

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.

**Chief Maquinna Annex**

**April 2011**

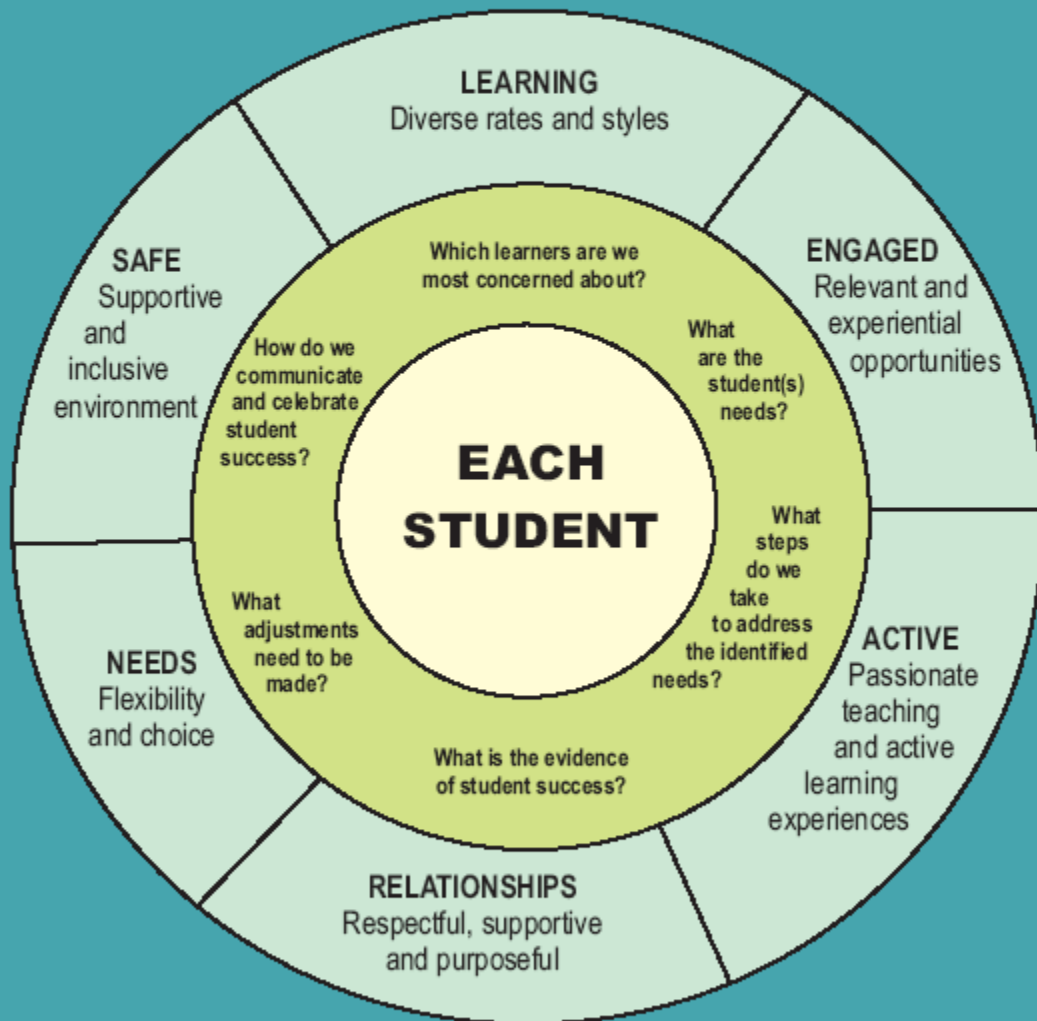
### **MISSION STATEMENT**

**To create an inclusive, respectful and nurturing community in which the intellectual, social, emotional and physical potential of young learners can flourish. It is our mission, thereby, to enable our students to make a positive contribution to an ever-changing and democratic society.**

### **SCHOOL GOAL(S)**

**Goal 1:** To improve the oral reading and speaking skills for all students with a particular focus on the K-3 students who are minimally meeting expectations.

# 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?**

There are approximately 80 students enrolled in Kindergarten to Grade 3 at the Annex and 25-30 families regularly attending the Strong Start Centre. The school is located in a working class area. The school is culturally diverse with at least nine first languages spoken at the students' home. All parents are encouraged to participate in the school's activities by attending: parent teacher conferences, PAC meetings, Halloween centres, winter concerts, and Sports Day. The student population is 67% ESL and the number of special needs is 7% of this small community of learners.

Many visitors to the Annex have expressed that they find it has an atmosphere of a calm, friendliness, warmth, and a focused working environment. The strong emphases in literacy for many years have provided an excellent foundation for the school to concentrate on developing the skills needed across many curricular areas.

