

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.

Henderson Annex

April 2011

MISSION STATEMENT

It is our intention at John Henderson Annex to continue creating a neighbourhood of learning through a collaborative climate in which all members learn:

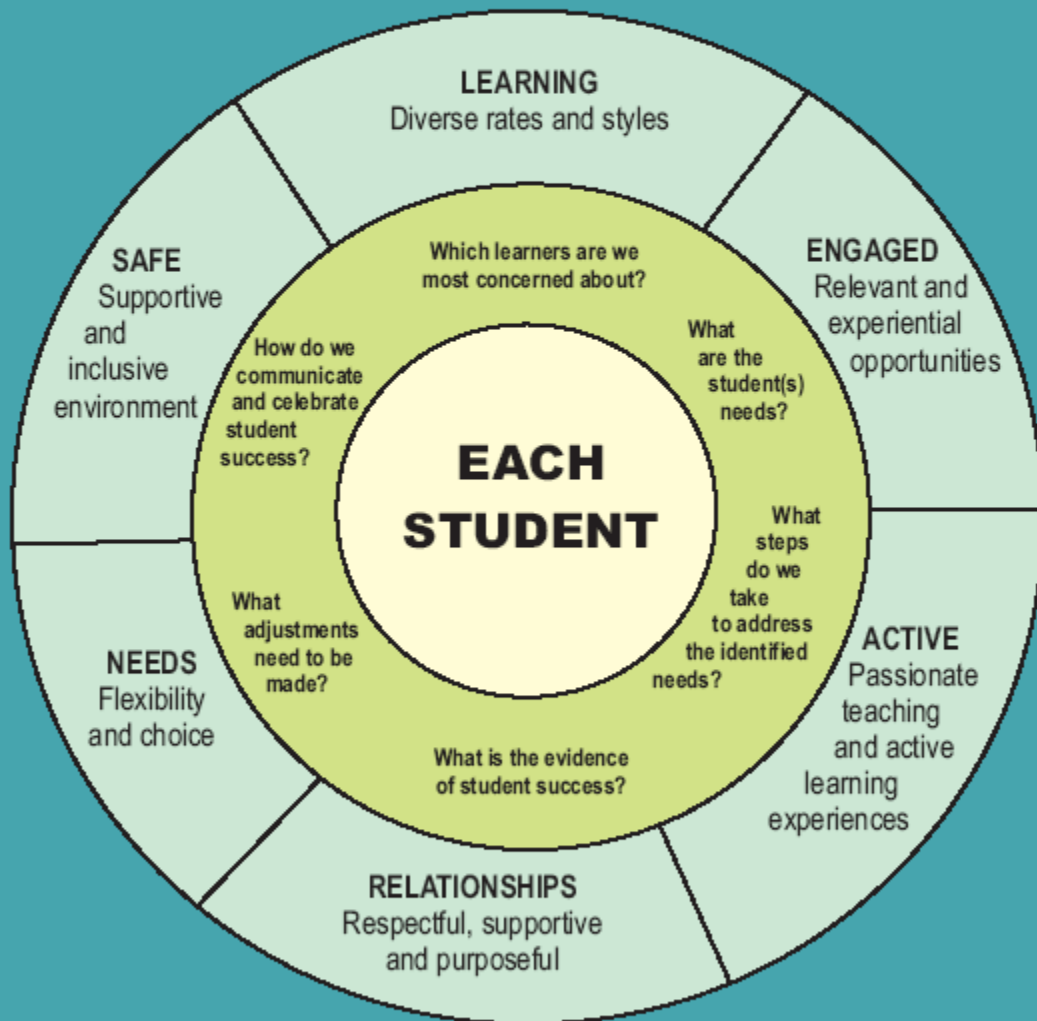
- how to care for themselves and all other members of the school and greater community
- how to be responsible learners, who do their best to maximize their unique potential
- how to acquire and practice habits of heart and habits of mind to be socially responsible learners

SCHOOL GOAL(S)

Goal 1: To improve student writing of different genres with a focus on vocabulary development and concise expression.

