

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 Roberts Annex

May 2011

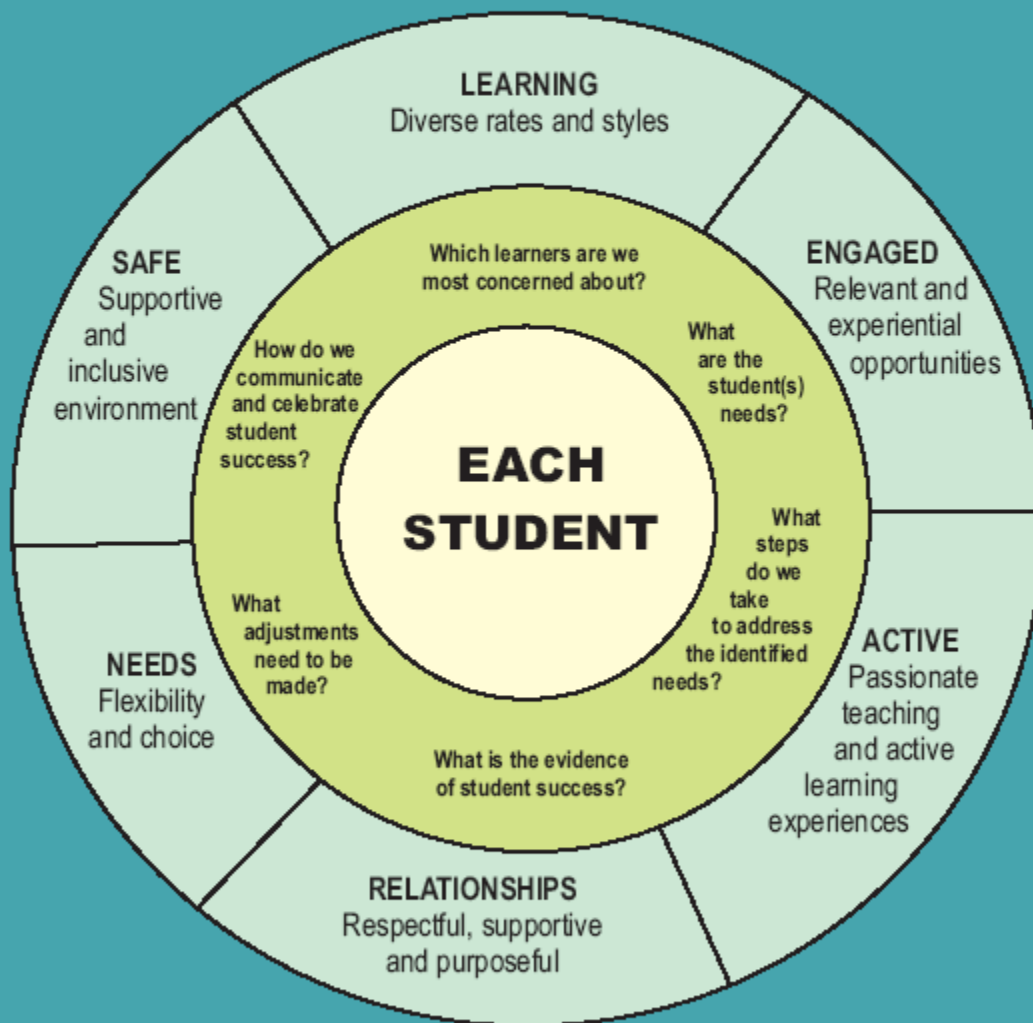
MISSION STATEMENT

Students will be empowered to reach their potential in a supportive environment where high expectations, respect, responsibility and academic achievement are the focus. As a learning community we will advocate for the rights of our students to be successful.

SCHOOL GOAL(S)

To improve Social Responsibility through Literacy. To teach students to empower themselves: to assess their own needs, to understand the effect of the choices they make, to be critical thinkers and to become thoughtful, active members of their school community.

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?

Lord Roberts Annex school is a Kindergarten to Grade Three annex located in the downtown/West End area of Vancouver with a population of 146 students. Our students come from a wide variety of cultural and linguistic backgrounds, approximately 50% of the students speak English as a Second Language, and 13% of the students have special needs designations. All special needs students are fully integrated into the regular classroom with varied levels of support.

Roberts Annex students live throughout the densely populated downtown core, with the majority living in multi-unit low and high-rise dwellings. The student population was at one time highly transient with less than 25% of the students remaining in the school from kindergarten to grade three. Currently the population has been much more stable with approximately 50% of the students remaining at the school for the entire four years from Kindergarten to Grade 3.

