

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.

Nootka Elementary School

MISSION STATEMENT

Nootka Elementary Mission Statement: To develop responsible, respectful students who strive to achieve their goals through hard work and effort within a safe environment.

2015-2016 GOALS

GOAL 1: Literacy

- To improve student literacy skills with a focus on:
- Grades 1-3 ~ reading skills (decoding, encoding)
 - Grades 4-7 ~ reading skills (reading for information)

GOAL 2: Aboriginal Cultural Enhancement

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?

Nootka Elementary is a public school on the edge of Renfrew Park in East Vancouver. We have a dedicated staff and an active parent community. Our school, serving 415 students, offers three distinct programs. The staff of all three programs work together and strive to build a close-knit, caring community.

The **Regular “Classic” K-7 Program** delivers a well-rounded curriculum. Creativity and teaching excellence have long been hallmarks of this part of our school.

The **District Fine Arts K-7 Program** tackles the full academic curriculum with an extra emphasis on Dance, Drama, Music and the Visual Arts. Teachers with specialties in each of these areas cooperate to deliver passionate instruction.

The **THRIVE Program** (a Gr. 4-7 Extended Learning Assistance Class) is an alternate District program designed to enable children with dyslexia and other learning disabilities to build their skills and experience success in school. THRIVE students have won numerous awards for their documentary film-making over the years.

Further, 20% percent of our students receive ELL instruction and are primarily Cantonese speaking, and, 6.5% of our students are Aboriginal. Nootka students benefit from many supports such as counseling services, community team assistance, multicultural support workers, an Aboriginal Enhancement Worker, **various community volunteers from our feeder high schools, the One to One Literacy Program**, and an involved and supportive parent community (PAC).

In updating our school profile (April 2016) in the Classic and Fine Arts programs, we take note of the following: We have 14 Ministry designated students requiring SSA (School Support Assistant) support. In addition, Nootka services 37 students with Ministry designations (Learning Disability, Moderate/Severe Behaviour, and Giftedness) who don't qualify for SSA support. Within the group of students who still struggle with reading, a high percentage have a diagnosed Learning Disability and/or are English Language Learners (ELL) who speak a language other than English at home.

We would like to see all our Grade K-7 learners meeting or exceeding grade level expectations in Reading on their report cards. We are continuing to provide numerous programs such as Reading Recovery, One-to-One Literacy mentors, Academy of Reading CALS Program (made accessible by Rotary and by personal donations), and Learning A-Z (Raz-kids.com) computer program, to further support Early Intervention (Reading Recovery and 4X4 groups). We believe basic literacy skills are fundamental to all future school success. We continue to track the literacy levels of all of our students with a systematic assessment: Early Intervention Assessment at the K Level, DRA (District Reading Assessment), BAS (Benchmark Assessment System), at the Gr. 1-3 level, and PAR at Gr. 1 only, as well as various formative and summative assessment tools at the Intermediate levels (eg. Woodcock, BAS (Benchmark Assessment System), and Fountas & Pinnell).

We conducted our Annual Administrative Pro D Day review in April 2016 of student/school success in Literacy (Reading), and in Aboriginal Cultural Enhancement, with teachers identifying strategies that will support all of our learners.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

GOAL 1: Literacy

To improve student literacy skills with a focus on:

- Grades 1-3~ reading skills (decoding, encoding)
- Grades 4-7~ reading skills (reading for information)

GOAL 2: Aboriginal Cultural Enhancement

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?

GOAL 1: Our goal in 2015-2016 was to improve student learning and acquisition of literacy skills with a focus on reading.

Our evidence of Reading success K-7, was school collected data based on: 1) the use of the Reading Quick Scale for 'Reading for Information, Diagnostic Reading Assessment (DRA) reading levels (Primaries and some Intermediate classes), Canadian Test of Basic Skills (CTBS) and Reading Assessment Diagnostic (RAD) for Intermediates, K-7 reading marks on report cards, "Reading Recovery" data, and K-7 in-class reading assessments (created by teachers and marked using the BC Performance Standards).

GOAL 2: To increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

Throughout the 2015 – 2016 school year, staff worked closely with Dena Galay, our Aboriginal Enhancement Worker, to not only meet the needs of our Aboriginal students but also increase widespread knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions and contributions.

During the Fall, students and families were invited to a Bannock Breakfast. The event was well attended and guests experienced First Nations' dances performed by Nootka's

own students as well as different types of bannock made by Nootka staff and families. Ms. Galay, our Aboriginal Enhancement Worker, not only acknowledged the traditional lands of the Musqueam, Squamish and Tsleil-Waututh Coast Salish people, but also shared knowledge about bannock, dance and First Nations' traditions.

In the Winter, rich learning occurred during a school-wide performance by the Dancers of Damelahamid. The group helped students to gain insight into the continuing traditions of the Gitksan people through dance, narrative, traditional dress and Northwest Coast art.

Throughout the school year, Nootka classes engaged in lessons that included First Nations elements such as talking circles, story telling and listening, art, music, dance and history (specifically around Residential Schools).

