



# Vancouver School District

## School Plan for Dr. A. R. Lord

### Year 3 (2017)

## 1. GENERAL SCHOOL STORY:

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

Dr. A. R. Lord Elementary School is located in the northeast part of Vancouver close to Hastings Park in a diverse neighborhood but generally, middle class socio-economic community. Our area has not experienced high transiency; actually we have recently started to enroll a second generation of children whose parents attended Lord and whose grandparents continue to be involved now in their grandchildren's education. There are fourteen different languages spoken in our community with English, Cantonese, and Vietnamese being the most prevalent. Twelve Aboriginal students and several special needs children are fully integrated into our programs. Most of our grade seven students enter Templeton Secondary where they have an outstanding record of success in academics, sports, and social responsibility. Several students have successfully applied to the Mini School over the years.

Dr. A. R. Lord's enrollment continues to increase slowly after a few years of decline due to the closing of the small building on the lower field and the "transition pains" from the misconceptions associated with reopening the building to alternative programs from Templeton Secondary, Eastside and Sunrise. Last year, the programs were amalgamated and students returned to Templeton. The building is now being rented out to a variety of groups, Genesis Northeast School and PLEA. Though there was some resistance and apprehension from a few families, this is no longer the case. Another cause of angst for families also came about when the district was reviewing the need to close schools; Lord was one of the schools on the potential list of schools to be considered for possible closure.

We will have about 165 students from Kindergarten to grade 7 next year. This year, we may be given another division, bringing us to 8 enrolling classes. The growing 'before and after school care' program across the street at Hastings Community Centre has been a welcomed asset to our community as many young families require daycare with both parents working. This continues to contribute to our higher Kindergarten registrations, though several families have shared that the elevated cost of housing in our city is making it challenging for families to remain in our area and that several families are considering moving to more affordable parts of the Lower Mainland.

The staff of Dr. A. R. Lord Elementary School is committed to collaboration in a variety of ways, including, but not limited to, primary and intermediate teams, Resource Team, School Based Team and collaborative inquiry. Two of our intermediate teachers have also been involved in a District collaborative inquiry project with Templeton.

Technology and web resources are increasingly being utilized to enrich instruction. Our school has a computer lab, one Smart Board in a classroom, three interactive Whiteboards and a pod of new computers in the library. We were fortunate to be part of PILOT- *Professionals Investigating Learning Opportunities with Technology*. Because of this, we have a mini iPad cart with a projector and Apple TV and several new laptops. We purchased 10 additional iPad minis for the cart. By year end, every classroom, will have either an interactive whiteboard or large TV screen and Apple TV. Through our involvement with the PILOT Project, almost every teacher was given an iPad mini. Furthermore, like many other schools, we now have a Mobile Teacher Workstation. Our cohesive and collaborative staff are committed to continue building their knowledge and skills around technology and its potential to enhance teaching and learning.

We have a very involved, caring community; many staff enjoy positive relationships with families. The parents are formally involved in school planning through involvement in the school Parent Advisory Council (PAC) and many informal opportunities. Additionally, parents are active participants working collaboratively with the administration and staff in organizing school events, fundraising and contributing to students' academic, social, and cultural growth.

Lord has an elevator and is wheelchair accessible. Though in the past 3 years, we have not had designated students who require this assistance.

Staff and parents share the expectation that all students will improve their learning and be successful. We acknowledge and appreciate the positive contributions of every individual in our school, district personnel, and community partner.

Dr. A. R. Lord Elementary School became an Early Literacy Project School in 2002 – 2003. We continue to have a strong commitment to Early Intervention and will be in our sixth year as a Reading Recovery school. Many effective teaching practices are in place at Lord, both at the classroom level, as well as resource support. The past two years, we have added Numeracy as the main goal. The first year, staff were able to put more time into development of this goal; but, this year a great deal of time and effort was placed learning about the implementation of the Redesigned Curriculum and new assessment practices. Up to 2010-11 we have had a focus on healthy living which has led to increased levels of physical activity and greater awareness of proper nutrition. Many of the strategies used to enhance healthy living are embedded in the school culture including the development of our school garden.

