruments (e.g. Phonemic Awareness, DRA, RAD, Jerry Johns, etc.) to inform instruction, monitor student progress and identify specific areas requiring further attention
- Monitoring and measuring results of students participating in the Reading Recovery programme
- Using formal and informal assessments as well as classroom observations of classroom teacher(s) and resource teacher(s)
- Meeting regularly with resource team members to review programs for students not meeting or minimally meeting expectations and planning strategies to increase reading success
- Teaching phonemic awareness at the primary level to meet student needs

In considering our school goal: **To improve students' literacy skills with a focus on reading grade appropriate text.**

We were looking for trends (e.g. ESL/non-ESL/Aboriginal, primary/intermediate, etc.) to emerge.

We found that:

- Students who were not meeting or minimally meeting expectations were mainly our beginning English speakers, those with a Ministry designation for their learning, or those on a wait list for further assessment
- Many of our new students this year were beginning English language speakers who required intensive resource teacher support to develop their language skills and address their learning requirements
- Teachers continued to focus lessons and learning opportunities to improve reading comprehension and writing responses, within the International Baccalaureate Primary Years Programme, Units of Inquiry for each grade level

Our targets were:

- To improve the number of students in grades 1-7 fully meeting or exceeding expectations in reading
- To improve the number of kindergarten students fully meeting or exceeding expectations in phonemic awareness

Support Activities throughout the year included:

- Using functional assessment (e.g. Phonemic Awareness, DRA, RAD, Jerry Johns, etc.) to guide reading instruction, review and practice
- Meeting regularly with resource team member and classroom teacher(s) to review programs, instructional groupings, etc. to help structure reading programs and student success
- Examining and regularly reviewing student progress by School Based Team and classroom teacher(s)
- Utilizing appropriate resources for learners (e.g. leveled books, novel sets, direct instructional reading, and computer programs, etc.)
- Building our home reading library to include books with non-fiction and higher level content for grades 2-3
- Purposeful planning around Buddy Reading with buddy classes and literacy projects to expand students' learning opportunities and purpose for reading
- Peer to Peer reading program (teachers to train older students to read with younger students)
- Inclusion of choral reading in activities to help improve reading fluency success
- Participating in the One-to-One reading program with trained adult volunteers.
- Building our library of non-fiction and other high interest, low vocabulary leveled books for intermediate students
- Building our library of updated novels and books with Aboriginal content for intermediate students
- Continuing to include literacy materials that represent our multicultural student population
- Students participated in strategies such as digital literacy, power writing, 6 Traits, Writers' Workshops, etc.
- Students in the primary grades participated in early intervention literacy activities and in the Reading Recovery program.
- Students in the intermediate grades benefitted from in class literature circles and small group direct instruction.
- Staff continued to participate in professional development opportunities on various literacy topics to develop their expertise and provide students with greater opportunities to expand their achievement.
- Staff members have noticed that using the shared vocabulary developed by the International Baccalaureate Primary Years Program and utilizing many common attributes when teaching language arts have contributed to our students' discussions becoming more meaningful and detailed.

3. WERE WE SUCCESSFUL?

- Outline results

Our analysis of the most current data confirms the following:

- 52% of our Grade K-7 students were fully meeting or exceeding expectations based on second term report card marks. When disaggregating this data we find that 20% of these students are ESL, Aboriginal or have a Special Needs designation. Further disaggregating allowed us to see that 4% of these students were Aboriginal.
- Resource teacher support, Aboriginal Enhancement Worker support, literacy circles, direct teaching, project celebrations, home reading programs, library/literacy celebrations and our school's commitment to early literacy intervention have all continued to enhance and support student improvement in literacy
- Students who were fully meeting or exceeding expectations has increased from 44.6% in the 2013-2014 school year to 52% in the 2014-2015 school year
- Students who are minimally meeting/not meeting expectations were able to access smaller group learning opportunities e.g. resource teacher support, working in smaller groups with SSW support, direct teaching, utilizing programs to increase English language skills
- Currently 14% of students are not meeting expectations. When the information was disaggregated we noticed that many of these students were beginning English Language speakers and new to our school this year (5%) or had a special education designation (6%)
- All our students strategies such explored a variety of strategies such as, digital literacy, power writing, 6 Traits, Writers' Workshops, etc.
- Students in the primary grades participated in early intervention literacy activities and in the Reading Recovery program as appropriate.
- Students in the intermediate grades benefitted from in class literature circles and small group direct instruction.
- Staff continued to participate in professional development opportunities on various literacy topics to develop their expertise and provide students with greater opportunities to expand their achievement.
- Staff members have noticed that developing a shared vocabulary through the International Baccalaureate Primary Years Programme and utilizing many common attributes when teaching language arts have both contributed to our students' discussions becoming more meaningful and detailed.

