

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.

Lord Selkirk Annex

June 3, 2011

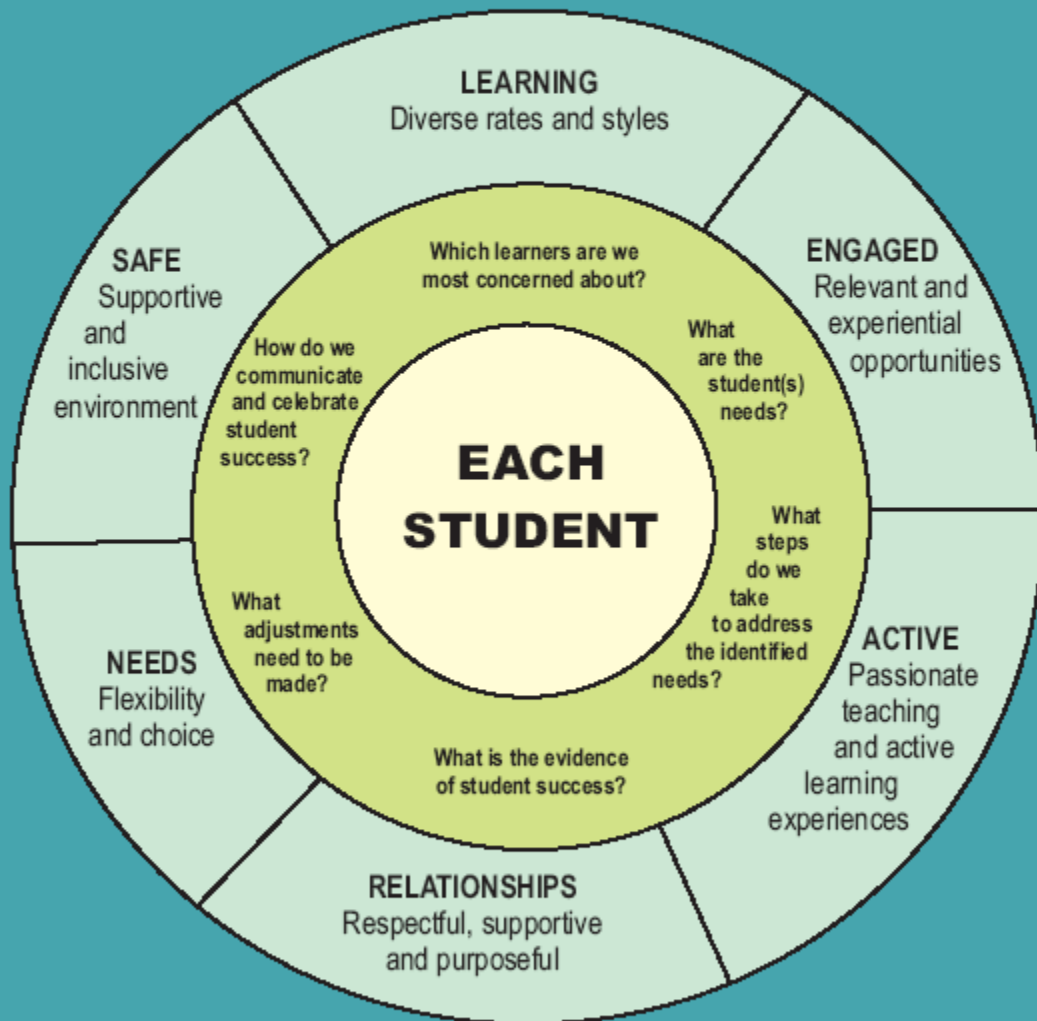
MISSION STATEMENT

The Selkirk Annex community is committed to keeping our school a safe, inclusive and caring place, where all learners have the opportunity to achieve success.

SCHOOL GOAL

To improve each student's ability to identify and practice healthy living.

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?

Selkirk Annex Elementary school opened on September 7th, 1965. We currently have 72 students enrolled in 4 divisions. Of these students approximately 66% speak languages other than English at home; 4% have identified learning challenges and 6% are aboriginal learners. The school community is truly multicultural with thirteen different languages being represented.

Selkirk Annex staff worked on literacy goals for five years as an Early Literacy Project School. We continue to monitor DRA data, and promote guided reading strategies. Our library resources include books in diverse languages and leveled books to support the range of skills in our school. Family Literacy is important to staff and families at our annex. This year we continued with Books and Breakfast in the spring term where children came to school on Tuesday morning for a nutritious breakfast and then read with the caregiver with whom they attended. The school has an active one-to-one literacy program where adults from the larger community come to our school and read to children *at risk* to support their developing literacy across all grades, K through 4. Classes also have weekly buddy reading where older students in the school read with younger students in the school. Families are encouraged to come to school to read with their children; our classes have parents reading with our young learners each morning before they go to work. Family members are also encouraged to read in any language at home for home reading to support our students' growing literacy skills. Our teachers and teacher librarian support the home reading program by ensuring students always have a selection of books at home for sharing. This year we applied for, and received, a grant from the Raise-a-Reader Foundation to purchase \$1400 of new home reading books for our Kindergarten students.

