



# Vancouver School District

## School Plan for Sir Charles Kingsford-Smith Elementary

### Year 3 (2017-2018)

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## 1. GENERAL SCHOOL STORY:

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

Sir 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 building will be seismically upgraded in the 2017-2018 school year. During that time, the school will be relocated to MacCorkindale Elementary and Champlain Heights Elementary.

Kingsford-Smith Elementary has a population of 319 students. Our students speak English, Mandarin, Cantonese, Spanish, Tagalog, Punjabi, Vietnamese and other languages at home. Of the K-3 students 50 % 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 13 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.

This year we continued to focus on our literacy and aboriginal content focus as we explored a possible new goal areas for the coming years.

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## 2. WHAT DID WE SEE?

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

As this is a transition year, we continued to focus on literacy and looked at other areas that our learners need support in.

To support our literacy goal:

- We did school-wide class reviews at School Based team and identified cohort of struggling readers as we assigned resource teacher caseload.
- The Intermediate teachers applied for District Collaborative Inquiry funding from the school district to assess non-fiction reading instruction
- We have two trained Reading Recovery teachers. We implemented the Reading Recovery program at the K/1 level and the Grade 2 Resource teacher ran 4x4 pull-out 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.
- At the upper intermediate level we created multi-age Reading groups in Resource.

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### 3. WERE WE SUCCESSFUL?

- *Outline results*

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 precontact and issues such as Residential School

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## 4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
  - We have shared our success at PAC meetings.
  - We celebrated our student success at monthly assemblies with slideshow presentations. We also shared projects and professional development in our newsletters.
  - 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

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## 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?

During the school year we noted that our learners need extra support in the area of Mathematics. We learned this from the following data:

- 15-22% of students in grade 4-6 needing math support.
- Report card data from second term: between 15-22% of students in Grades 4-6 not meeting or minimally meeting expectations in mathematics

As a staff we reviewed the data and we will start to explore this as a goal with the following actions:

- Grades 3-7 take the Island Assessment in Sept 2017. Then based on results create multi-age resource groups to address areas of weakness. Then re-test students in June 2018 to see if the gaps were addressed.
- Investigate purchase of Math Academy as a class-wide practice and remedial program
- Create a home math program for parents to practice basic facts (+/- and  $\times/\div$ )



*District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.*

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## 6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

We have 4 students of aboriginal descent in our school. 2 students are at the primary level and 2 are at the upper Intermediate level.

We focused our aboriginal goal on integrating aboriginal content in all curriculum areas and everyday practices.

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## 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.

- Teachers K-7 applied for District Inquiry Funds to look at Indigenous content in new curricular areas
- Grade 2's focused their Study of Salmon and First Nations concepts
- We wove Character Education/Mind-Set Learning concepts and Aboriginal stories at assemblies.
- Field-trips to MOA, Art Gallery for Susan Point exhibition and participation in the Aboriginal Day festivities at Trout Lake
- Resources and programs have been purchased to facilitate integration of aboriginal content

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

- List continuing and new initiatives

We will continue to look at Indigenous content and the new curriculum. We will apply for Inquiry Funds to collaborate in this goal together. We hope to explore aboriginal connections in the area of mathematics.

We will explore BC Aboriginal Math content and the BC math curriculum:

<http://www3.sd73.bc.ca/education/content/fn-cross-curricular-elem-resources>

<http://www.fnesc.ca/resources/math-first-peoples/>

BC Aboriginal Math Network:

<http://blogs.ubc.ca/aboriginalmathnetwork/>

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## 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

The staff integrate and use aboriginal literature in literature circles and reading-writing integration. They regularly share new books at recess and lunch. They are always on the look out for new resources to purchase.