



Vancouver School District

School Plan for Kerrisdale Elementary Annex

Year 3 (2016-17)

1. GENERAL SCHOOL STORY:

Located in a beautiful and quiet setting on the northern edge of Malkin Park, Kerrisdale Elementary School Annex is just a few blocks southwest of Kerrisdale Elementary School, for which we are the Kindergarten to Grade 2 English feeder school. We currently have 96 students within 5 divisions from K-Grade 2. Our population is varied with about 4% of our students with identified special needs and about 40% are new English language learners. In addition, we have another 10% of our school population consisting of International students who are reception level English learners.

Kerrisdale Annex is a safe learning environment where students and staff are welcoming and inclusive. The Annex Code of Conduct is “Be Safe, Be Kind, Be Fair” which is how we conduct ourselves in all areas of school life. Students do their best to learn; are well mannered; take care of each other; and respect the environment. In order to promote our Code of Conduct, we encourage our students to participate in leadership and school spirit-building activities. Grade Two students are eager to help out and become morning announcers, assembly hosts, reading buddies and helpers on the playground and in the lunch room. We have a number of theme days and fundraising events throughout the year where the staff encourages students to rise to the occasion and take on leadership roles.

Our school motto is Nihil Nisi Optimum, “Only Our Best”. All students and staff know and take this motto seriously. They are encouraged to try their hardest at home and at school. The majority of students meet or exceed curriculum expectations in many academic areas. Our students are well-rounded in other ways and excel in leadership, sports, environmental awareness activities, and charitable work. We celebrate their successes with recognition assemblies that highlight their individual achievements and exceptional work throughout the year.

The teachers see ourselves as a team of professionals who support the acquisition of academic skills as well as foster personal growth in our students. Our staff works diligently as a team to teach and assess student learning in core areas. Every teacher at the Annex develops appropriate teaching strategies, shares resources and expertise, and provides lessons that extend the learning beyond the classroom. Our professional development is aligned with student’s learning needs as well as social/emotional growth in the primary years. We see learning as a partnership with parents and work to provide meaningful, enriching events to support a child’s learning at school and in the community.

Parents work as active partners within our school with a focus on developing healthy, engaged attitudes in our students. They support our school in innumerable ways such as volunteering with lunch and snack programs, supporting Cross Country and Track teams at practices and meets, promoting active transport and neighbourhood safety, and supporting a school/community gardening program that is being developed. They are also actively involved in our book fair and Santa Sale fundraisers.

2. WHAT DID WE SEE?

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

One of last year's goals was to improve the reading level of all students at the Annex with an emphasis on fluency and comprehension. This focus on reading has been a key element to our literacy planning, assessment and professional development. The concept of moving students along a reading continuum until a larger number of them are meeting or exceeding expectations has been a primary objective for which we were seeing measured success. Teachers across the school use the DRA Assessment tool. Report Card results are also collected and collated to provide additional measurable evidence of how well students are doing in reading. Each term, all students who were not yet meeting or approaching grade level expectations were identified. These students were given support for English Language Learning, Learning assistance, or more directed in-class support using small group instruction, targeted resources, and specific strategies to improve reading fluency and comprehension. Our kindergarten students' focus was on letter recognition in the fall and subsequently identifying letter sounds in the spring.

Steps, practices, strategies, and implementations to meet this goal:

- School-wide DRA assessments
- Effective use of resource staff to work with students not yet meeting, approaching, or minimally meeting expectations in reading
- Fountas and Pinnell leveled readers
- GLAD (Guided Language Acquisition Design)-building vocabulary
- Reading A-Z
- Reading Power (Connect, Question, Transform, Infer, Visualize)
- Guided reading (groups by reading levels)
- Use of levelled books for home reading
- Story writing and author share
- Phonological awareness
- Daily 5 Program
- 6 + 1 Traits (literacy centers)
- Promotion of the VPL summer reading program
- Camp Read event – school wide literacy event
- Welcome to Kindergarten and Ready, Set, Learn events – stressed the value of literacy and encouraged families to foster a joy for books and reading from an early age
- Professional Development in Literacy
- Formal and informal staff discussions around students' needs and successes
- Weekly visits to the school library for each class
- Daily reading in classrooms with direct instruction
- Daily "read aloud:" teacher as reader to be a role model of quality reading and increase motivation and engagement in books
- Individual reading conferences
- Noisy family reading time in the morning in some classrooms
- Reader response activities

3. WERE WE SUCCESSFUL?

- Outline results

Evidence of Success

2016-17 Reading Assessments Scores & Report Card Assessment Data

Term 1 Fall	ELL & Intern. Ed.	NM/A	M	FM/E		Term 2 Spring	ELL & Intern. Ed.	NM/A	M	FM/E
K	11 (44%)	4 (16%)	21 (84%)	0		K	12 (46%)	9 (35%)	11 (42%)	6 (23%)
Gr 1	15 (38%)	14 (36%)	9 (23%)	16 (41%)		Gr 1	15 (38%)	18 (45%)	3 (8%)	19 (48%)
Gr 2	9 (31%)	13 (45%)	8 (27%)	8 (27%)		Gr 2	9 (32%)	13 (46%)	1 (4%)	14 (50%)

Kindergarten students:

In the Fall of 2016 we looked at letter recognition (identifying the letters of the alphabet). To start the year off we had 84% of our students who were meeting grade level expectations.

In the Spring of 2017 we looked at students' identification of the sounds. Here we only 65% of our students who were meeting to exceeding grade level expectations.

Grade 1 and 2 students:

For the Fall of 2016 we assessed reading fluency and comprehension using the DRA, and used first term report card language arts data.