Our school goal last year was to improve literacy, through an emphasis on oral language development, for all students. Prior to this, our school goals have focussed on Mathematics and Social Responsibility

At the annex, we value our connection with preschoolers in our school community. We promote early learning and school readiness through our participation in *Ready, Set, Learn* and the *Welcome to Kindergarten* programs. We build activities related to our school goals into these sessions.

We have also built strong relationships with our Community Links Team and the students at Gladstone Secondary. Many of our students are learning leadership and social responsibility/citizenship skills through ongoing participation in a variety of athletic and leadership activities organized for us by the Gladstone Community Links Team. We have forged a relationship with the secondary students. Teachers and students from Gladstone have visited us to read with buddies, to share math activities, to teach us board games, outside games and dances.

All students at the annex are encouraged to follow the details under these headings in our school *Code of Conduct: Take care of yourself, Take care of others, Take care of this place*. Our families support our code at home and we all work to ensure that our school is a safe, caring and orderly place for learning.

Parents and other members of the school community are involved in Selkirk Annex volunteering for our literacy programs, working with staff on school activities, attending field trips, fundraising and sharing ideas about learning. There is also an opportunity for our non-English speaking families to attend Books and Breakfast. District SWIS workers and Multicultural workers regularly offer support to our families.

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 improve literacy competency of all students, with an emphasis on oral language development.

Objectives

Students will improve in their oral language literacy competency.

- There will be a particular emphasis on supporting students who are not meeting or approaching/minimally meeting expectations.

Students at the fully meeting expectations level will improve oral language literacy competency in the aspect of grammar.

Steps we took to address the student's needs:

- Teachers used specific oral language strategies to drive instruction and increase the success of all learners through the use of:
 - Role Play/Drama
 - Presentations
 - Sharing/Show and Tell
 - "Everyone Must Speak" Strategies
 - A/B Partners
 - Grammar/Oral Language Games
 - Leadership Opportunities
- We continued our home/school partnership by working with families in our school community on the topic of building oral language skills at home to support learning such as with Books and Breakfast, first-language books, and field trips

The following structures supported our school plan:

- One professional day with a focus on Oral Language
- Collaboration between teachers
- Guided by the BC ELS-IRP, across the grades we used the teacher-created rubric with the following aspects: Attending, Speaking, Taking Turns in Conversation, Staying on Topic, and Grammar.
- We converted our rubric into "student-friendly" language in order to share it with all the students in the school so they were better able to understand the criteria for success.
- Resource teacher support was provided to those students identified as being vulnerable in the area of Oral Language.

The evidence of success for each student:

- We measured success by using an oral language rubric created by the teachers (see Appendix A)
- Students were assessed three times throughout the year, in the fall, winter, and spring
- Assessments were done individually for each student in the following situations:
 - Reading out loud

- Role Play/Drama
- Presentations
- Sharing/Show and Tell
- "Everyone Must Speak" Strategies
- A/B Partners
- Grammar/Oral Language Games
- Leadership Opportunities

- In the fall assessment, approximately 10% of our population were already at level 4 on our teacher-created rubric (the highest level)
- 90% of our population had room for improvement
- 86% of our students were minimally meeting or above
- By term three's spring assessment, 93% of students were minimally meeting or higher
- The remaining students who were not meeting our expectations were either reception ESL learners and had arrived at our school part way through the school year or were students with a ministry designation and had specific goals on individual education plans to address their challenges
- With the exception of the above-mentioned students, all students who were not already at level 4 in the fall of 2010 improved and had moved along the continuum by the spring assessment

Having oral language as a goal for two years has highlighted the fact that some students who are no longer receiving ESL support (had service interrupted) could still benefit from support in oral language and ESL service will resume next year.

Upon reflection, teachers noted that at the kindergarten level, numerous students are talking more and having conversations and participating in classroom discussions with more confidence. One teacher noticed that after having a focus on drama and reading aloud, some of the quieter, shy students are becoming more confident when speaking. This was also noticed in music. Some students who did not participate in the beginning of the year are now singing, dancing, playing music games, and generally becoming more involved in the music program.

Overall, we have seen a marked improvement in the oral language competency in the majority of our students and have decided to switch school goals for the 2011 – 2012 school year. Although we will no longer have oral language as a school goal, we will still use the oral language rubric to aid in assessment of our students in years to come.

How we communicated and celebrated success.

- Verbal acknowledgment of success in class, presenting certificates during assemblies, verbal praise for the performances at the Christmas concert
- Made oral language progress a part of student leadership activities
- Reviewed progress at staff meetings after reporting periods
- Highlighted school wide progress at PAC meetings
- Discussions with parents after school and during parent/teacher conferences

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 improve each student's ability to identify and practice healthy living.

Objectives

- Students will improve in their selection of healthy living choices
 - There will be a particular emphasis on healthy eating and physical well-being

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)?

