

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.

### SOUTHLANDS

#### MISSION STATEMENT

Southlands will provide an inquiry-based educational program designed to develop the full potential of each student to become a lifelong learner and to create a respectful, caring and cooperative school environment. International mindedness, recognition of self-worth and a sense of social responsibility will be developed by school staff, students and their families collaboratively.

## 2015-2016 GOALS

1. Literacy Goal: To improve students literacy skills with a focus on reading grade appropriate text.
2. Aboriginal Enhancement Goal: 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?**

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 230 students from grades kindergarten-7.

The school is a diverse cultural mix with approximately 52% 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 24%. 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. Eventually we hope that all our students will 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.

Continuously developing an interest in and love of reading as well as nurturing literacy skills is an important element for today's learners and global citizens. We continue to believe that recognition of global citizenship and literacy skills are essential for all student success.

At Southlands we are also extremely fortunate to have a very committed, supportive parent community who each support their own children as well as the whole school. Our PAC members and parents are a vital part of our school. Their constant support and assistance allows us to enhance the learning and educational opportunities at our school.

## **PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW**

### **What were our goals?**

1. Literacy Goal: To improve students literacy skills with a focus on reading grade appropriate text.
2. Aboriginal Enhancement Goal: 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?**

1. Literacy Goal: To improve students literacy skills with a focus on reading grade appropriate text.
  - Maintained support for literacy based professional development opportunities for staff (self-directed, school based study groups, district initiatives, etc.)
  - Used functional assessment (e.g. Phonemic Awareness, DRA, RAD, Jerry Johns, etc.) to guide reading instruction, review and practice
  - Met regularly with resource team member and classroom teacher(s) to review programs, instructional groupings, etc. to help structure reading programs and student success
  - Examined and regularly reviewed student progress by School Based Team and classroom teacher(s)
  - Reading Recovery Program continued at Southlands during the 2015-2016 school year to target grade 1 students believed to be 'at risk'
  - Utilized 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 trained older students to read with younger students)
  - Included of choral reading in activities to help improve reading fluency success
  - Using reading circles (literacy circles)
  - Expanded the One-to-One reading program with trained adult volunteers.
  - Continued to build our library of non-fiction and other high interest, low vocabulary leveled books for intermediate students
  - Expanded our library of updated novels and books with Aboriginal content for intermediate students
  - Continued to include literacy materials that represent our global student population

- o Met regularly with the Musqueam Educational Coordinator to provide our school with valuable dialogue and perspective to share the understanding of students' academic work, supports and available assistance
- o Utilized the support of the Vancouver School District's Multi-cultural support workers to help develop a mutual understanding for student

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

Southlands Elementary School is the closest public school to the Musqueam Reserve. We continue to seek steps 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. In the 2015-2016 school year Southlands:

- o Provided leadership opportunities (public speaking, school service, school initiatives)
- o Continued opportunities for family connections and community outreach (PAC support, Welcome to Kindergarten, Welcome Back Pot-Luck and social, IB Celebration/Spring Carnival, Salish Sea Concert, Sports Day, Talent Show, etc.)
- o Continued acknowledgement of the school's location on the traditional Musqueam territories at all school events and assemblies
- o Used the IB Learner traits and the global learning lens to honour the teaching and knowledge of aboriginal cultures
- o Consulted with Musqueam Language department re translating a 'Welcome' sign, written in həŋqəmihəm to place above the "Children's' Ceremonial Shawl" that artist Debra Sparrow created during her residency to the school. The weaving is now part of a Welcoming Display at the main school entrance.
- o Continued artistic initiatives by inviting some of our numerous local Musqueam artists, storytellers and their families to share their knowledge, expertise and work
- o Expanded our collection of fiction and non-fiction books about Aboriginal culture, people, traditions, etc.
- o Aboriginal Enhancement Teacher and Aboriginal Enhancement Worker continued on-going contact with our families and support of our Musqueam students
- o Designed and implemented curriculum plans to incorporate Aboriginal culture e.g. former chief and aboriginal treaty lawyer contributed to our governance inquiry unit with intermediate students during the Federal Election
- o Reaffirmed the International Baccalaureate, Primary Years Programme's tenant that we are all different, or unique, but we are all members of a global world citizenship
- o Engaged in field studies opportunities that highlighted Aboriginal culture/art including visits to the Museum of Anthropology, the Musqueam Cultural Centre etc.
- o Students and families continued to share artifacts that represented their background and cultural heritage
- o Visiting Musqueam storyteller taught students more about the importance of oral culture and storytelling
- o Kindergarten teachers partnered with Musqueam pre-school for Ready Set Learn activities
- o Teachers attended a second Musqueam language workshop where they learned expanded their knowledge about the Musqueam language and language preservation

## What was the evidence of success for each student?

- 1 . Literacy Goal: To improve students literacy skills with a focus on reading grade appropriate text.
- Term 1 and 2 report card data
  - Results of functional assessment instruments (e.g. Phonemic Awareness, DRA, RAD, Jerry Johns, etc.) to inform instruction, and student progress and to identify specific areas requiring further attention
  - Monitored and measured the results of students participating in the Reading Recovery programme
  - Formal and informal assessments as well as classroom observations of classroom teacher(s) and resource teacher(s)
  - Resource team members reviewed programs for students not meeting or minimally meeting expectations and planned strategies to increase reading success
  - Demonstrated understanding of phonemic awareness at the primary level
  - Circulation increase of library books across grade levels demonstrated increase of student interest in reading
  - Expanded participation from students of all reading levels in our annual Read-a-Thon event

We continued to increase our percentage of students fully meeting/exceeding expectations and to decrease the number of students who are minimally/not meeting expectations in grades K-7. In September 2013, Southlands began the implementation of the Reading Recovery Program to target grade 1 students believed to be “at risk” in developing reading skills. Continued improvements in reading skills were noted again this year in all of our students who had access to early intervention literacy strategies and to the Reading Recovery program. We shall be continuing with our early intervention strategies utilizing Reading Recovery, the One to One Reading Program, Parent Volunteers and special events such as our Read-a-Thon.

We also believe that expanding the variety and availability of reading materials and instructional techniques at the intermediate grade levels have further supported and expanded student reading skills development.

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

We have been honored by the many family members from Musqueam who have increased and expanded staff and student knowledge of Aboriginal histories, traditions, and cultures e.g. the follow up work completed by intermediate students during our governance unit addressed important topics that related to Aboriginal issues in a thoughtful and knowledgeable way.

In a survey conducted Kindergarten through grade 7, during May of 2016, 88% 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 Centre and student participation in the Aboriginal dance unit were also high lighted

### **How did we communicate and celebrate student success**

- 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
- Students read Daily PA announcements in the school
- Students shared their success at regularly scheduled school assemblies
- Continued to discuss student performance: 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 a visit to Southlands so they could observe the IB Program in action.

## **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:

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

