

Vancouver School Board

# SCHOOL PLAN

## 2015-2016 Summative Review



## 2016-2017 Plans for the Future

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.

### Tyee Elementary

#### MISSION STATEMENT

We believe in enabling learners to reach for personal excellence in a supportive, stimulating environment, following Montessori principles.

We encourage and guide all students in taking responsibility for their learning and in actively participating in a broad range of learning experiences.

#### 2015-2016 GOALS

1. Literacy Goal: To increase reading comprehension with a focus on those students demonstrating below grade level reading comprehension.
2. Social Responsibility Goal: To increase awareness of ourselves, awareness of others, awareness of our actions within the environment where we learn, socialize, and play.

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

## **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?**

Tyee Elementary School has 201 students enrolled in a program dedicated to Montessori philosophy and education. Students are organized into eight divisions, kindergarten to grade 7. Students in grades 1 – 3 and 4 – 6 are organized in multi-aged classes, with students in kindergarten and grade 7 in dedicated grades. Parents are highly involved in the school to support the success of the Montessori program through PAC or offering their expertise in the school and classrooms.

Tyee Montessori is a District school program. Students throughout Vancouver School District may enter the Tyee Montessori program beginning in kindergarten through an application to the Vancouver Board of Education choice schools lottery system. The computer application lottery determines those placed into the kindergarten program and those who will be placed on the waitlist for future placements. Parents may also choose to place their children's names on the existing waitlist at any grade level by completing an application of intent at the school.

Teachers are committed to providing a rich learning environment for all students based on Montessori principles and on fulfilling the expectations of the Ministry of Education curriculum for all schools. Teachers collaborate to ensure that the Montessori philosophy underlies all educational decisions at Tyee and there is success for every student. The Montessori approach supports continuous progress as children work on personal goals and academic challenges. Students learn to work independently, in small groups, and as a member of the class. A resource teacher supports students with academic challenges with in-class or small pullout group programs. Some students are provided further support with a student support worker.

Tyee staff enhances students' learning through a variety of programs. Students build greater awareness of environmental sustainable living, creating food production, and supporting healthy lifestyles at a deeper level. Entrepreneurial skills are fostered as students either make or grow items to sell at the Tyee pocket markets each spring and/or fall. Active living and outdoor education introduces students to a variety of experiences and life skills such as snowshoeing and skating. Grade 4 students participate in swimming lessons and learn water safety skills. Each Fall, Grade 7 students experience outdoor education through Sea to Sky Outdoor School on Gambier Island. Students may also experience gymnastics, tennis or badminton, and dance lessons.

Tyee is an active learning community of staff, students, and parents working in concert to ensure an engaging , supportive Montessori education in a respectful and emotionally safe learning environment.

## **PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW**

### **What were our goals?**

1. Literacy Goal: To increase reading comprehension with a focus on those students demonstrating below grade level reading comprehension.
2. Social Responsibility Goal: To increase awareness of ourselves, awareness of others, awareness of our actions within the environment where we learn, socialize, and play.
3. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

### **What steps did we take to address the identified student(s) needs?**

#### **1) Literacy Goal**

##### **Objectives:**

- Increase the number of students meeting grade level reading comprehension
- Read fiction and non-fiction texts with understanding at grade level

We applied Education Funds FTE to increase the resource team. One day per week was dedicated to early literacy in kindergarten where each child worked with the resource teacher with a focus on letter and letter-sound identification, vowel sounds, simple word pronunciation, sight words, early reading.

Resource team members provided focused pull-out and in-class guided reading support for students who were identified as not reading at grade level. More targeted resource time was increased for non-readers and struggling readers in gr 1 & 2.

In-class reading materials were updated in the primary classrooms by purchasing leveled reading resources in fiction and non-fiction text. Guided reading leveled novel sets were purchased for the intermediate classrooms.

The school implemented 1 to 1 reading volunteer program through the One to One Volunteer Reading Society; the focus was to provide struggling readers in gr 1,2 with increased reading time with an adult. The volunteers used leveled reading books and documented the student's progress.

Teachers in the primary classes used leveled reading books with individual students to provide individualized guided reading support, monitoring the student's progress. Hands-on Montessori materials are used to build early literacy phonemic awareness skills in the primary grades.

Intermediate teachers used a varied approach including guided reading novel groups, individualized reading programs, and reading to develop research skills, and razkids technology program..

Identified students were assessed in the Fall and Spring using Fontas and Pinnell diagnostic

(Intermediate) and DRA assessment (primary grades).