School initiatives include being an Early Literacy Project school for over 11 years, having an active Reading Recovery Program and we are entering our fifth year in the district's Early Intervention Project. The focus of the Early Literacy Project is to have each student reading at grade level by the end of grade three.

Roberts Annex has a strong focus placed on increasing students' skills in peaceful problem solving by encouraging fair play and kind, respectful behaviour. Students are learning to be safe and caring in their daily interactions.

Roberts Annex also values Performing and Fine Arts. A variety of experiences in the visual arts and music form important components of each child's school program. Students use visual journals to express their thoughts and ideas visually and in writing and all students participate in our annual spring musical.

The status of "Inner-city" was withdrawn in the 2010-11 school year which resulted in cut-backs to support services to students and families in our school, specifically in the areas of Area Councilor and Youth and Family Worker. The impact of this has been keenly felt by our staff, students and families. The needs of families and students in our catchment extend to mental health services, and we continue to make several referrals each year in order to best support our students and their families. This is a need that continues. As well, there are ongoing concerns about family poverty for a small percentage of our families, which often go unnoticed and are under-reported. It is strongly felt that Inner-city status should be re-instated.

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?

What was our goal?

Our goal for 2010 – 2011 was to improve Social Responsibility through Literacy. To teach students to empower themselves: to assess their own needs, to understand the effect of the choices they make, to be critical thinkers and to become thoughtful, active members of their school community. We wanted students to have the necessary communication skills to build and maintain positive relationships and to use these skills to better solve interpersonal problems.

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

We worked toward meeting our goal by:

- Ensuring that balanced literacy programs were in place including such things as running records, phonemic awareness, guided reading groups, writers' workshop and reading comprehension
- Using phonemic awareness for kindergarten students
- Providing Reading Recovery, Early Intervention and Resource Team support for most-at-risk students
- Deepening comprehension for reading and writing
- Expanding, practicing, discussing, and celebrating successful literacy strategies among staff members
- Continuing our professional reading for staff to facilitate discussions around our yearly literacy goal(s)
- Using levelled reading materials in the school's book room
- Focusing on fiction and non-fiction literature and reflective writing
- Encouraging and inviting our future Roberts Annex students and their families to participate in our "Books for Babes" library within the school library
- Focusing on the explicit teaching and student practice of reading and writing
- Developing a better awareness of the school Code of Behaviour through monthly themes
- Communicating the Code of Behaviour to the school community through assemblies, class meetings, newsletters and the school calendar
- Providing Resource Team support in-class and pull-out for students
- Having the Resource Team teachers collaboratively work to facilitate

student needs

- Using Home Reading opportunities for each classroom
 - Maintaining and expanding our collection of levelled books
 - Having monthly after school literacy meetings with a focus on teacher professional development in the area of literacy
 - Maintaining a quality school library collection
 - Using students as Playground Leaders to help with play activities and conflict resolution
 - Having the Playground Leaders meet with staff regularly to discuss roles and strategies
 - Using washroom pass keys for students during recess and lunch to limit the number of students inside during these times and prevent unsafe behaviour
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- 2010-11 was the second year of our revised goal to use literacy and communication to address some of the behavioural issues students struggle with each day.
 - In the fall of 2010, the staff met on a Professional Development Day to review the various strategies and structures that support our School Code of Behaviour including the adoption and re-enforcement of various procedures for dealing with student misbehavior including the “We are Learning To Be” Sheet, Easy Discipline as well as completing the annual review of the Student Code of Behaviour.
 - The organization of the Playground Leaders and Student Council were two of the initiatives developed that were enthusiastically endorsed by the staff. Discussions amongst staff and students indicated that using the students to assist in addressing problems at the school had a positive impact on the overall behaviour. Volunteer students felt more empowered and valued as members of the school community and were able to look at problem solving from a different perspective. Monthly meetings of both Playground Leaders and Student Council members brought issues and ideas forward and discussions focused on solutions that were brought to the entire school population through classroom meetings and school assemblies.
 - School assemblies were held monthly and this year each assembly had a theme taken from the School Code of Behaviour. Each class volunteered to develop and present at one assembly with a song, story or skit that reflected the monthly theme.

What was the evidence of success for each student?