Each term, staff participated in class reviews to address student needs. Aboriginal Student Success Plans were updated regularly – in Term 1, data was entered for Aboriginal students in Grades 4 and 7 – in Terms 2 & 3, data was entered for Aboriginal students in all grade levels. These meetings, in addition to School Based Team Meetings and other formal and informal meetings between staff and staff and families, were important steps taken to address the needs of our Aboriginal students.

What was the evidence of success for each student?

Goal #1:

This was the 3rd year of Reading (Reading for Information) data collection in Term 2.

72% (average) of overall Primary students' reading level (Gr. 1-3) was meeting, fully meeting or exceeding expectations. This represents a 7% increase in achievement overall, specifically at the K (reading readiness), Gr. 1 and 2 levels.

84% (average) of overall Intermediate students' reading level (Gr. 4-7, excluding THRIVE) was meeting, fully meeting, or exceeding. This represents a 2% increase in improvement since last year, specifically at the Gr.7 level.

In actual numbers (Gr. 1-7), 30 students out of a total of 400 (excluding THRIVE) were not yet meeting expectations, the bulk being at Gr. 3, although every grade throughout had a range of 0-4 students not yet meeting. A further 46 students (11.5% overall), Gr. 1-7, were minimally meeting and approaching at the end of Term 2. This represents an overall decrease (by 14.5%) in the number of Grey area students overall (last year we had 26% Grey area students overall). It is expected that many of these 'grey area' students will meet expectations by the end of the year.

It is hoped that with continued intervention through Reading Recovery, 4x4 Groups, Reading Groups, 1:1 Readers, and shared/flexible Resource support between Intermediate Grades and Primary students (and hopefully with no more cuts to Resource) our students will continue to progress and continue to make gains overall. It should be noted that the REC and READ Program offered at Nootka last July (2015) for Gr. 1s (who were Not Yet Meeting), was an important factor in the gains made by the Gr. 1's during their Gr. 2 year (15/16).

Goal #2:

According to the 2016 Satisfaction Surveys, 72.5% of Gr. 4 and 7 students indicated that sometimes, at many times or all the time, they are learning about Aboriginal Education at school. 77% of surveyed students feel welcomed at school on a daily basis and 92.5% feel that 1 or more adults at Nootka cares about them.

Based on feedback from classroom teachers, our Aboriginal Enhancement Worker and data collected from the VSB AIMS program, most classroom-based Aboriginal centered learning revolved around “belonging” and “culture and community”. Belonging focused upon increasing Aboriginal students’ pride, self-esteem, belonging, place and caring in schools. Culture and Community focused upon increasing knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.

AEW Learning Focus	Breakdown of AEW Classroom Support and Involvement
Belonging	45%
Culture & Community	40%
Curricular Support	14%
Other	1%

Based on Term 2 data collected during Class Review Meetings, the following percentages of our Aboriginal students are meeting (minimally, fully or exceeding) grade level expectations in Numeracy, Reading and Writing.

Grade Levels	Meeting Expectations in Numeracy	Meeting Expectations in Reading	Meeting Expectations in Writing
K-3 (10 students)	40%	40%	40%
4-7 (16 students)	69%	69%	69%

Teachers most commonly embedded Aboriginal content into the following subject areas: Language Arts, Social Studies and Art. Teachers found it most difficult to embed Aboriginal content into Math.

Teachers reported that they were successfully able to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions through the following activities, lessons or units:

- Research projects
- Peer teaching and sharing by Aboriginal students in the class
- Cross-curricular projects
- Lessons on stars, planets and the harvest
- Talking circles
- Storytelling (retelling & writing)
- Plant lessons – plants for healing
- Lessons with the AEW
- Bannock Breakfast
- Raven Tales resource
- Animal Crests
- Lessons on Residential Schools
- Grouse Mountain fieldtrip
- VPL Story Teller
- Aboriginal performances
- Class discussions on contemporary issues/current events

Teachers reported the following challenges around increasing knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students:

- Authentic learning
- Diversity of Aboriginal histories, traditions and cultures
- Comfort level of the teacher (fear of making mistakes)
- Repetitive lessons from year to year (lack of scope and sequence)
- Lack of training/knowledge
- Sensitivity of events and issues
- Integrating content in meaningful ways
- Access to current, accurate, age appropriate resources
- Accessing regular, consistent AEW support

How did we communicate and celebrate student success

Goal #1

We communicated and celebrated success through school newsletters, student-led conferences, report cards, Primary and Intermediate Team Meetings, School Based Team Meetings, and PAC meetings.

Goal #2

We communicated and celebrated success through school newsletters, our Bannock Breakfast gathering, School-wide performances, our digital announcement screen, the Aboriginal Gr. 7 Leaving Ceremony, our Gr. 7 School Leaving Ceremony, School Based Team Meetings, PAC Meetings and class-based acknowledgements and activities.

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

To improve student literacy skills with a focus on:

- Grades 1-3 ~ reading skills (decoding, encoding)
- Grades 4-7 ~ reading skills (reading for information)

Social Emotional Learning (potential area of development/exploration)