

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.

Sir Charles Kingsford-Smith Elementary

MISSION STATEMENT

Our school's goal is to provide opportunities for all learners to develop the confidence and skills to think critically, communicate effectively, and foster an appreciation and respect for all members of our school, community and our ever-changing world.

2015-2016 GOALS

Literacy:

1. To improve student's reading comprehension K-7.

Aboriginal Enhancement Goal:

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?

Charles Kingsford-Smith Elementary is located in South-East Vancouver. The school was built in 1955 with an addition in 1958. The school has a large playing area that enhances the facility. Our school has begun the process for seismic upgrade and we anticipate that construction will start in the coming year.

Kingsford-Smith Elementary has a population of 345 students. Our students speak English, Mandarin, Cantonese, Spanish, Tagalog, Punjabi, Vietnamese and other languages at home. Of the K-3 students 70 % are English Language Learners. In Intermediate, as the years for funding for ELL finish after 5 years, 18% still require Resource support for literacy skills. This year we have had an increase of special needs students from 11 designated students to 20 designated students. This year, we have looked at ways to schedule and collaborate to maximize the relationships between the resource teachers and classroom teacher to meet the needs of particular student cohorts.

Students' educational needs are supported through a variety of services and programs including school Resource centers, learning services teams, counselors, English Language Learning assistance, and access to educational psychologists and speech and language pathologists. We also have two Reading Recovery Teachers and participate in the Vancouver School District Early Intervention program. Early intervention has made a great difference in identifying students who are in need for further interventions and programs.

The learners at Kingsford-Smith are active, involved and engaged in school-life. The staff support and encourage student leadership and community. We have a thriving student service program: Kindergarten monitors, Office, Library, Computer, and PE leaders. We also have a well-established social responsibility group called Helping Hands, a Green Team and our Buddy Class program. Students make daily morning PA announcements and lead our assemblies. Our school participates in cross-country, volleyball, basketball, badminton, ultimate Frisbee and track and field events. Staff work together and use a common language of social responsibility and kindness. Visitors comment that our students are friendly, kind and responsible. This is from the efforts of the staff and community.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

Literacy:

To improve student's reading comprehension K-7.

Objectives:

- to increase reading fluency and reading comprehension for our K-1 vulnerable readers as identified by our Reading Recovery early intervention assessments
- to improve students' ability to infer meaning from text, especially in non-fiction for grades 4-7
- to improve students' ability to summarize the main idea of a text, especially in non-fiction for grades 3-7
- to improve reading comprehension of an identified a cohort of grade 3-6 students, who are struggling with reading comprehension as identified by report card data
- to improve students' ability to infer meaning from text, especially in non-fiction for grades 4-7
- to improve students' ability to summarize the main idea of a text, especially in non-fiction for grades 3-7

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?

- We did school-wide class reviews at School Based team and identified cohort of struggling readers before class casting. We used the data to organize the classes and allocate resource time.
- The Intermediate teachers applied for District Collaborative Inquiry funding from the school district to assess non-fiction reading instruction. We piloted the assessment this school year
- We used our professional development days to discuss look at student data in relation to our goal and adjusted our Resource Team delivery.
- The teacher librarian worked on collaborative non-fiction units with the teachers and the classes. The teachers used Adrienne Gear Reading Power strategies to explicitly teach reading non-fiction texts.
- We have two trained Reading Recovery teachers and they ran two Reading Recovery programs. We used the data to target intervention for 8 students. 7 out of the 8 are meeting expectations and at grade level. 1 student is minimally meeting and at the lower level of grade expectations.

We are continuing to adapt reading intervention for the other student and seeing progress.

- As identified by the second term report card, 23% of our students were either not meeting or approaching expectations in reading comprehension. We met and discussed the results of the report card data and adjusted our Resource Team delivery. At the upper intermediate level we created multi-age Reading groups in Resource.

What was the evidence of success for each student?

Literacy:

- We have seen an improvement of the number of students meeting grade level expectations in reading.
- The Resource teachers regularly assess the students who are struggling and track progress

Aboriginal Enhancement:

- We have Aboriginal Reading programs in primary and intermediate such as novels for Literature Circles
- The Intermediates created Aboriginal Inquiry projects to look at life pre-contact and issues such as Residential School

How did we communicate and celebrate student success:

- We discussed the results at our School Planning Day in April
- We have shared our success at PAC meetings.
- The students created non-fiction reading projects using technology and different writing projects. The evidence has been displayed in our hallways.
- We celebrated our student success at monthly assemblies with slideshow presentations. We also shared projects and professional development in our newsletters.
- at each of our assemblies we begin with an acknowledgement of Coast Salish Traditional Territory
 - examples of Aboriginal art done by students in our library and around the school
 - projects and study of West Coast Nations as part of grade four social studies.
 - use aboriginal stories and art activities to introduce aboriginal content at the primary level
 - At each professional development day, we have a staff discussion about meaningful aboriginal integration. We have set a goal to look at the new curriculum and integration of aboriginal content

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:

Begin to look to the following areas for development of new goals for the 2017-2018 school year, while maintaining our goal to increase knowledge, awareness acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Areas for Development of New Goals:

1. We wish to look at ways the Revised Curriculum can help us plan activities that have a “curved throw” (Shelley Moore) <https://www.youtube.com/watch?v=RytUIU8MjIY> and help us created a more **inclusive classroom and instruction** that includes all students
2. We wish to focus on **Mind-set Learning/Executive Functioning** in September to set the stage for Inquiry-Project based learning
3. **Inquiry-based learning in Science and Social Studies** with non-graded, competency based assessment practices