Lord also offers an incredibly rich Fine Arts program which includes music, both vocal and learning to play various instruments, dance and movement. Our school and PAC is committed to adding to our musical collection as this program grows. All classes receive their prep time through our talented Fine Arts Prep Teacher. She along with another staff also run our school choir. All staff work together to prepare our students for various events throughout the year, such as concerts, regular and themed assemblies.

Dr. A.R. Lord School benefits from working in partnership with neighbouring schools through the Templeton Family of Schools, (CST) and the Hastings Community Center.

In the past, the YFW has worked collaboratively to teach various Social Responsibility programs, such as Second Step. This year we continue to benefit from the wealth of experience from our district Aboriginal Enhancement Workers who supported us in working towards our goal of increasing the knowledge, awareness and appreciation of Aboriginal cultures and traditions as well as supporting our Aboriginal families. Every student benefitted from the lessons, workshops and projects delivered collaboratively by the AEWs and the classroom teachers. The School Counselor works collaboratively with all school staff to implement specific programs and/or lessons that promote student belonging, community building, student leadership, peaceful problem solving and healthy social-emotional development. As seems to be the case with greater society in general, we have noticed a significant increase in students and families requiring more support and resources in this area, especially with anxiety. All staff have had some training with the *Zones of Regulation Program*; many others also employ other programs/strategies.

We have several resources to support various SEL program such *Zones, Second Step, Mind Up, Maxi the Taxi Dog*, etc. This year, 2016-17, two classroom teachers, the resource teachers and principal together attended the SELC workshops designed to support staff who have students who attending the SELC classes. Staff and families have noted the positive difference these programs and training have made both at school and at home.

**Our Goals were:**

1. To improve literacy skills for all students with a focus on reading for primary and non-fiction writing for intermediate. (Maintenance Goal)
2. To improve numeracy skills for all our students with a focus on mastery of basic skills and development of problem solving and critical thinking skills. (Main)

## 2. WHAT DID WE SEE?

- Outline indicators and targets

Staff met in grade groups and with resource teachers to discuss the students regularly throughout the year and adjusted supports, tried new strategies, resources, etc. Students of concern were discussed at SBT and recommendations made and carried forth. Besides, on-going assessments and observations, we used report card marks, recorded comments and made note of teacher observations.

### **Literacy Goal (Maintenance goal):**

As mentioned, the literacy goal has been a maintenance goal this year as a great deal of good practice, both in regular classroom and with additional (resource/SSW) support is entrenched in daily instruction. Teachers are committed to providing students with new challenges and enriching opportunities:

New initiatives this year included:

- Continued commitment to improve the atmosphere of a stimulating and inviting library environment – “book tickets” in library books to win prizes
- literature circles with more selection & choice of reading as many of 6 books as wanted
- groups of students met, studied for & tried out for the school Kids Literature Quiz Team-team competed against over schools
- Reader’s Theatre continued
- Senior class wrote and presented own, original scripts based on SS unit about Cartier’s voyages – they were acted out and videoed and shared, book reviews written, shared, displayed and presented at school-wide assembly
- District Inquiry Team teachers examined applying coding principles to writing (ie choosing your own adventure stories)

On-going from past years included:

- Balanced literacy instruction including reading, writing, listening and speaking.
- Solid reading instruction in the classrooms using best practice, for example guided reading/individual reading conferences
- Effective use of resource team staff to work with students not yet meeting, approaching or minimally meeting expectations in reading, writing and/or language arts.
- One on one reading program with trained volunteers
- Reading Recovery teacher trained on staff & Early Intervention strategies
- APPS to further support our literacy goal, especially APPS for struggling and ESL learners
- Resource Teacher mentored several SSSWs to use RR strategies and specific Apps with Special Needs students
- AFL – Assessment FOR Learning – strategies along with periodic DRA assessments(& Benchmarks)
- Use of leveled books for regular classroom reading
- Use of leveled and library books for home reading, grade K, 1, 2, 3
- Simplified the management of home reading by providing book bags/folders for each child in primary.
- Regular collaboration with the teacher-library/resource teacher: teaching note-taking, avoiding plagiarism, study skills, research-based projects in the curricular areas (science, socials studies), employing technological tools
- Visits to the public library
- Book talks by teacher and librarian to promote interest in a variety of genres
- Noisy family reading time in the morning in some primary classrooms
- Regular scheduled “buddy reading” pairing older and younger students
- Daily writing in classrooms with direct instruction
- Daily silent reading
- Daily “read aloud”: teacher as reader to be a role model of quality reading and increase motivation and engagement in books both fiction and non-fiction
- Regular reading conferences – teacher one on one with students

## Numeracy Goal

Throughout the year:

- Individual staff participated in professional development, such as Reggio math and workshops
- Reggio inspired math resources were purchased and used, such as counting collections
- JUMP Math workbooks were used by Gr.2-7 classes to support development of basic math skills & build students' self-confidence
- collaborative time available for teachers to meet and work in grade groups
- Targeted resource and small group support
- SSSWs trained and working with small groups
- Enrichment options continued, ie Ken Ken, Sudoku, other challenge-type puzzles, various apps, -
- One primary class took part in the "Ten Monkeys" iPad "competition"
- another class took part in Dream House Design math project
- Several classes have begun coding lessons/ fieldtrip to the Apple store also focused on coding
- intermediate teachers part of District collaborative inquiry project with Templeton *"How does a project-based STEM learning environment increase authentic student engagement in elementary math, science & the new Design and coding curriculum?"*
- After school (CST Program) on Coding and Robotics
- PAC recently purchased robotics resources; one intermediate class will be working with students and teacher from a secondary school John Oliver to teach the students who will then teach others. (the Robotics Program at Lord is still at the start of its infancy phase but plans are moving forward)
- Explore/discuss individually and in groups different ways of solving the same math problem
- Focus on teaching the "language of math"
- Rainy day math puzzles and games as well as math being the focus of "puzzle of the week"
- Explored new materials & hands-on manipulatives, on-line sources, Apps
- Hands on manipulatives to develop concept of place value, building 3-D shapes with blocks, tangrams, etc.
- Some teachers tried new ideas that arose from discussion of New Redesigned Curriculum
- On-going observations and data collection through one-on-one conferencing and small group (guided reading and math) groups
- Quizzes and tests used when appropriate/ reteaching of needed concepts
- peer and self-assessment and monitoring

- Outline support and activities throughout the year

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## 3. WERE WE SUCCESSFUL?

- Outline results

With this year's smaller class sizes and more targeted resource support, many of the students demonstrated growth in both literacy and numeracy; however, there are several students who we are monitoring carefully and

recommended for extra support, such as TEIR and Rec'n Read Summer Camp. A small group are also still using Fast ForWord program daily.