Goal 2: To continue to increase literacy levels by integrating social responsibility into the existing curriculum.

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?

SCHOOL COMMUNITY CONTEXT

Who are we? Henderson Annex is a cozy, dynamic center of learning in South East Vancouver which is often thought of as “*the little country school in the BIG city!*” Our families come from a variety of places and more than 80% of the community speak English as a second language. We have thirteen languages represented in our classrooms. Parent involvement continues to be invited and encouraged to support our school programs and activities through parent education sessions, family literacy initiatives, Welcome to Kindergarten, Ready, Set, Learn and our StrongStart. Parents are made welcome in the school. Assistance in advocacy for children and families is always readily available, particularly now with the Inner City status. The socio-economic status in the school catchment area ranges from lower to upper-middle class. Non-English speaking grandparents are often the primary care givers during the day and it is wonderful to see them join our StrongStart to support our earliest learners and their future success. To build on our presence in the neighbourhood as a place of learning, we actively encourage community partnerships. We offer programs before, during and after school for students and family members because of our partnerships with the Langara Family “Y”, the Sunset Community Centre, the Ross Street Temple, John Oliver Secondary, SouthHill Public Library and The Community Support Program.

Who are the learners at Henderson Annex? We continue to offer a place of learning for everyone in our neighbourhood. Our learners are babies, preschoolers, primary, intermediate, adolescents, parents, grandparents and great-grandparents who come to the Annex to learn together in StrongStart, Green Light to Kindergarten, and in various after-school programs and parent education sessions. We have 100 students from kindergarten to Gr.5 and on average host 30 to 40 babies, toddlers and their caregivers for three hours each morning. Our efforts have been to target our earliest learners because, according to the Human Early Learning Partnership (HELP) in 2007, our community was identified as having a very high vulnerability rate in four out of the five domains (physical health, social competence, communication and general knowledge, and language and cognition) measured and 47.5% of our 4 year olds were not ready for Kindergarten in each of these domains. We are proud of the possibilities ahead because of the early learning we are now offering to everyone in the neighbourhood. We look forward to the academic and social success of our newest learners and their families and can already see the benefits of having a pre-kindergarten program in the building with its inherent screening potential. This year we have already been able to have some assessments done and to request extra support in September for two of our new kindergarteners.

Our student population has stayed between 98 and 104 students this year, with quite a bit of transience due to immigration difficulties and the high cost of housing for some families. Almost 85% of our students speak a language other than English in the home, and although most of them were born here and are fluent social speakers of English, they often lack the vocabulary needed to participate in deep learning conversations. 14 of our students have Ministry designations and require extra support from SSSWs and Resource teachers.

Our vision of success is for every learner to reach their fullest potential both academically and socially. We will continue using a collaborative teaching approach in which classroom and resource teachers and SSSWs work together to plan the best program for all of our learners. This can look different in each classroom, because of the co-teaching where instruction is delivered, measured and redefined collaboratively. Our evidence to date supports this prediction. Our students will continue to receive daily instruction for longer periods of time in smaller groups with staff collaborating daily allowing for flexible groupings, and targeted teaching for those with specific needs. Secondly, we will continue our focus on Early Intervention, and look forward to monitoring the future success of our students who are now receiving on-site early learning instruction. Mentorships, focused conversations, sharing of assessment practices across grades and parents as welcome partners has led to a school-wide effort to improve oral language, reading, writing and social responsibility. We have moved into the area of intentionally adding critical and creative thinking elements by re-examining the notion of authentic literacies and weaving the themes of social responsibility throughout our curriculum and out into the community. Our new Home Reading program and Play for Literacy day as well as many PAC meetings and events have supported literacy and raised parent awareness about the importance of daily home reading. We are ever more successful in bringing parents into our school as partners in teaching and learning.

