

Vancouver School Board

SCHOOL PLAN

2011-2012



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.

Tecumseh Annex

April 2011

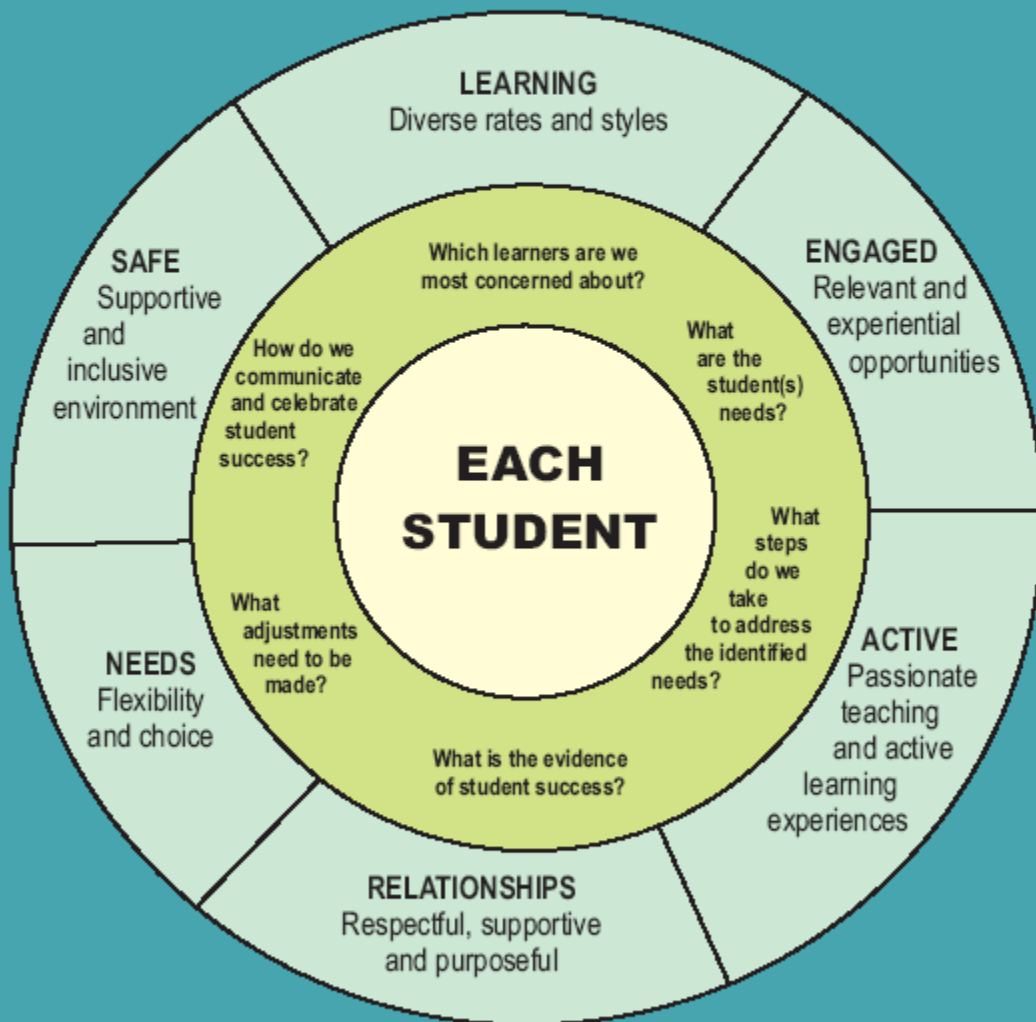
MISSION STATEMENT

“To provide, in partnership with our families and community, an environment that welcomes diversity and nurtures the growth of lifelong learners who are able to work together to meet challenges and adapt to change.”

SCHOOL GOAL(S)

Goal 1: To continue to provide early, concentrated intervention to students in Kindergarten and Grade 1 whose phonemic awareness and reading skills are not yet meeting age level expectations in order to support the development of reading skills.

ASSESSMENT FOR LEARNING: SUCCESS FOR EACH STUDENT



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?

Tecumseh School Annex is part of Tecumseh Elementary School. It is a primary annex with a total of six divisions from all day Kindergarten to Grade 3. Most of the students will go to Tecumseh Elementary School for Grade 4.

Enrollment data shows that in the 2010-2011 - school year, there were 109 students with 60% of the students having English as their second language. In the 2011-2012 school year the enrollment is anticipated to remain stable, with 67% of students being ESL. The language groups include Cantonese, Vietnamese, Punjabi, Tagalog and Spanish.

Many of the families have both parents working, often with the caregivers being grandparents with limited English. The parents speak well of the school, and attendance at Open Houses, student performances, and Parent-Teacher-Child conferences is high. Parent attendance at PAC meetings is variable, from a high of 20 to a low of 6 attendees in the past year. Two PAC meetings that included a pot luck dinner were very well attended with over 80% in attendance.

In the 2007-2008 school year, we became concerned by the number of students who were not acquiring fluent reading skills by the end of Grade 1, and were still requiring LAC support in grades 2 and 3, but did not seem to have a learning disability. We wanted to use our resource time as effectively as possible and felt the current model needed revisiting. We would like to see all our learners be approaching or meeting in reading ability by the end of Grade 1. Students not reading at grade level will be referred for testing.