The collection of evidence was based on assessment data gathered by classroom teachers in the course of the year and used to inform teaching and included (but not limited to) the following school-wide strategies:

- DRA completed by classroom or resource teachers three times per year to coincide with reporting periods
- Three day school-wide write completed three times during the year to coincide with reporting periods
- Early Literacy Project and Reading Recovery data
- Easy Discipline summary data
- Appreciative Inquiry collection of success stories

How did we communicate and celebrate student success?

We communicated and celebrated the success of our students by having them share their work with each other in class, in our hall displays, during assemblies and during our June Evening of Wonder Celebration.

This year we continued with our theme from last year having students use Visual Journals to express their thoughts and ideas visually and in writing. Teachers continued to meet monthly to talk about student work done in the classroom and share ideas and activities that were successful.

This year our June Evening of Wonder Literacy Celebration will include a gallery walk and slide show. For the gallery walk each student submitted one piece of art with a short description about the piece.

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

- Continue to improve Social Responsibility through Literacy. To teach students to empower themselves: to assess their own needs, to understand the effect of the choices they make, to be critical thinkers and to become thoughtful, active members of their school community.

Objectives

- students will continue to develop communication skills to build and maintain positive relationships
- students will continue to respond to literature and practice reflective writing to develop problem solving skills
- students will continue to develop the ability to assess their individual needs and meet them positively

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)?

Strategies

- Ensuring that balanced literacy programs are in place including such things as running records, phonemic awareness, guided reading groups, writers' workshop and reading comprehension
- Using phonemic awareness for kindergarten students
- Providing Reading Recovery, Early Intervention and Resource Team support for most-at-risk students
- Deepening comprehension for reading and writing and representing visually
- Expand, practice, discuss, and celebrate successful literacy strategies among staff members
- Professional reading for staff to facilitate discussions
- Use of levelled reading materials in the school's book room
- Focus on fiction and non-fiction literature and reflective writing
- Encourage and invite our future Roberts Annex students and their families to participate in our "Books for Babes" library within the school library (School based themes?)
- Focus on the explicit teaching and student practice of reading and writing
- Develop a better awareness of the school Code of Behaviour through monthly themes (Assemblies?)
- Communicating the Code of Behaviour to the school community

through assemblies, class meetings, newsletters and the school calendar

- Continue to explore and pilot the use of emerging technologies with ESL, SPED and typical student populations
- Continue to support teachers who are interested in using emerging technologies (iPads, SMART board) in the classroom
- Work with SAC and Technology Use Advisory Committee to implement our technology plan and guide spending and decision-making
- Problem solving sheets
- How can we compensate for the loss of counseling time?

Structures

- Resource Team support in-class and pull-out for students
- Resource Team teachers collaboratively working to facilitate student needs
- Home Reading opportunities for each classroom
- Maintain and expand our collection of levelled books (no money-money donated, from Scholastic funding)
- Monthly after school literacy meetings focus teacher professional development in the area of literacy
- Maintain a quality school library collection
- Playground Leaders to help with play activities and conflict resolution
- Playground Leaders meet with staff regularly to discuss roles and strategies
- Monthly Playground Leader and Student Council meetings
- Monthly Assemblies with pre-set dates and topics which reinforce the School Code of Behaviour
- Classrooms will take responsibility for presenting Code of Behaviour topics at selected assemblies
- Washroom pass keys will be used by students during recess and lunch to limit the number of students inside during these times and prevent unsafe behaviour
- Adding hall monitors
- Library monitors

What will be our assessments and evidence of student success?

- The Developmental Reading Assessment (DRA) and PM Benchmarks three times per year
- Classroom observations and assessments
- Collection and use of Early Literacy Project data throughout the school year (Maybe discuss at book club literacy meeting)
- Use of evaluative statements in student report cards for Language Arts at each reporting period and used in student permanent records each June
- Use of Ministry of Education Performance Standards at each reporting period
- Use of data collected through the use of Reading Recovery each June
- Continue to participate in the District's Early Intervention Project in year three
- Collection of behavioural data using Easy Discipline database
- Use of Problem Solving worksheet

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)?

- Continued use of DRA and PM Benchmarks with regular review of student progress in literacy
- Staff will use ongoing observations to monitor students' growth in meeting the objectives
- Regular communication with Supervision Aides reviewing student behaviour during recess and lunch
- School-Based team review of students at risk
- Periodic review of Easy Discipline data during the school year
- Continue regular SSW meetings with Resource and Vice Principal, ensuring SSW's have resources they need.

How will we communicate and celebrate student success?