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 1 To continue to increase academic success by integrating critical and creative thinking elements into our teaching

Goal 2: To continue to increase socially responsible behaviours by integrating critical and creative thinking elements into our teaching.

Steps we have taken to address student needs:

- Co-teaching, collaboration, small ability group daily instruction, Daily 5 scheduling and

- continual monitoring of progress and sharing of student learning with parents
- Regular, efficient school based team meetings
 - Students’ social-emotional needs are addressed through SBT referral and with the support and programs of the Inner City staff (Inner City worker, MCW, YFW)
 - Student goal setting at parent-teacher conferences and teacher reporting reflecting the goals and progress,
 - self-assessments, DRA assessments of Primary students
 - FSA results reflect improvement and student evidence shows progress in reading, writing and math
 - Strategic use of Resource teachers to support student learning and teaching styles: Gr. 3/4/5 classroom teachers worked with the Resource teacher and the teacher librarian to schedule Guided Reading and Math groups so that students could be instructed at their level; Gr. 1/2 classes had traditional pull-out for ESL and LAC groups as well as creative writing ‘Clubs’ for higher level students and some scheduled in-class support with teacher collaboration on Science units; while the Kindergarten class followed a mostly in-class support model or work with small groups or individual students.
 - Mini performances, script writing, commercials, movie-making with X-tra Normal; websites, and PowerPoints to support multiple intelligences. Some of these projects took place during class time, while others were done as extra-curricular activities such as We Day, Roots ‘n Shoots and our new Tech Club. The latter are run by SSSWs.
 - Gr.4/5 teachers are continuing to provide guided reading instruction and are adjusting text selection based on the Fountas and Pinnell benchmarks attached to their guided reading texts
 - Primary teachers are providing sound, phonics and phonemic awareness based programs to support all students, especially those who have learning challenges or who speak another language in the home

What was the evidence of success? By comparing the FSA scores and the report card evaluative comments Henderson Annex students have shown improvement in their ability to read and write. This is evidence of significant success and gives us hope to continue our focus on learning about teaching literacy. Our percentages for Language Arts are high if we include those students who are approaching Expectations. However, they drop substantially if the Approaching numbers are included with the Not Meeting Expectations. See rationale and explanation below.

Henderson Annex Reading Data-Winter 2010 and Winter 2011

Grade	Winter Reports 2010 M/FM/E	Winter Reports 2010	
		A	A/M/FM/E
K	100%	(71%)	100%
1	95%	(67%)	89%
2	81%	(65%)	94%
3	92%	(61%)	95%
4	100%	(38%)	93%
5	94%	(92%)	100%
School-wide Average	94%	(66%)	95%

- While our literacy results for 2010 do not look as good as we would like, the story

behind the numbers shows that as a school there is a general and unanimous sense among all staff and also among the 6 parents who were present at the School Planning Day that we are improving in the area of literacy. Out of 98 students, only 5 were Not Meeting Expectations. However, 27 were Approaching Expectations, which is why our results look poor. When the makeup of our student population is taken into consideration, these results are more easily understood: we currently have 14 Ministry designated students, with an additional 11 students whom we have on a list for Psychological Educational testing (many of these students will not be tested due to limited resources). The other students who were Approaching Expectations were ESL students, some of these being students who are absolute beginning or reception level English language learners.

How did we communicate and celebrate student success?

- Celebration of Learning through various means: bulletin board displays, student assemblies and movies, etc.
- Assemblies and fundraising events and fairs such as: Anti-Bullying, Homelessness, Japan Disaster, etc. which involved a critical thinking and literacy component
- Home Reading sheets and Home Reading Display Board with stars and certificates in classrooms
- Sharing and publishing of student writing in newsletter
- Monthly newsletter informing parents of what students are doing in each class
- Regular updating of our school website as a form of communication with student work included
- Classroom practices such as: 'Star of the Week', 'The Show' produced and run by Grade 4/5 students, student acting and performing in movies and assemblies based on their written scripts

