

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.

**Kerrisdale Elementary School Annex**

**April 2011**

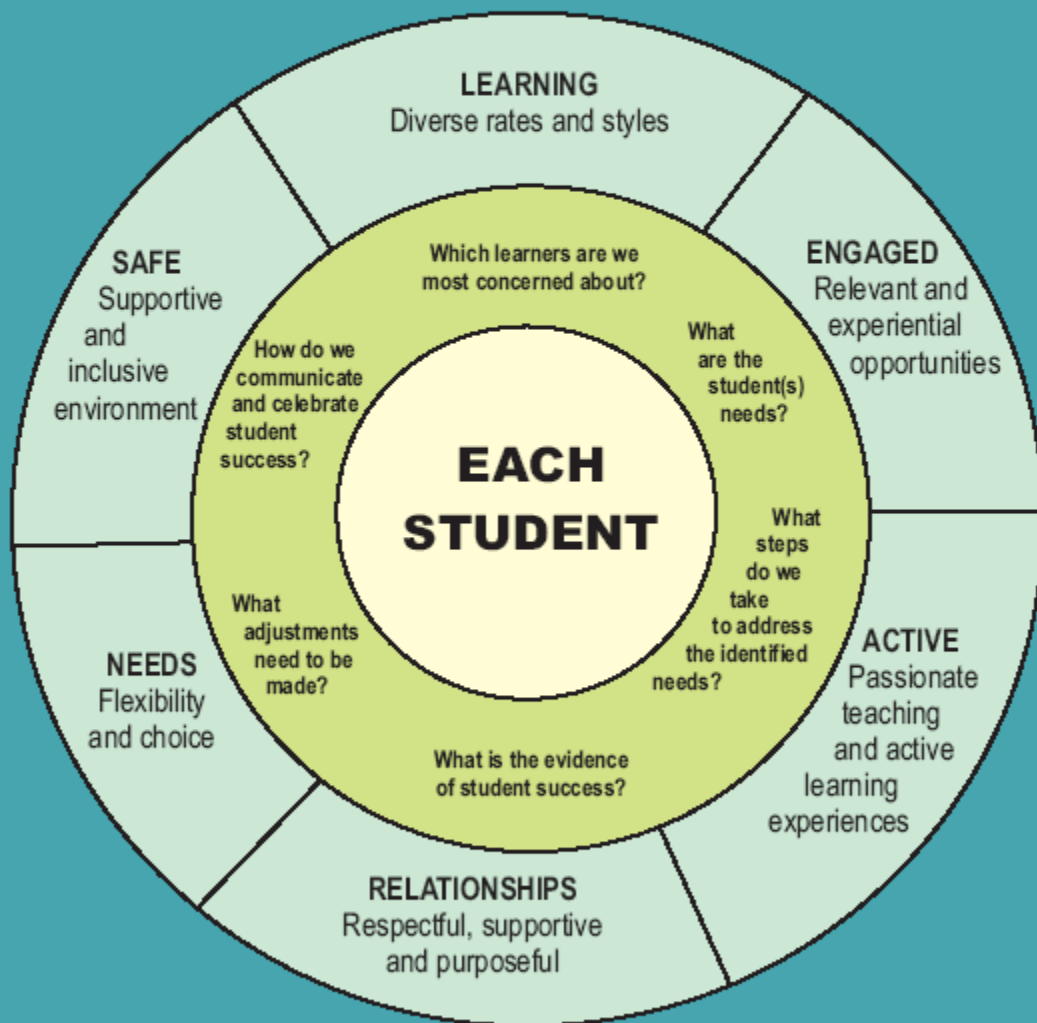
### **MISSION STATEMENT**

**We seek to foster in students their finest intellectual, physical, aesthetic, social and emotional qualities by providing a safe, stimulating environment, which will enable all children to become life-long learners who are positive and effective citizens.**

### **SCHOOL GOAL**

**Goal 1: To improve composition skills for our students from Kindergarten to Grade Three so that by the spring of Grade Three more students fully meet or exceed expectations as measured by our School Wide Write and Language Arts report card marks.**

# 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?**

Kerrisdale Elementary School Annex is located in a quiet, park-like setting, two blocks southwest of Kerrisdale Main School. In 2011-2012 all Kindergarten students from the Main school English program will attend Kerrisdale Annex; we anticipate an enrollment of about 120 students from K-3. Of those students, about 12% present with identified special needs and 15% are English as Second Language learners. Students at Kerrisdale Annex are academically focused, expect to be successful, and come to school ready to learn. The community views its school with pride.