- Teacher observations & more formal assessments (quizzes, small group work as students work on an activity) have noted: primary teachers have reported that students are engaged and improving counting skills, 1-to-1 correspondence, sequencing, grouping by 10, etc.
- Resource, district-based personnel and SBT member involvement provided effective support
- On-going observations and data collection through one-on-one conferencing and small group (guided reading and math) groups
- Quizzes and tests used when appropriate/ reteaching of needed concepts
- peer and self-assessment and monitoring – students becoming more comfortable and efficient with encouragement and on-going practice
- Class involved in “Ten Monkeys” competition has been in the top 10 (and rising!) across Canada
- Approximately 30% of students take part in the enrichment “puzzles of the week”
- Student engagement increased as a result of asking more open ended questions and using more differentiated hands on activities (Reggio materials, coding, apps, etc.)
- Term 2 Report Card Math Marks indicates: (Gr. K-Gr.7) 12% (16 students) are Minimally Meeting/Approaching Expectations. All students are being monitored and received support to help move them forward – in-class and/or pull-out support.
- 7.5% (10 students) are Not Meeting. Of these students, 5 have designations that make it challenging for them to meet expectations without significant modifications, 1 is ELL, 3 are awaiting further testing (Note: C- is Min Meeting for this data collection)
- Students more engaged and excited to share their learning: ie. students came to school on their own volition on professional day & met on the weekends to rehearse skits they had written, with props & costumes
- Students visibly more supportive of one another – encouraging, clapping and cheering peers on
- Students wanted to share their learning at various assemblies – whole class shared
- Students motivated others to read more because of peer shared reviews at assembly
- Students expressed that they were becoming more confident in their own mathematical abilities

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## 4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
  - At school-wide assemblies: (families and, when appropriate, community partners invited) - student-led or class led, themed, recognition “Special G’s” students recognized for their effort, academics, participation, leadership, school spirit, etc.
  - Student Council and special events to boost school spirit celebrating one another
  - Environmental Caretakers Club and other club sponsored events: ie Earth day assembly, after school celebration
  - shared work on classroom and hallway bulletin boards
  - student work shared in school newsletters
  - share “Voice to Voice” project on You-tube, shared at school, district and worldwide
  - Christmas/winter concert and celebrations
  - student led conferences
  - Pink Day events and assembly
  - after school community events: *Reconciliation in Action*
  - Family Dance Night – “May the 4<sup>th</sup> Be With You”
  - parents coming into classes to read/work with students
  - Open House –Meet the Teacher Night
  - Library open before & after school to students and their families – for both reading and activity time
  - on-going, regular conversations with parents/guardians
  - some classes, “student of the week”
  - acknowledgement of students as appropriate, ie birthdays announced, recognition of monitors: office, library, morning announcers, team successes & participation, etc.
  - inclusive talent show
  - class newsletters
  - PAC blog – linked to our school website
  - School website
  - Daily student made announcements
  - PAC meetings
  - events shared with Hastings Community Centre, preschool and out of school care ie. invitations to all our events
  - year end celebrations involving staff, students & community
  - Volunteer Tea Celebration

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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?

Next year we will continue with all the good work that is being done to promote the continued development of strong literacy and numeracy skills. We will keep the numeracy goal as part of our multi-year plan as we feel we would still value the opportunity to examine best practice, new resources and strategies to further develop problem solving and critical thinking skills and the practice and application of these skills throughout the curricular areas.

### **Adding New Goal for 2017-2018**

But, we have had recurring conversations and discussions as a staff about anxiety, mental health and overall well-being of our students and families. The principal keeps “Reflection Sheets” that students complete when they engage in “unexpected “behavior that goes against our School Code of Conduct. Counsellor referrals and involvement has gone up steadily in the past few years. This year, we were successful in applying for 2 students to be part of SELC classes – Social Emotional Learning Class – one in primary and the other in intermediate. As part of this application the school had to send a school team to 4 SEL workshops (8 in total.) The staff teams have gained a great deal of knowledge and students and their classes have benefitted immensely from the SELC, the professional development and the expertise of the professionals involved. The teams felt that everyone could benefit from a better understanding and teaching of social-emotional wellness. We are also noticing the positive impact of using common language, such as in Zones of Regulation, though not all classes are using it to the same extent. This year we have also committed financial resources to creating a “sensory room. “Staff felt that unless students are not feeling physically, socially and emotionally ready, their learning can be severely impacted.

**Goal for next year:**

To explore SEL resources, strategies to support all our students to become more self-regulated and ready and able to learn.