Steps for next year are;

- to develop a home reading program using leveled books, specifically for grade 1,2 identified struggling readers.
- Continue the 1 to 1 Volunteer reading program; hopefully with the existing 1 to 1 readers
- Reimagine the resource model once more for next year to address the needs of students.
- Continue to target the struggling primary students with a focus on gaining greater competency on learning to read and moving to comprehension
- Home reading program at the intermediate level to increase comprehension and fluency for those who are reluctant and challenging readers.
- Provide information to parents that will teach them how to talk about a story as they read with their child.
- Target students who are not meeting grade levels at the intermediate grades and provide comprehension instruction
- Continue to identify kindergarten students who are struggling with reading as they move into gr 1 and provide direct service in September.

### **What was the evidence of success for each student?**

All kindergarten students can identify and name random letters of the alphabet, and know letter-sound combinations. All are reading or beginning to sound out three letter C-V-C words, some with prompting. Kindergarten students have been identified who will receive early literacy intervention for reading in gr 1.

With the interventions of intense resource for at-risk readers, 1 to 1 volunteer readers (primary), guided leveled reading; the reluctant readers in the primary grades are showing movement forward. This is also true of the intermediate students. Of these students who continue to struggle with reading in all grades, they will receive resource teacher support next year and their progress will be monitored and measured.

### **How did we communicate and celebrate student success**

Success is continually celebrated with all students in all grade levels, and especially with those who find reading a challenge.

Students feel a great sense of accomplishment when they see they have increased a reading level or they are reading and comprehending a more challenging book in their novel study group.

Parents see accomplishment during student-led conferences in the spring and enjoy listening to their children read and share portfolio information.

## What steps did we take to address the identified student(s) needs?

### 2) Social Responsibility Goal

Teachers continued to go deeper into the social responsibility goal this year to support all children in the school. The whole school has focused on the language of self-regulation, respecting others, respecting ourselves, and taking responsibility. Many teachers use language in the classrooms from the book, *Zones of Regulation*, by Michelle Garcia Winner, such as being in the Green, Yellow, or Red Zones. Some staff members are exploring the program *Strong Kids*, especially for the older intermediate students. Teachers are using words such as “expected” and “unexpected” when they refer to behaviours to better frame situations for students.

Teachers are teaching a variety self-regulation strategies such as providing body breaks, regular mindful breathing at strategic times of the day for calming, movement balls and hokey stools for seating choices in the classrooms, fidget tools, virtues program, class yoga, and so on.

District staff such as the inclusion consultant, behavior consultant, STIBS, peer to peer, provided recommendations to the staff to support students. In fact, a STIBS worker worked with whole classes and small groups in the school to further develop positive interactions and understandings of each other. The RBLM program (Ready Bodies, Learning Minds) was piloted in two classrooms this year.

Vancouver Coastal Health was accessed for presentations from SACY (drug and alcohol) for grade 7, and for the physical growth and development program K – 7. Further to this, the Saleema Noon Group provided in-depth learning for students on the topic of sexual development, which also included navigating social media, and recognizing positive, supportive friendships.

The school counselor worked with students, staff, and parents. He brought in an art therapist who worked with students.

Family Services of Greater Vancouver provided a series of sessions over six weeks with the grade 7 class that encompassed social dynamics among friendships, building positive friendships, navigating through difficult situations, and navigating transitions. They also offered a two series session to parents on understanding and navigating the teen years.

Leadership and taking responsibility has been a focus with the grade 7 class as these students transition to grade 8 and the secondary school years. A variety of opportunities were available for these students including connecting them to the outdoors, learning new hands-on activities and skills, leading activities with younger students, and continuing the thread of positive connectivity, mindfulness, and respect.

## What was the evidence of success for each student?

With the consistent interventions from the whole staff there is an atmosphere of greater calm within the school. Students know and use the language of the *Zones of Regulation*. Students have learned to understand these terms and have incorporated them into daily use; some have produced iPad clips to show what this may look like with their bodies. The students are becoming familiar with the language of “expected” and “unexpected” referring to behaviours and situations in which they may find themselves. The language helps them take notice and adjust what they are doing and recognize how they are feeling. Students are developing toolkits over the course of the year to use in a variety of situations to self-regulate themselves. Students are recognizing when they need a body break and to advocate when this is important for them. They are responding to strategies and are demonstrating learning in all aspects of social responsibility. We will continue to build on these skills over the next year and look forward to continued progress.

### **How did we communicate and celebrate student success**

The best communication is through continually recognizing and commenting on positive behaviours. Students who show self-regulation in difficult situations, taking on leadership and responsibilities, demonstrating thoughtfulness and care of another person, and demonstrating respectful ways of being are recognized. Recognition in itself is a celebration.