REFLECTIONS ON 2010-2011 SCHOOL PLAN

What was our goal?

What steps did we take to address the identified student(s) needs?

What was the evidence of success for each student?

How did we communicate and celebrate student success?

Our goal in 2010-2011 was to provide early, concentrated intervention in Kindergarten and Grade 1 students whose phonemic awareness and reading skills were not yet meeting age level expectations in order to support the development of reading skills.

- In September we reviewed the students who had been 'at risk' in the phonological awareness screening in Kindergarten, as well as the students who the teachers had concerns about after the first few weeks of school. The Primary Assessment was given to all Grade 1 students, and the lowest 30% had further formative assessment screening. After meeting with teachers to share the results, students were prioritized for Reading Recovery and/or grouped for LAC support.
- The Resource Teacher undertook the Reading Recovery training, and 5 students have either finished or are in the process of finishing the program by the fall of 2011. All students who participated in the program have reached the target reading level of DRA 14-16, or are expected to reach that level by mid June. This year one student has been identified with a possible learning disability and is prioritized for an educational-psychological assessment this fall, and is currently receiving LAC support.
- As well, time allowing, there has been resource support given to the Kindergarten students who were identified as 'at risk' on the February phonological screening. We hope to expand this program with additional support next year.

Our evidence of success was an increase in DRA reading levels to at least the minimum standard for Grade 1. Only four children were not yet meeting expectations by mid year. Three children are receiving Reading Recovery that will continue into the fall.

Success was celebrated in a variety of ways:

- Reading Recovery parent meetings to recognize progress and to praise and encourage students during and after the program
- report card comments
- sharing at PAC meetings
- recognition of readers at assemblies.

2011-2012 SCHOOL PLAN

Based on our assessments and evidence, we are adjusting and refocusing our School Plan to continue to address the needs of the identified learners by:

GOAL #1

- To continue to improve the reading skills of 'at risk' beginner readers

Objectives

- To have all Grade 1 students reading at grade level by the end of grade 1 (DRA 14-16)
- To have identified learning issues for Grade 1 students who are not at level 14-16 and have a plan in place for those identified students

What steps are we planning to address the needs of the identified learners?

i.e. What strategies and structures do we believe will lead to student success (LEARNS)?

- Identified students will undergo formative assessment in September and be prioritized into the allocated Reading Recovery times.
- Students not receiving Reading Recovery support, but still deemed 'at risk' will receive LAC support.
- Kindergarten students who are rated as 'at risk' on the February Kindergarten screening will receive resource support between February to June.
- The school continues to participate in the Early Intervention Pilot Project and has committed to ongoing professional development for classroom and resource teachers.
- We will continue with our home reading program, and the Kindergarten parent morning where strategies for beginning readers are introduced and the home reading program is explained with the help of translators.
- Resource teacher will continue to meet with parents of students in the Reading Recovery program to discuss home support and student progress.
- Classroom teachers will continue to provide appropriately leveled reading material for the home reading program.

What will be our assessments and evidence of student success?

Assessment Tools:

- Use of the DRA and other classroom based formative assessment each September for all students, and again at the start or end of each term to monitor progress and guide instruction for students not yet meeting grade level benchmarks
- Early Intervention Project Observational Survey in September for all 'at risk' Grade 1 students; Early Intervention Project Grade 1 Protocol for all other Grade 1 students.
- Phonological Assessment for all Kindergarten students in January
- Early Intervention Project Kindergarten Protocol at the end of Kindergarten

Evidence of Student Success:

- Grade 1 students reaching DRA level 14-16 by June 2012
- Kindergarten students surpassing the 'at risk' level on the Kindergarten phonological screening by June 2012

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

- Resource teacher and classroom teacher meetings at the beginning of the year to determine the priorities for resource support
- Resource allocation meetings at the end of each reporting period to discuss emerging student needs
- Ongoing collaboration between classroom teachers and resource teachers to adjust services to support student needs
- Early Intervention meetings once per term

How will we communicate and celebrate student success?

- Continue with our BEAR home reading program reading assemblies and buddy reading classes
- Share weekly progress in reading with students who are participating the Reading Recovery program
- Invite parents of students in Reading Recovery to observe lessons
- Share progress with parents at Parent-Teacher Conference nights

How will we engage all members of the school community to ensure sustainability of student success?

- Translation of Reading Recovery information for parents into Chinese and other languages as necessary
- Share information on the Reading Recovery program with the PAC
- Participation in the District Professional Development Day on literacy
- Focus on early literacy skills at Ready Set Learn sessions (nursery rhymes, simple action songs for beat, rhythm in language)

Tecumseh Annex

Submitted by School Planning Council

| | (name) | (Signature) |
|------------------|-----------------|-------------|
| Principal | F. De Vita - VP | _____ |
| Teacher | _____ | _____ |
| Parent | Heather Legal | _____ |
| Parent | _____ | _____ |
| Parent | _____ | _____ |
| Student | _____ | _____ |
| Date | June 2011 | |

Recommended Approval by Superintendent

| | | |
|-------------|---------------------------|----------------------|
| | _____ (Superintendent) | _____ (Signature) |
| Date | _____ | |

Board Approval

| | | |
|-------------|------------------------|----------------------|
| | _____ (Board Chair) | _____ (Signature) |
| Date | _____ | |