Goal 2: To continue to increase socially responsible behaviours by integrating critical and creative thinking elements into our teaching

Steps we have taken to address student needs:

- Roots of Empathy, Code of Conduct, Spirit Leadership, Cart and Library Monitors, Class meetings and monthly student-led assemblies
- WeDay fundraising initiatives: sock drive (Sox in the City), Unicef for Halloween, Japan Earthquake Relief, Komera Project for girls in Rwanda (all of which involved student choice of project, student choice of various fundraising activities and student promotion and running of events)
- Parent conversations, class meetings, and community partnerships
- Roots and Shoots student group continued to meet and create opportunities for everyone to learn to take care of others. (Earth Day, Clean Up Vancouver)
- confirmed partnership with Arts Umbrella and Please Mum to provide in-school dance classes for Hen. Annex students followed by a Winter Concert and FlashMob Dance at the Children's Festival
- Regular parent conversations and parent education sessions about parenting with 2 presentations on Anger Management and two 2-part evening sessions on Communication and Discipline vs Punishment.
- PAC meetings with engaging discussions and presenters, Ready Set Learn and Welcome to

Kindergarten as opportunities to educate parents.

- Full Inclusion of ALL our unique learners whereby we provide optimal learning in the most natural learning environment
- Teachers continuing to share the new resources for critical and creative thinking and beginning to use these resources with their classes to enrich the Ministry Outcomes for curriculum areas

What was the evidence of success?

- a Gr. 1/2 class developed empathy by participating in the the Roots of Empathy program
- a number of families joined an afternoon of poster making and then distributed the posters to the surrounding neighbourhoods to raise awareness of how to take care of our school during holidays and who to call if any neighbour notices suspicious behaviours; this was following the fire and flood from the Halloween vandalism
- Zero graffiti for the past almost 2 years to the outside of our buildings and 0 broken windows in 2010/11, but there were, unfortunately, a number of minor incidents of vandalism following the damage which resulted from the flare which was thrown through our resource room window
- Parents are trying to use the parenting skills they have learned in our 6 sessions and various PAC meetings when solving problems at home
- Students continue to practise the “I feel _____ when _____” language with adult support and students are seeking out adult support when they are unable to solve their problems peacefully
- Students who are sent to the office at lunch are few in number; they are asked to write about what happened and why and to write an apology letter if appropriate. This supports social responsibility and literacy!

How Did we Communicate and celebrate our Success?

- School newsletter, P.A. announcements, daily morning message at entrance of the school
- Letter writing and posters displayed around the school
- Reminders on the Parent bulletin board
- Key Visuals in prominent spots as reminders of how to solve problems
- Displays in display cases for and by students
- Super citizen awards all grades at end of year assembly, Morning show, Komera Project
- Healthy Eating and Playing for Literacy challenges with student certificates and prizes

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 student writing of different genres with a focus on vocabulary development and concise expression

Objectives

- To increase the number of students meeting expectations and above in writing through ability grouping and specific writing instruction techniques
- To increase the vocabulary of all students through specific teaching strategies

**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)?**

We will continue to expand on the existing structures and add some new ones:

- active partnership with StrongStart for early intervention and identification
- family literacy programs to increase the literacy levels in the community
- Home Reading program to continue for Vocabulary development; Home Writing as an optional at-home activity
- uninterrupted teaching time where everyone respects the direct teaching time
- collaborative teaching with resource teachers (if staffing allows) to provide small group instruction
- Gr.3/4/5 R5 reading closely monitored by teachers listening to the students read, and teachers regularly recording the students texts
- School Wide focus on Me to We
- teachers collaborating, using the first Pro-D Day in September (19) and by accessing Collaborative days offered by the VSB as was done this year
- school-wide centres days like this year's Playing for Literacy (Math, literacy, vocabulary, writing)
- continuing the home reading program
- parent education including authentic literacy centres - family based workshops through community partnerships and inner city funds and support staff
- actively celebrating student success and adjusting teaching methods to address multiple intelligence
- cohesive, consistent program for special needs students with multiple personnel
- using Resource time flexibly and creatively
- Writing Fair, Writer's Festival, Writer's Board

What will be our assessments and evidence of student success?