- *What SEL strategies, resources and other supports can best support students to manage anxiety and promote social-emotional well-being?*
- *How will implementation of these supports enable students to better succeed in school?*



*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 12 students enrolled at our school from Kindergarten to Gr. 7. They are fully integrated and immersed in our school and community.
  - As with our school population, they have diverse interests, strengths, & challenges
  - They are diverse in their learning needs and achievement

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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.
  - Continued to embed Aboriginal content, understanding and perspective throughout the curricular areas, (often with support and collaboration with AEW), including:
    - in Social Studies: - the medicine wheel, aboriginal history & impact of Cartier's voyages – students wrote and acted out skits that were then videoed, played back and discussed
    - in Science: - (Lori Snyder) – took all the classes on local nature walks, examining plants, flowers, their medicinal purposes, history, how they were used by Aboriginal Peoples – food, teas. Students learned new names for the plants
    - in Language Arts and Fine Arts: - ecosystem, environment and environmental issues, author's chair, as well as various prescribed grade level units
  - Students made art crayon rubbings drew and labelled plants, learned new terms
  - Resources purchased both for student and staff professional use
  - Various staff attended Aboriginal focus Pro-D at 2 secondary schools throughout the year
  - Continued to work on making the teaching and learning more intentional. – connected Aboriginal stories with science topics (space/constellations, geology, biology, Salmonids)
  - Aboriginal Enhancement Workers, (Megan) & Lateshkinem shared a great deal of their expertise, collaborating with all classes, including class presentations, storytelling (Raven stories), oral traditions, First Nations "rock game" taught, small group work – blanket exercise with 2 older divisions
  - Aboriginal art and its meaning studied – this year artists and their work were studied and the primaries decided to use Aboriginal animal artwork for their Sports Day symbols (Animal themed Sports Day)

- provision of additional support through our school counselor
- building family connections and community outreach (PAC support, Welcome to Kindergarten, Ready-Set-Learn)
- Kat Norris returned again this year and shared her experiences/stories about residential school
- Kat Norris and a group of elders once again led all the school in “Friendship Dance” which started off the *Reconciliation in Action* Event (carried on at Hastings Community Centre)
- instructional strategies and accessing cultural resources
- anti-racism professional development
- all assemblies & gatherings start with recognition of traditional territories (this year, Aboriginal students have been asking if they can lead this)
- Gr.7 Aboriginal students and their families to attend the Moving Forward Celebration in May
- Encouraged staff and community to attend Aboriginal Family Dinner Night and shared rich experience with rest of staff and students
- Lori Synder came and led a station on plants at our Earth Day after school celebration
- Infusing Aboriginal dance, art, food and other contributions by community members, at our year end BBQ celebration

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

- List continuing and new initiatives

- All the great work and partnerships will continue and be expanded upon.
- Much of the initiatives and ways to support all learners will continue.
- We are planning on adding (purchasing) plants native to our area and study more about their uses by First Nations
- Next year, we also plan on bringing in a Fine Arts performance (hopefully with a teaching/workshop component) with an Aboriginal cultural focus ie. music, dance, or art

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## 8. 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 have continued to make steady progress in this area. Staff continue to work on expanding their own knowledge of Aboriginal culture and ways of knowing, attending professional development, collaborating with one another, AEWs, district and outside community members. The learning is embedded throughout the curricular and extracurricular areas – in classroom teaching, assemblies, after school events and celebrations. It is great to see so many of our students engaging in activities on their own time, drawing and making art rubbings of the various plants and trees on their own time, at recess, lunch and after school. You can often see children playing by the school garden, eating plants that are new (but have been introduced) to them. Students have asked adults on supervision, “Do you think this (plant) would make a good tea?”

As with most of our families, many of our aboriginal families come in to meet with staff and admin on a regular basis, engaging in positive, on-going dialogue about their children and their learning. They are involved in the school and community and often attend the school (and community) events and have formed many positive, long lasting relationships. Besides our new K families and 1 new family that joined us this year, all our Aboriginal families have been part of Dr. A. R. Lord school and community for several years.