The staff and community work towards developing environmental awareness and social competency with our students. A regular and rewarding partnership with Frog Hollow Neighbourhood House helps provide a successful Strong Start early years learning centre.

Staff members work cooperatively to discuss students' needs to select the resources that will support literacy for all students. All staff are committed to Early Intervention and organizing LAC services to best address these at risk readers.

Parents work as active partners at both Maquinna School Communities and the Annex staff have numerous positive working relationships with the main school, sharing artistic events, learning resources, computer lab access and staff socials. The PAC this year worked hard to achieve several successful community gatherings. PAC organized and hosts an annual Chinese New Years community event in February and a June barbeque for all of the Maquinna Schools Community.

The Code of Conduct is reinforced at the weekly assembly with Stars of the Week given to celebrate individual students for their application of Kind, Safe and Fair behaviour. At Chief Maquinna Annex we work together Keeping our school Safe, Healthy, Happy and a Productive Place to Learn, and staff compiles a survey of each classroom to monitor our annual progress.

Our vision of success for our students puts an the emphasis on the goals of improving reading, writing and speaking skills especially for students who are minimally meeting expectations at the end of each school year.

## 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: To address the 2010-2011 school goal staff continued to follow with the District's focused efforts on Assessment for Learning (AFL) and the six strategies for improving student learning. The Annex has a long history of early intervention and makes literacy success in learning to read. Individual teacher's instructional practices this year addressed literacy assessment and writing activities to introduce and highlight the use of AFL.

Our goal one to improve in student language arts success was aided by encouraging students to learn self-monitoring skills and for students to have greater instructional engagement. Teachers maintained instructional efforts to communicate "learning intentions" for class writing and reading activities. Progress in Language Arts continues to be monitored by the Vice-principal's aggregation of the term reports marks for each student's Language Arts performance.

Toward the end of November, staff met to discuss and identify the students who are minimally meeting the Language Arts expectations in each grade. As a staff, we continue placing a strong focus on an Early Literacy Intervention model, including Resource team support for the lowest achieving students in K, gr. 1 and gr. 2

After two reporting periods this year, the Critical Evidence of success in Language Arts for our students was that a number of students are meeting or fully meeting grade level expectations in the areas of reading and writing, however a small group of students remain at the **minimally meeting standards in Reading and Writing.**

The Annex data indicates slow but positive gains from the initial baseline data for 4 consecutive term-cycles shows the same relative number of struggling learners comprise 32-38% of all students in the Annex. The following is a comparative list of past years achievement in Language Arts for all students who are Not Yet or Approaching expectations.

2008 = 38.8 %

2009 = 35.6 %

2010 = 35.5 %

2011 = 32.8 %

Maquinna Annex school annually reviews student's socially responsible behaviour. On April 18 2011 the Annex staff collected data regarding student's participation in Social Responsibility and solving problems during school time. This data has been used since 2009 school planning to monitor our students and their attitudes toward social responsible behaviour.

<b>2008-2009</b>				
Social Responsibility Expectation Levels p = 96 for 2008-2009	% NOT YET MEETING	% MEETING	% FULLY MEETING	% EXCEEDS
A. Contributes to being friendly , kind and helpful				
A. Contributes to the classroom and community activities				
B. Expresses feeling honestly and manages anger appropriately				
<b>B. Recognizes and Solves Problems in appropriate ways</b>	<b>13</b>	<b>44</b>	<b>32</b>	<b>7</b>
<b>C. Values diversity, fairness and respect for others</b>	<b>14</b>	<b>34</b>	<b>27</b>	<b>21</b>
D. Follows the rules and shows responsible citizen behaviour				
<b>2009-2010</b>				
Social Responsibility Expectation Levels p = 90 for 2009-2010	% NOT YET MEETING	% MEETING	% FULLY MEETING	% EXCEEDS
A. Contributes to being friendly , kind and helpful	20	44	34	4.4
A. Contributes to the classroom and community activities	26	39	29	6
B Expresses feeling honestly and manages anger appropriately	31	34	30	4.4
<b>B. Recognizes and Solves Problems in appropriate ways</b>	<b>30</b>	<b>41</b>	<b>24</b>	<b>4</b>
<b>C. Values diversity, fairness and respect for others</b>	<b>30</b>	<b>37</b>	<b>27</b>	<b>6</b>
D. Follows the rules and shows responsible behaviour	27.8	40	27.8	4.4