- Student work shared in school displays, newsletters, and assemblies
- Annual Literacy event in April
- Spring Musical
- Monthly Literacy meetings
- Report cards
- Student-led conferences and student goal setting conferences

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

- Review the School Plan and Code of Behaviour with PAC and parents at Meet the Teacher night
- Share information in newsletters, notices, and displays (Should we start displays again?)
- A copy of our school Code of Behaviour is sent home in September to each family and is part of the School Calendar of Events provided for each of our families
- Provide a synopsis of our School Plan and Code of Behaviour to new Kindergarten parents at our Welcome to Kindergarten event in June
- Student-led conferences and student goal setting conferences
- Student leadership-Students' Council and Playground Leaders
- School Assemblies for students and parents

Lord Roberts Annex Elementary

Submitted by School Planning Council

	(name)	(Signature)
Vice Principal	<u>Mr. J. Cortens</u>	_____
Teacher	_____	_____
Parent	<u>Brad Tough</u>	_____
Parent	<u>Dragan Stankovic</u>	_____
Parent	<u>Maria Minshull</u>	_____
Student	_____	_____
Date	_____	

Recommended Approval by Superintendent

	_____	_____
	(Superintendent)	(Signature)
Date	_____	

Board Approval

	_____	_____
	(Board Chair)	(Signature)

Tell Us a Story

APPENDIX A

Our school plan day started with an Appreciative Inquiry look back at the year. Staff members gathered in triads to share stories of exemplary teaching and learning experiences. The major themes have been included in the body of this document. The following are excerpts paraphrased from specific stories which are included here to provide some richness and specificity that is lost in truncated themes or aggregated data. The stories—representing only a small portion of what was shared—have been edited for clarity and, hopefully, capture the energy and enthusiasm that is unleashed when they are shared.

A Two Year Story

This student was a behavior concern in Kindergarten and required frequent extra support and many parent meetings. This school year, the student came to my room and asked to read a story to my class. I was worried the Kindergarten's might not understand what was being read to them. When the student finished reading to my class, my kids clapped! I was so pleased that he came to share a writing success of his. His growth is based on developing self confidence.

I am heartened by his growth and feel okay about the time and effort spent on his family last year to empower him to take responsibility.

A Bad Day

A student was having a bad day and started to cry. A little boy with behavior issues who I have worked with, walked over to the student, asked him if he was okay and put an arm around him and consoled him. I thought that was nice as I've never seen the boy show caring or empathy towards anyone before.

Working Together Growing Together

The Job List was an interactive discussion with the class. Students will know who is doing what job. If someone is away, students will take initiative to perform their jobs. They will help each other do their jobs. Students have begun to create their own centres. They ask others if they've been to the new student created centres. Now they are problem solving on their own.

Leaders in the Making!

Playground Leaders initiating a desire to speak at assemblies using their voice and play time to create cue cards to use when speaking. They see themselves as valuable members of our school community and want to voice in the atmosphere of the school.

Making Friends

One of our autistic children approached some students to play with him. It provided a venue to encourage him to connect with other children. We have been working on his social skills all year. This day demonstrated his initiation of language and turn taking. Encourage. Demonstrate. Role Model play. Play through a series of questions, he is learning to answer when he is focused. This varies day to day. Conversation is the key to success. Giving him lots of opportunity to talk with other teachers and classmates. During story time he is more present.

In the Gym

In gym one day, he seemed to be holding back. I encouraged him to lead the group (leadership opportunity). He grasped the opportunity and took off with energy and confidence and was able to let go off and ignore the daily triggers that typically would set him off in group situations. Is it the one on one conversations that make a difference? YES.

Success!

When the students are sharing visual journals, whatever you say or show is valid and valued — children have questions and compliments. It is an opportunity for insecure children to share their favourite page with their peers. Some may be reluctant but everyone feels successful.

With one particular high risk student, he doesn't worry about academic focus or behavior. Through this student's changes we see academic and social success happen. Being able to share something of themselves is genuine and the students celebrate their work.

Total Misbehaviours: Roberts Annex Easy Discipline

Total Misbehaviours to Date for Lord Roberts Annex

Printed: Thu, Jun 2, 2011 at 4:03 PM

Misbehaviours	357	Referrals	148
Bullying	7	Hitting	28
Disobedience	27	Swearing	1
Disrespectful	39	Theft	0
Dangerous Behaviour	63	Hands On	77
Fighting	87	Vandalism	1
Lying	2	Teasing	5
Biting/Spitting	4	Other	16

Students Not Yet Meeting Expectations in Reading and Writing

Grade	% of Students NYM
Kindergarten	16
Grade 1	25
Grade 2	34
Grade 3	24