Our school motto is, "Only Our Best". Students are encouraged to do their best both by home and by school. Most students meet or exceed curriculum expectations in all areas of the curriculum. Our students are also very active in leadership, sports, global environmental awareness activities, and charity work.

Our staff works diligently as a team to assess student learning in core areas, to develop appropriate teaching strategies, to share resources and expertise, to provide lessons that extend the learning beyond the classroom, and to determine professional development that will support the development of skills in our students. Our staff works in partnership with the parents to provide meaningful, enriching events to support learning beyond the classroom.

Our school is a safe learning community where students and staff are welcoming and inclusive. Our Code of Conduct states, "We do our best to learn. We are well mannered. We take care of ourselves and others. We take care of our environment." In order to promote our Code of Conduct, we encourage our students to participate in leadership and school spirit-building activities. Grade Three students are encouraged to become peer helpers on the playground, morning announcers, assembly hosts, and reading buddies. All students from Grades One to Three have the opportunity to participate in student council. Each month a new group of students representing their classes meets to choose and promote a spirit day activity and an activity to support our global community. In the 2011 Student Satisfaction Survey completed by the Grade Three students 100% indicated they try their best at school, feel safe at school, feel welcome at school, and are treated fairly by adults at school.

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. In partnership with our PAC we participate in the BC Fruit and Vegetable Snack program and the lunch milk program. Parents support our Cross Country and Track teams in practices and in meets. Our Safe Arrival Program and Crossing Guard Program support our children arriving safely to school each day. Our annual Book Fair is run by parent volunteers and yields significant funding towards our buying additional books for our school. Parents have fundraised to purchase useful technology for our classrooms. Our extensive adventure playground was purchased through grants and fundraising by the parents, as well as their labour to construct it. This year, parents created a student designed environmental-themed mural on the northwest wall of the school.

## 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?**

**Goal One for 2010-2011:** To Improve writing skills for all students through the use of 6+1 Writing Traits and Assessment for Learning practices with a focus on moving more students from the “meeting expectations” category to the “exceeding expectations” category by grade three as measured by the 3 Day Write and Report Card Marks.

**Addressing student need:** In the spring of 2010 we assessed all students using the 3 Day Write and established our baseline. We again assessed our students in the fall of 2010. All students who were not yet meeting expectations or approaching expectations were identified. These students were given support for English as a Second Language, Learning Assistance, or more directed in-class support.

### Spring 2010 (Baseline)

Grade	Total Students	ESL	Special Needs	Not Yet Meeting	Approaching Or Minimally Meeting	Meeting Or Fully Meeting	Exceeding
K				N/A	27%	46%	27%
1				0	23%	77%	0
2				4%	4%	76%	16%
3				0	12%	73%	15%
Total		7%	7%				

### Fall 2010

Grade	Total Students	ESL	Special Needs	Not Yet Meeting	Approaching Or Minimally Meeting	Meeting Or Fully Meeting	Exceeding
K	21			N/A	9%	91%	0
1	22			9%	41%	50%	0
2	22			0	45%	41%	14%
3	31			12%	36%	42%	10%
Total	96	15%	12%	6%	34%	54%	6%

### Spring 2011

Grade	Total Students	ESL	Special Needs	Not Yet Meeting	Approaching	Meeting Or Fully Meeting	Exceeding
K	22			N/A	13%	73%	14%
1	23			13%	9%	78%	0
2	22			4%	36%	55%	5%
3	31			6%	29%	59%	6%
Total	98	16%	11%	6%	22%	59%	12%

**Evidence of success:** The spring 2011 data shows an overall increase in students meeting or exceeding expectations and a decrease of students in not yet meeting expectations. We did not meet our goal for moving more students from the meeting to

exceeding category. When examining the reasons for this we found:

- We had an increase in enrollment of reception level English as a Second Language students;
- We needed to develop a more uniform and graduated assessment rubric so that expectations increased evenly from grade to grade;
- Students in the Meeting category showed improvement, but as this category includes meets and fully meets, this improvement is not visible using our data chart.