As a staff we are committed to folding into curriculum the three competencies of social responsibility. We will continue to work towards consistent language and behaviours of respect with each other and continue to define what this looks like and sounds like for everyone. We will continue to develop the universal language and having students develop their own toolkits to regulate themselves and to fine tune social emotional regulation and develop strategies further, such as how to listen and unpack a problem. Upholding Montessori Grace and courtesy ~ manners and taking responsibility around social manners; explicit teaching around those manners

- Professional development for staff around SEL

### **What steps did we take to address the identified student(s) needs?**

#### 3) Aboriginal Enhancement Goal:

As a school we embraced learning about Aboriginal cultures together and began to thread Aboriginal learning into many aspects of curriculum. We delved deeper into our learning. With guidance from Aboriginal people, the students and staff have experienced a very unique year of cultural learning.

Teachers immersed students in literature and discussions within the classrooms. The following are experiences Tyee students had throughout the year.

- Students were immersed in Aboriginal art and artifacts at the Museum of Anthropology. They were captivated by a ceremony at the museum. At the Vancouver Art Gallery students viewed the Gund collection (coastal art collector's collection) of contemporary and traditional masks. They viewed a video of Haida art and examined the traditional shapes. This experience influenced the art in the classroom.
- Students visited the Vancouver Museum and studied the Musqueam history and their territory
- A First Nations Elder from the Nisga'a Nation spoke with all of the students in small groups throughout the year on several occasions about cultural traditions, protocols, and ways of being as First Nations and Aboriginal peoples. He connected the students to West Coast cultures and the traditions through personal artifacts.
- Some students and staff made drums with drum maker and VSB Aboriginal Enhancement teacher, Davita Marsden.
- Students studied fundamental needs of people and created a variety of projects that demonstrated learning
- The teacher librarian worked with small groups who focused research projects and discussions on Aboriginal studies.
- Students researched and made masks. From the Elder's visit they learned cultural information and protocols around masks
- A class of students studied and made button blankets with Artist-in-Residence, Anastasia Hendry. Again, this was connected with the First Nations Elder's presentation on button blankets and his own Button and Chilkat blankets.
- Students studied native plants and how Aboriginal people used them, with presenters from the Sierra Club.
- A class of students studied the life cycle of the salmon, raised and released them and connected their learning to Aboriginal peoples.

- Students in several classes learned a variety of techniques in carving. Some carved with wood, while others with stone. Grade 7 students made bow drills used to make fire. They also learned outdoor skills of cordage making, baking bannock, and worked with master carvers.
- Intermediate students studied Human Rights and the Rights of the Child and connected this information with residential schools. Discussions brought out many thoughts and spurred the next level of learning for next year's studies.
- Teachers studied the Principles of Aboriginal learning and wove this through the redesigned curriculum and Montessori curriculum. Learning was woven through all areas of curriculum and not as a separate study therefore staff noticed transference.

Learning will continue through:

- Continue to bring more Aboriginal speakers and storytellers to the school
- Continue to weave and imbed Aboriginal learning in the redesigned curriculum
- As a Staff to continue to develop a deeper understanding of the journey of first peoples through workshops and share our learning with students

### **What was the evidence of success for each student?**

When students go home with excitement to tell their parents what they had learned about Aboriginal cultures, they are demonstrating evidence of learning success. When they are making connections about Aboriginal learning to other situations and transferring thoughts they demonstrate learning.

The students were absorbed in learning when they said, "I want to grow up and be an artist".

Students made interesting and thoughtful presentations to classmates about research on a variety of Aboriginal focused topics. They were keen to listen and learn from each other. The Nisga'a Elder found the students asked in-depth questions and wanted to learn more from him.

Students demonstrated empathy and thought about Aboriginal people and their journey over time as classes looked at fundamental needs of people.

The knowledge base of the students and staff has increased throughout the year and created a foundation for next year.

Students were spontaneously sharing with others, making connections, questioning, showing understanding and empathy, and deeper thought through a Human Rights lens; a connection was made with Virtues education, storytelling, patience, respect and so on.

Students were attentive and want to learn more about Aboriginal cultures and especially traditions.

### **How did we communicate and celebrate student success**

Individual research projects were shared in the classrooms, artwork was hung in the classrooms, and work was placed in portfolios for sharing at student-led conferences.

All of the Tyee School families and invited guests will celebrate with an Aboriginal ceremony on May 27th to bring the drums to life and dance button blankets. Protocols will be followed and all present will be witnesses to the traditional ceremony including the formalities of the traditional

feast. Drummers, singers and dancers, many Aboriginal witnesses, and an elder who will guide the protocols will guide the traditional formalities. The ceremony in itself is cultural learning and sharing for everyone present. Families have the opportunity to view the processes of learning that will be displayed on the walls along with a wide variety of artwork and other learning that took place in the classroom and can be in display format. Students in the school will play a variety of roles from meeting and greeting, presenting traditional tobacco, making and giving ceremonial gifts, baking bannock for the dinner, and so on. The traditional evening will be one all will remember.

## **2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE**

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

Continue with the current goals as outlined in our reflections for 2015-2016.