The following strategies will support our school plan:

- Daily Physical Education
- School-wide daily exercise to music over PA – use leadership students to model exercises
- Bring in professional instructors to teach specific sports: possible ideas are martial arts, badminton, hip hop
- Fitness testing three times in the year (October, January, and April)
- Purchase a class set of pedometers for students to use while at school to increase their awareness of how much they are moving in a day
- Expose students to a wider variety of physical activities
- Invite public health professionals to the school to educate about personal hygiene, nutrition, and other health related issues
- Use the Canada Food Guide during teaching of a nutrition unit
- Teach nutrition as an integrated unit with other subjects
- Apply for Project Chef and secure funding to support this initiative

The following structures will support our school plan:

- BC School Fruit and Vegetable Nutritional Program
- Work with Gladstone Community School Team to increase the physical activity programs (provide more variety)
- Do an inventory of P.E. Equipment and purchase new supplies as necessary
- We will be guided by the BC Health and Career Education-IRP
- 2 professional development days
- Resource teacher to support classroom teachers with integrated themes
- Collaboration between teachers
- A rubric will be created by teachers to assess student knowledge of healthy living practices and the assessment will be done three times a year as with the fitness testing.

What will be our assessments and evidence of student success?

- Participation tallies for 10-minute exercise
- Pedometer tracking (daily, weekly, or monthly) – number of steps will increase over time
- Fitness Test three times a year (developed by staff to including endurance, strength, flexibility)
- Students will use artwork to represent balanced meals three times a year.
- A teacher-created rubric will be used to assess student's ability to describe healthy living practices.

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)?

- Teachers will be guided by the BC Health and Career Education-IRP and the teacher-created rubric and will use this rubric to drive and modify instruction as necessary.
- Teachers will share ideas and strategies that have been successful.

How will we communicate and celebrate student success?

- Using some of the student ideas of what constitutes a balanced breakfast, we will have a year-end balanced breakfast for the students
- Artwork of balanced meals will be displayed in hallways
- Making presentations in class and during assemblies
- Recognizing student progress at recognition assemblies
- Creating bulletin board displays for our school community to demonstrate progress.
- Reviewing progress at staff meetings after reporting periods
- Highlighting school wide progress in our monthly newsletters and PAC meetings

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

- We will talk to our families during conferences about student progress and how this can be supported at home.
- We will send a copy of the rubric home to parents, translating the rubric for families that do not speak English.
- We will report on progress and involve our families at PAC, SPC and other parent meetings.

Lord Selkirk Annex

Submitted by School Planning Council

	(name)	(Signature)
Vice Principal	Angela Hughes	_____
Teacher	_____	_____
Parent	Maricruz Alvarado	_____
Parent	Aman Nijjar	_____
Parent	Zahra Lokhandwala	_____
Student	_____	_____
Date	June 3, 2011	

Recommended Approval by Superintendent

	_____ (Superintendent)	_____ (Signature)
Date	_____	

Board Approval

	_____ (Board Chair)	_____ (Signature)
Date	_____	

Oral Language – Selkirk Annex 2010 - 11

	Emerging (with direct support) <i>Not Yet Meeting (NYM)</i> Level 1	1.5	Beginning (with guided support) <i>Minimally Meeting (MM)</i> Level 2	2.5	Developing (with minimal support) <i>Meeting (M)</i> Level 3	3.5	Applying (without support) <i>Fully Meeting (FM)</i> Level 4
Attending	With direct support attends to informal oral language interactions		With guided support attends to and participates in informal language interactions		With minimal support attends to and participates in informal language interactions		Attends to and participates in informal language interactions
Speaking	With direct support may speak with adults or peers. May be difficult to understand (e.g. tone of voice, volume, articulation, rate, gestures)		With guided support speaks with adults or peers (e.g. tone of voice, volume, articulation, rate, gestures)		With minimal support speaks clearly with adults or peers (e.g. tone of voice, volume, articulation, rate, gestures)		Speaks clearly and fluently using appropriate voice and body language (e.g. tone of voice, volume, articulation, rate, gestures)
Taking turns in conversation	With direct support may take turns in a conversation		With guided support takes turns in a conversation		With minimal support takes turns in a conversation		Takes turns as a thoughtful listener and speaker in a conversation
Staying on Topic	With direct support may stay on topic in a short conversation		With guided support stays on topic in a short conversation		With minimal support stays on topic in a conversation		Stays on topic in conversations; responds and extends ideas
Grammar	With direct support may speak using grammatically correct language (e.g. verb tense, singular/plural, personal pronouns, word endings, subject/verb agreement)		With guided support speaks using grammatically correct language (e.g. verb tense, singular/plural, personal pronouns, word endings, subject/verb agreement)		With minimal support speaks using grammatically correct language (e.g. verb tense, singular/plural, personal pronouns, word endings, subject/verb agreement)		Uses grammatically correct language when speaking (e.g. verb tense, singular/plural, personal pronouns, word endings, subject/verb agreement)