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

- Encouraged and scheduled class celebrations and sharing (e.g. displays and celebrations of student learning)
- Shared updates and information at PAC meetings
- Celebrated student success with notes home, learning celebrations, student-led conferences, individual student acknowledgements
- Shared student's personal portfolios at parent/teacher/student conferences
- Celebrated "home reading" programs in classes and reading initiatives
- School wide talent show including everything from gymnastics to card tricks
- Author Celebrations
- Poetry Writing competitions
- Students read Daily PA announcements in the school
- Students shared their successes at regularly scheduled school assemblies
- Continued to discuss student performance at School Based Team meetings, staff committee meetings, PAC meetings, etc.
- Developed a suggested reading list of titles of interest regularly during the year (e.g. September, January and May)
- Hosted Musqueam elders and International Baccalaureate (IB) officials in visits to Southlands so they could observe the IB Programme in action
- Hosted parents to meet with IB officials in discussions about Primary Years Programme Implementation at Southlands

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?

We continue to believe that:

- Students who are minimally meeting/not meeting expectations should continue to receive on-going support for their learning. This is of particular importance to those students typically defined as "grey area" students who are not ESL or Ministry Designated.
- Those students who are exceeding or fully meeting expectations should continue to have opportunities to enrich their skills with new library purchases, literacy circle discussions, enrichment activities, etc.

- Our data indicates that we have increased the number of students who are fully meeting or exceeding expectations and we have decreased the number of students who are minimally/not meeting expectations in grades K-7.
- Continuing to meet regularly with the Musqueam Educational Coordinator to develop a shared understanding of students' academic work, supports and available assistance provides our school with valuable dialogue and perspective.
- Utilizing the support of the Vancouver School District's Multi-cultural support worker has been invaluable in supporting some of our families who speak English as an additional language
- Staff discussions based on the data presented and anecdotal evidence indicate that we have solid structures and learning strategies in place to continue to improve our students' reading and comprehension of grade level texts. We shall continue to expand the variety and availability of reading materials and instructional techniques at Southlands but we are ready to engage with a new multi-year goal in the area of Social Responsibility.
- Southlands staff recently reviewed and revised the Southlands School Mission Statement so that it was more in tune with our school culture and the International Baccalaureate Primary Years Programme. The statement is:

The Southlands Elementary School Community provides a child-centred education that addresses each student's academic, social, emotional and physical development. We support learners to become compassionate inquiring and engaged citizens who take action to improve the local and global community.

In staff discussions about how our students can engage with and act in the spirit of our school mission statement our social responsibility school goal/ inquiry question emerged:

How can we develop a commitment to personal and social responsibility in all members of our school 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.

- Southlands Elementary School is the closest public school to the Musqueam Reserve. We continue to engage in activities that build knowledge, acceptance, empathy and an appreciation of Aboriginal histories, traditions and cultures among all our students. For us, particular emphasis is placed on the Musqueam people. We are constantly reflecting on our practices and attempting to expand opportunities to engage with First Peoples Principals of Learning.
- We currently have 63 Aboriginal students enrolled in the Southlands school community.

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.

