



Vancouver School District

School Plan for Nootka Elementary

Year 3 (May 2017)

1. GENERAL SCHOOL STORY:

- Update school context if necessary
 - Review inquiry question and where the need for this goal came from (evidence, etc.)
- 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 regular, Gr. K-7 “Classic Program”, the District Gr. K-7 Fine Arts Program, and the THRIVE program (a Gr. 4-7 Extended Learning Assistance Class – ELAC) . The staff of all three programs work together and strive to build a close-knit, caring community.
 - Further, 25% percent of our students (actual # =101 students) receive ELL instruction and are primarily Cantonese speaking, and 8% of our students (actual# = 31 students) are Aboriginal. Nootka students benefit from many supports such as counseling services, community team assistance, multicultural support workers, an Aboriginal Education 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 2017) in the Classic and Fine Arts programs, we take note of the following: We have 18 Ministry designated students (5%) requiring SSA (School Support Assistant) support. In addition, Nootka services 18 (5%) students with Ministry designations (Learning Disability, Moderate/Severe Behaviour, and Giftedness) who do not 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.
 - Our Reading goal has been based on the ongoing need to support our learners at the intermediate and especially at the primary levels. Over the past 5 years there has been a steady decline in resource support, making it difficult to properly support programs like Reading Recovery and the Early Intervention Model. As a result of many discussions by the primary staff, it was felt that the school in Sept 2017 would be organizing their Resource time differently, to better accommodate the K and the Gr. 1- 3 needs. With the new Learning Allocation funding received in February 2017, this will be possible for the Fall.

1. WHAT DID WE SEE?

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

- **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), and Reading Assessment Diagnostic (RAD) for Intermediates, K-7 reading marks on report cards, "Reading Recovery" data, K-7 in-class reading assessments (created by teachers and marked using the BC Performance Standards), and the PAR (Predictive Assessment of Reading test).

Data Trends

Reading Averages (Mtg/FM/Exc)	13/14	14/15	15/16	16/17
Gr. 1-3	86%	65%	72%	62%
Gr. 4-7	70%	82%	84%	81%

- Ideally, 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 and Early Intervention (until June 2017), One-to-One Literacy mentors, Academy of Reading Program (made accessible by Rotary and by personal donations), and the Learning A-Z (Raz-kids.com) computer program, to further support Early Literacy. 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).

2. WERE WE SUCCESSFUL?

- Outline results

Goal #1:

- This was the 4th year of reading data collection in Term 2.
- 62% (average) of overall Primary students' reading level (Gr. 1-3) was meeting, fully meeting or exceeding expectations. This represents a 10% decrease in achievement overall, specifically at the K (reading readiness) Gr. 1 and 2 levels. Due to consistent decrease Resource time and staffing, it has been difficult to manage the increasing needs, and to properly support the Reading Recovery and Early Intervention model. Late February,

2017, our school received 1.FTE in Teacher time to support Student Literacy and Numeracy at the Primary and Intermediate levels, as a result of newly released Ministry money to Districts.

- 81% (average) of overall Intermediate students' reading level (Gr. 4-7, excluding THRIVE) was meeting, fully meeting, or exceeding. This represents a 3% decrease in improvement since last year, specifically at the Gr.7 level.
- In actual numbers (Gr. 1-7), 49 students out of a total of 400 (excluding THRIVE) were not yet meeting expectations, the bulk being at Gr. 1 and 2; every grade throughout had a range of 0-15 students not yet meeting. Over this year and last, we had more K, ELL students than usual and this further impacted the reading levels at Gr. 1 and 2. A further 78 students (19.5% overall), Gr. 1-7, were minimally meeting and approaching at the end of Term 2. This represents an overall increase (by 8%) in the number of Grey area students overall (last year we had only 11.5% Grey area students overall). We are hoping that many of these "grey area" students will meet expectations by the end of the 2016/17 school year, with the injection of some extra teaching support, especially at the primary level. (It should also be noted that we have a number of "grey area" students on adapted IEPs that are not designated.)
- We are anticipating an increase in Resource time for the 2017/18 school year which will help support students to make further reading gains. Staff has decided not to recommit to Reading Recovery for September 2017.
- The Primary team and Resource team are working towards reorganizing caseloads and use of resource time, as we move towards the implementation of Guided Reading at the Gr. 1 -3 levels for Sept. 2017. The new Resource Plan will allow our K students to have intervention starting in October, versus the end of January as is with the present model.

3. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

Goal #1

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

4. 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?

The school will be having a new principal assigned for Fall 2017. It was felt, by staff, that the new principal be involved in the development of the next school plan, Year One, as outlined by the District. Preliminary discussions occurred at the March and April 2017 staff meetings, following the review our final data for Goal #1 and 2 .

Staff decided to continue working on Literacy as a school goal for the next three years, given the commitment of Guided Reading in Gr. 1-3 and with a continued focus on reading at the Intermediate level. Staff continue to feel strongly about continued efforts in Literacy, as it is the cornerstone for all learning, as students move from K -7.

Staff will work with the new principal on developing an inquiry question for the next 3 Year Plan as well as continue to collect data on reading at both the Primary and Intermediate levels, particularly as the Guided Reading Program is being implemented in the Fall 2017.



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

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

- Include numbers of students, grade levels, etc.

This year, Nootka has a total number of 31 Aboriginal children (at March 2017 data collection), Grade K-7, across the three programs offered at the school.

KF – 3

Gr.1 – 4

Gr. 2 – 1

Gr. 3 - 4

Gr. 4 – 5

Gr. 5 – 4

Gr. 6 – 6

Gr. 7 - 4

6. 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.
- **GOAL 2: To increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.**
- Throughout the 2016– 2017 school year, staff worked closely with Dena Galay, our Aboriginal Education 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. Ms Galay was instrumental in helping us access a number of Aboriginal dancers and storytellers.

During the Fall, students and families were invited to a Bannock Breakfast. The event was well attended and guests experienced cornmeal bread. In addition, a whole school assembly was held and dance was performed by Aboriginal artist Shyama Priya. Elder Shayne Pointe, Knowledge Keeper, working with the VSB, also visited classrooms to share Aboriginal stories and traditions. Ms. Galay, our Aboriginal Education Enhancement Worker, not only acknowledged the traditional lands of the Musqueam, Squamish and Tsleil-Waututh Coast Salish people at the Bannock Breakfast, but also shared knowledge about bannock and First Nations' traditions. Sharing Raventale teachings with videos and debriefs with various Gr. K-3 classrooms, was yet another way that Ms Galay taught Aboriginal culture to Nootka students. Throughout the school year, Nootka classes also 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). Students also read and wrote traditional Aboriginal legends. In Grades 6&7, Ms Galay used the Medicine Wheel teachings for personal planning.

- Other Aboriginal artists sharing their dance and traditions were Hip Hop music artist Kinnie Starr, as well as Aboriginal dancer William Visser, who worked with our Primary Fine Arts students through an ArtStarts grant; primary students have gained insight into oral traditions of Aboriginal people through dance and traditional dress.
- 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 3, 4, 6 and 7 – in Terms 2 & 3, data was entered for Aboriginal students at 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.

7. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

Goal #2:

Based on feedback from classroom teachers, our Aboriginal Education 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	41%
Culture & Community	34%
Curricular Support	25%
Other	0%

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
- 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
Primary (10 Students)	40%	30%	10%
Intermediate (21 Students)	24%	26%	43%

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, Science and Health & Career. Our assigned Aboriginal Education Enhancement Worker (AEEW), our Teacher Librarian, our VSB Elder Shane Pointe, District Professional Development and personal resources were the supports accessed by teachers this school year.

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
- Gr. 7 Oral Story Telling Unit
- Wrote legends, created skits
- Studied 'Ovoids' & 'U' Forms
- Traditional carving
- Talking circles
- Storytelling (retelling & writing)
- Plant lessons – plants for healing
- Lessons with the AEEW
- Bannock Breakfast
- Used S.S. Textbook & artifacts to introduce different cultures
- Raven Tales resource
- Animal Crests
- Lessons on Residential Schools & historical events
- 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)
- Finding age appropriate resources
- Repetitive lessons from year to year (lack of scope and sequence)
- Lack of training/knowledge
- Sensitivity of events and issues
- Connections to local culture
- Integrating content in meaningful ways
- Access to current, accurate, age appropriate resources
- Accessing regular, consistent AEEW support