To start the year we had 60% of our students meeting to exceeding grade level expectations in reading fluency and comprehension.

By the Spring of 2017 we had only 54% of our students meeting or exceeding grade level expectations. However, we had 13% move from the meeting into the fully meeting or exceeding expectations range.

Looking at the data, we noticed our struggling readers/writers/speakers are not progressing at the rate of expectations. There seems to be a stagnation with the number of students who are not meeting and approaching grade level expectations who do not move into the meeting expectation range. We need to address the rapidly changing demographics of the community, bringing in large percentages of new English language learners who do not have the same level of English readiness. These new English language learners are receiving targeted support in and out of class but they still have a high tendency to speak their home language whenever possible as it is the easiest way to communicate with their families and peers. This presents a new challenge to the staff that we are now committing to more Professional development to address. Our resource team looks to engage an RTI type model of literacy support for next year to address these needs as well. We will incorporate a leveled literacy intervention program as a whole staff in addition to the daily language arts teaching that occurs.

4. HOW HAVE WE SHARED?

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

Recognition Assemblies to acknowledge talented readers as well as those showing positive growth over the year.

Bulletin Board Displays of student work

Report card marks and comments

Student self-assessment of reading skills

Student led conferences

One on One parent/teacher or parent/student/teacher conversations

Home reading programs

Weekly Noisy Reading (Parents invited in to read with students)

Shared student responsibility of daily PA announcements

Student Emcees at many school wide events and assemblies

Weekly Reminders e-Newsletter of events

Updated webpage with links to school plan

Special Events (Camp Read, Winter Concert, Author/Librarian Visits,

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?

We currently anticipate 100 students next year to be spread across 6 divisions from K-2, with about 40% of them being English Language Learners. An additional 13% of the school population will be International students. As the demographics for the neighbourhood continue to change, we must adapt to the new profile of our learners.

As we remain focused on reading as a primary focus for the Annex, we feel that strong early reading skills are fundamental in building all academic areas of learning, especially with our new English language learners. We are in the process of aligning some of our Pro D opportunities to focus on developing further literacy support our struggling readers and our new English language learners. We are looking to adopt a school wide LLI model for Reading Instruction amongst both enrolling and resource teachers as part of our Literacy instruction to address the . Additional collaboration time will be used for the staff to come together to look at our assessments and scheduling, to commit to a solid reading program that supports the literacy instruction that is already happening in the classrooms.

We also plan to spend next year in discussion on how to adopt the Reading Recovery model to support our struggling readers. With a limit on physical space and the need for training, we hope to spend next year working out the details and logistics needed to bring the reading recovery program into the Annex for 2018-19.



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

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

- Include numbers of students, grade levels, etc.

We currently have one student in Kindergarten who is Musqueam and we will gain one more Kindergarten student next year who is identified as Aboriginal. Also, with such close proximity to the Musqueam Nation, we look to gain a better partnership with the community to provide more opportunities for connection.

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.

We began all public gatherings by acknowledging that we live, work and play on the un-ceded and traditional territories of the Coast Salish peoples – skwxwú7mesh (Squamish), selííwítlh (Tseil-Waututh), and x^wməθk^wəyəm (Musqueam) nations.

We were involved in a community carving project with a Musqueam artist at Kerrisdale Elementary School to celebrate the Canada 150 legacy.

We participated in a weaving workshop with an aboriginal elder, Loretta Wiliams.

We integrated Aboriginal history, knowledge and culture into the curriculum throughout the year.

We used the reading of picture books and creation of artwork that celebrates Aboriginal culture, legends and folktales.

We Identified stories, songs, traditions, and celebrations of our local surrounding community on the traditional territory of the Musqueam people.

We continued to expand the collection of Aboriginal reading materials in the library and classrooms.

We continued to provide experiential learning opportunities that build connections and relationships with Aboriginal culture.

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

- List continuing and new initiatives

We will continue to acknowledge that we live, work and play on the un-ceded and traditional territories of the Coast Salish peoples – skwxwú7mesh (Squamish), selílwitlh (Tseil-Waututh), and xʷməθkʷəy̓əm (Musqueam) nations at all public gatherings and assemblies.

We will also acknowledge the un-ceded and traditional territories of the Coast Salish peoples – skwxwú7mesh (Squamish), selílwitlh (Tseil-Waututh), and xʷməθkʷəy̓əm (Musqueam) nations during our daily PA announcements.

We will welcome members and elders from the xʷməθkʷəy̓əm (Musqueam) nation to our school to share in community learning projects and events.

We will continue to infuse Aboriginal ways of learning into the curriculum.

We will continue to expand the collection of Aboriginal reading materials in the library and classrooms. We will also expand the collection of reading materials from Aboriginal authors.

We will increase and promote opportunities for experiential learning that build connections and relationships with Aboriginal culture.

We will continue to expand the selection of field trips to expose students to more aspects of Aboriginal territories and cultural awareness (such as the xʷməθkʷəy̓əm (Musqueam) nation, the Museum of Anthropology, Pacific Spirit Park).

We will engage in more professional development on Aboriginal culture and awareness to continually improve our knowledge base and community connections.

We will continue with the Kindergarten Turtle Project (teaching of a creation story).

We will continue to promote the use of the talking stick and talking circles throughout the year.

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

We welcome staff, student, parent and community feedback and discussion around the effectiveness and importance of this goal through formal and informal discussions at events such as Meet the Teacher, PAC meetings and Celebratory events.

We will record all opportunities and times that the above initiatives occur during the school year.

We will provide students with opportunities to self-assess their learning in regards to their increased knowledge, acceptance, empathy and appreciation of Aboriginal histories, traditions, cultures and contributions.