Improvement in writing over the next four months is evident as seen in the spring 2011 results. Kindergarten showed a 6% improvement, Grade One showed a 28% improvement, Grade 2 showed a 5 % improvement and Grade 3 showed a 2% improvement. We observed increased quantity and quality of student written output shown on the 3 Day Write assessment conducted throughout the year as well as in regular classroom assignments.

**We communicated and celebrated student success through:**

- Regular bulletin board displays;
- Work in the home newsletter;
- Work regularly sent home;
- Report card marks and comments;
- Student-led conferences;
- Sharing student work in student-led assemblies and over the Public Address System.

## 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**

***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:***

- To improve writing skills for all students through the use of 6 + 1 Writing Traits and Assessment for Learning Practices with a focus on improving writing skills in all students as measured by the 3 Day Write Assessment and Report Card Marks in November and March.

### **Objectives**

- We are seeking to increase the number of student in the meeting and exceeding categories and decrease the number of students in the not yet meeting and approaching categories, especially for those students who have attended Kerrisdale Annex for more than one year.

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

#### **The following strategies will continue to be expanded:**

- Teachers have created a graduated assessment rubric for Kindergarten to Grade Three using the 6+1 Traits for Writing. They are collaborating to implement uniform assessment practices, instructional vocabulary and teaching focus;
- Continue opportunities to showcase writing including: shared work on bulletin board displays, school and class newsletters, parent conferences, in-class presentations, and presenting work over the PA and in assemblies;
- Continue use of technology to support brainstorming ideas, organizing ideas, and expressing ideas in a variety of formats;
- Teachers will continue to routinely assess student work in teams, identify individual student strengths and weaknesses, and determine plan of action to remediate and celebrate.
- An aboriginal education focus on culture and community will be integrated into lessons throughout the year. Aboriginal literature in our school library will be displayed in a focal area and utilized in classroom activities. Aboriginal education teaching resources will be purchased to enhance how we incorporate aboriginal education into our curriculum at each grade level.

#### **The following structures will support our school plan:**

- Daily writing for all students;
- Professional Development: to increase use of technology as a tool for supporting student learning and to develop student written expression; to work as a team to discuss/share challenges and successful strategies to implement;
- Mentoring opportunities between older students and younger students with specific 6+1 Traits focus; inspiring ideas, shaping organization, sparking voice, expanding word choice, developing sentence fluency, strengthening conventions, and attempting various kinds of presentations;
- Increasing our professional library and resource centre, and utilizing the resources we have for improving student written expression;
- Create and maintain student files to collect annual student writing samples and rubrics as part of assessment and celebration of learning.

### **What will be our assessments and evidence of student success?**

We will continue to use the following to assess student progress:

- The 3 Step Write in November, February and May;
- Formal and informal classroom assessments using the teacher created rubric for 6+1 Writing Traits;
- Writing report card marks.

### **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)?**

There will be a continued focus on:

- Assessment for learning with teachers working together in grade groups to analyze student work and adjust learning opportunities and instruction to meet the recognized needs of the students;
- Using technology with all students to support written expression;
- Using the 6+1 Traits rubric we have created to assess student work and to talk about student needs and successes;
- Utilize professional development opportunities to expand staff knowledge of how to improve student written expression.

### **How will we communicate and celebrate student success?**

We will communicate and celebrate student success by:

- Showcasing work using public bulletin boards outside classrooms, newsletters, assemblies, and PA;
- Individuals sharing work with parents and vice-principal;
- Writing portfolios shared with parents at Student-Led Conferences held in the spring;

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

We will engage all members of the school community to ensure sustainability of student success by:

- All staff working together collaboratively to ensure students learn and routinely use the 6+1 Traits vocabulary and the teaching structures staff have determined;
- Informing parents of the 6+1 Traits vocabulary and what individual classes are learning through class newsletters and information sent in home agenda;

**Kerrisdale Elementary School Annex**

**Submitted by School Planning Council**

	(name)	(Signature)
Principal	_____	_____
Teacher	_____	_____
Parent	_____	_____
Parent	_____	_____
Parent	_____	_____
Student	_____	_____
Date	_____	

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**Recommended Approval by Superintendent**

	_____ (Superintendent)	_____ (Signature)
Date	_____	

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**Board Approval**

	_____ (Board Chair)	_____ (Signature)
Date	_____	