Data generated from the following performance indicators will be used to provide evidence of student success for this objective:

- Language Arts Report Card Evaluative Comments
- DRA reading results for Gr.K to 3
- Informal Assessments based on daily reading using Fountas and Pinnell Benchmarks for Gr.4/5
- Oral Language assessments for Kindergarten

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)?

We will use our collaborative teaching teams, our bi-monthly School Based Teams, and collaborative planning time (possibly Power Hour) to monitor, reflect and adjust our teaching based on the student results/evidence being reviewed (school-wide writes, DRA scores, informal journal entries)

How will we communicate and celebrate student success?

Displays – bulletin boards and display cases with student-made fundraising and informational posters, writing and pictures for causes and events they are undertaking
Assemblies – student planned and run assemblies to promote awareness and fundraising of events for causes (as mentioned above)
PAC meetings with parent initiated topics

School Newsletter
Morning Message Board
School Website and student emails of their accomplishments

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

Continue our Community wide celebrations of learning, always extending the invitation to our StrongStart and PIRS community partners
Continue to publish and distribute a collection of writing that is connected to Social Responsibility
Continue to create student-led community events such as the Multicultural Assembly, the Vaisaki Assembly, and our Earth Day Event which provides active participation by all members of the community
Joining the Me to We Conference and beginning a school-wide, year long, collaborative focus following the Me to We Outlines (see website: www.metowe.com)

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 # 2

To continue to increase literacy levels by integrating social responsibility into the existing curriculum.

Objectives

- To continue the high level of social responsibility of our students
- To support literacy throughout school curriculum and activities

**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)?**

- to continue doing all of the many activities connected with Social Responsibility as mentioned above and to incorporate literacy into those activities

What will be our assessments and evidence of student success?

Continue our Community wide celebrations of learning, always extending the invitation to our StrongStart and PIRS community partners
Continue to publish and distribute a collection of writing that is connected to Social Responsibility
Continue to create student-led community events such as the Multicultural Assembly, the Vaisaki Assembly, and our Earth Day Event which provides active participation by all members of the community
Joining the Me to We Conference and beginning a school-wide, year long, collaborative focus following the Me to We Outlines (see website: www.metowe.com)

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)?

- observations of teachers, staff and parents
- student-initiated fundraising initiatives for good cause
- high numbers of students interested in belonging to Roots 'n Shoots
- lower number of behavior problems coming to the office-

How will we communicate and celebrate student success?

Displays
 Assemblies
 PAC meetings – open dialogue between parents and administrator
 School Newsletter – keeping community updated monthly and including parenting ideas so parents can also work on social responsibility at home
 Roots of Empathy with Division 3 (Gr. 1/2) – with a baby from the class – strong empathy and connections developing and evident, especially with our ROE instructor being one of our staff
 Morning Message Board – keeping community updated daily
 School Website and student emails of their accomplishments

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

Continue our Community wide celebrations of learning, always extending the invitation to our StrongStart and PIRS community partners
 Continue to publish and distribute a collection of writing that is connected to Social Responsibility
 Continue to create student-led community events such as the Multicultural Assembly, the Vaisaki Assembly, and our Earth Day Event which provides active participation by all members of the community plus other assemblies connected to fundraising initiatives
 Attending the Me to We Conference and beginning a school-wide, year long, collaborative focus following the Me to We Outlines (see website: www.metowe.com)

Henderson Annex

Submitted by School Planning Council

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

Recommended Approval by Superintendent

	_____	_____
	(Superintendent)	(Signature)
Date	_____	

Board Approval

	_____	_____
	(Board Chair)	(Signature)
Date	_____	