- Continued acknowledgement of the school's location on the traditional Musqueam Territories at all school events and assemblies
- Obtained a grant from the *Canada 150 Cedar Carving Project* – Richard Campbell was our carver in Residence. He worked with our students and carved a model Musqueam Racing Canoe entitled *Moving Forward Together*. The canoe will reside at Southlands after it has been displayed for public viewing.
- A Musqueam Elder shared her expertise so that an Aboriginal Medicinal Garden could be created as part of our Southlands food garden
- Consulted with Musqueam Language department re translating our Primary years Programme Learner Traits and Learner attitudes into hə́qəmińəm
- Kindergarten students are learning hə́qəmińəm
- Morning messages are introduced in several languages including hə́qəmińəm
- Provided leadership opportunities (public speaking, school service, school initiatives) for our Aboriginal students
- Created our own Aboriginal Celebration Day with student opportunities to engage in Pow Wow Dancing, Weaving and Story Telling
- Continued opportunities for family connections and community outreach (PAC support, Welcome to Kindergarten, Welcome Back Pot-Luck and social, IB Celebration/Spring Carnival, Sports Day, Talent Show, etc.)
- Used the IB Learner traits and the global learning lens to honour the teaching and knowledge of aboriginal cultures
- Continued artistic initiatives by inviting some of our numerous local Musqueam artists, storytellers and their families to share their knowledge, expertise and work e.g. Hip Hop Dancing, Drumming and Singing
- Continued to expand our collection of fiction and non-fiction books about Aboriginal culture, people and traditions
- Aboriginal Enhancement Teacher and Aboriginal Enhancement Worker continued on-going contact with our families and support of our Musqueam students
- Continued to design and implemented curriculum plans with Aboriginal parents and elders to incorporate Aboriginal culture into our school curriculum
- Explored and reaffirmed the International Baccalaureate Primary Years Programme's tenant that we are all different, or unique, but we are all citizens of a global world citizenship
- Engaged in field studies opportunities that highlighted Aboriginal culture/art including visits to the Museum of Anthropology, the Musqueam Cultural Centre etc.
- Several classes visited artist Susan Point's exhibition at the Vancouver Art gallery and one class was honored by Ms. Point personally touring them around her show
- Students and families continued to share artifacts that represented their background and cultural heritage

- Visiting Musqueam storyteller taught students more about the importance of oral culture

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

- List continuing and new initiatives
 - We have been honoured by the many family members from Musqueam who have shared their expertise in order to increase and expand staff and student knowledge of Aboriginal histories, traditions, and cultures. We shall continue to collaborate in this way.
 - In a survey conducted in Kindergarten through grade 7, during May of 2017, 92% of students were able to speak about personal connections made during their learnings about Aboriginal histories, traditions and cultures. Students made special mention of Musqueam student presentations, and those made by known Musqueam community members. Field trips to the UBC Museum of Anthropology, the Musqueam Community, Susan Point's exhibition at the Vancouver Art Gallery were also high lighted by students. We shall continue with these types of curriculum experiences to engage all Southlands students.
 - Continuing to meet regularly with the Musqueam Educational Coordinator to develop a shared understanding of students' academic work, supports and available assistance provides our school with valuable dialogue and perspective. .
 - Many of the activities previously described are ongoing.

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
- We continue to receive invaluable guidance from our Aboriginal parents and Musqueam elders about how to weave First People's Principles of Learning into our curriculum
 - Aboriginal parents volunteer in school class rooms and for coaching, hot lunches and fundraising activities.
 - Staff members engage with professional development activities related to Aboriginal histories, traditions, and cultures.
 - We continue to have the support of our Aboriginal enhancement worker and our Aboriginal Enhancement Teacher
 - We are welcomed at the Musqueam Childrens House for Ready Set Learn Activities and to attend various Musqueam celebrations e.g. community graduation celebrations for students from pre-school to the post-graduate age range
 - In a survey conducted Kindergarten through grade 7, during May of 2017, 92% of students were able to speak about personal connections made during their learnings about Aboriginal histories, traditions and cultures. Students made special mention of Musqueam student presentations, and those made by known Musqueam community members. Field trips to the UBC Museum of Anthropology, the Musqueam Community and Susan Point's exhibition at the Vancouver Art Gallery were described as high points of students' learning.