<b>2010-2011</b>				
Social Responsibility Expectation Levels p = 82 for 2010-2011	% NOT YET MEETING	% MEETING	% FULLY MEETING	% EXCEEDS
A. Contributes to being friendly , kind and helpful	7.3	46.3	35.3	8.5
A. Contributes to the classroom and community activities	13.4	47.5	28.0	8.5
B. Expresses feeling honestly and manages anger appropriately	10.9	35.3	42.7	7.3
<b>B. Recognizes and Solves Problems in appropriate ways</b>	<b>9.7</b>	<b>43.9</b>	<b>35.3</b>	<b>7.3</b>
(from last yr.)	20.3% fewer	2.9% more	8.9% more	3.9 % more
<b>C. Values diversity, fairness and respect for others</b>	<b>13.4</b>	<b>39.0</b>	<b>37.8</b>	<b>7.3</b>
(from last yr.)	16.6% fewer	2.3% more	11.1% more	0.7% more
D. Follows the rules and shows responsible citizen behaviour	12.2	39.0	36.5	8.5

## 2011-2012 SCHOOL PLAN

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

### **GOAL #1**

- To improve the oral reading and speaking skills for all students with a particular focus on the K-3 students who are Minimally Meeting and Not Yet Meeting expectations.

### **Objectives**

- Student self-monitoring will improve their understanding of the teacher's learning intention, and the criteria of success expected
- Increase teacher use of feedback and metacognition strategies to gain increases in student Language Arts achievement with fluency and phonetics.
- Continue to identify struggling readers in early fall for Early Intervention services
- Monitor students Oral Language with an assessment tool.
- Complete a 2 step School-Wide Write for monitoring student writing progress

**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 continue for Oral Speaking...

- Continued use of the Early Intervention model for K, 1, 2 students with Resource Team support
- Continue to participate in District activities to support the implementation of Assessment for Learning instructional practices
- Identified students to receive expressive fluency support and language support.
- Monitor students Oral Language with an assessment tool.

The following strategies will continue for Reading...

- Use of Online reading services which provide leveled reading materials for individuals (Raz-kids.com & Reading A-Z.com)
- Continue using Home Reading program for all classes & celebrating success.
- Classroom instruction of fluency reading strategies (Balanced Literacy approach)
- Continued use of guided reading lessons in class and with Resource Team support
- Identified students to receive resource and/or phonetics, vocabulary & expressive fluency support.

Further strategies include:

- The Resource team will continue to use the available diagnostic assessment tools for ESL students
- to continue to review and upgrade literacy resources for interest, content, levels, gender appeal and curricular strategies.

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

- We will continue to monitor those learners struggling to read. The continued success with using the observational assessment tools such as the DRA2 assessments and DIBELS Next is important.
- Facilitate a School-Wide Write with resource support for all students and especially

to monitor the ESL students each a year.

- Teacher's term reports provide data with descriptors separating student's writing and reading evaluations for parents as well as details for student's overall language arts achievement.

**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)?**

- Teacher/Administrator discussions regarding each "struggling" student after each term report
- School-Based team review twice a year
- Resource team recommendations for special needs students in learning communication skills
- Adjust resource support to give more time for students not meeting expectations and prioritize these students for psycho-educational assessments.

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

Students will continue to have many opportunities to share their successes with writing including:

- reading work during class "author's chair"
- writings published in the school newsletters
- celebrating success in readings at Friday assemblies
- work displayed and shared in the hallways
- reading and writing with Buddy classrooms at school
- shared writing with Pen Pals from other schools

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

Maquinna Annex as a member of the Vancouver Board of Education is proud to have members of the Aboriginal Communities attending our school. We support the Aboriginal Education Enhancement Agreement that wishes success of Aboriginal students in areas of Belonging, Mastery and Culture. With the assistance of the Aboriginal Education Enhancement Worker, additional opportunities are provided to all of the Annex students to learn of the cultural diversity for all of the peoples who are Canadians.

The Annex offers early learning support programs in coordination with Frog Hollow Neighbourhood House at the: Strong Start Centre, with Ready Set Learn events and our school Welcome to Kindergarten workshop.

After school programs will continue to be offered by the Van Tech Community School Team (CST) at the Annex and Main school. These programs, while not directly offering literacy support, are critical for after school care and provide youth with meaningful engagement which supports learning and esteem.

**Chief Maquinna Annex**

**Submitted by School Planning Council**

	(name)	(Signature)
<b>Principal</b>	Bruce Inglis	_____
<b>Teacher</b>	Jan Marsland	_____
<b>Parent</b>	Tara Agate	_____
<b>Parent</b>	Yva Lam	_____
<b>Parent</b>	_____	_____
<b>Parent</b>	_____	_____
<b>Date</b>	_____	

---

**Recommended Approval by Superintendent**

	_____ (Superintendent)	_____ (Signature)
<b>Date</b>	_____	

---

**Board Approval**

	_____ (Board Chair)	_____ (Signature)
<b>Date</b>	_____	