

Vancouver School Board

## **SCHOOL PLAN**

**2012-2013**



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.

**University Hill Elementary**

**May 2012**

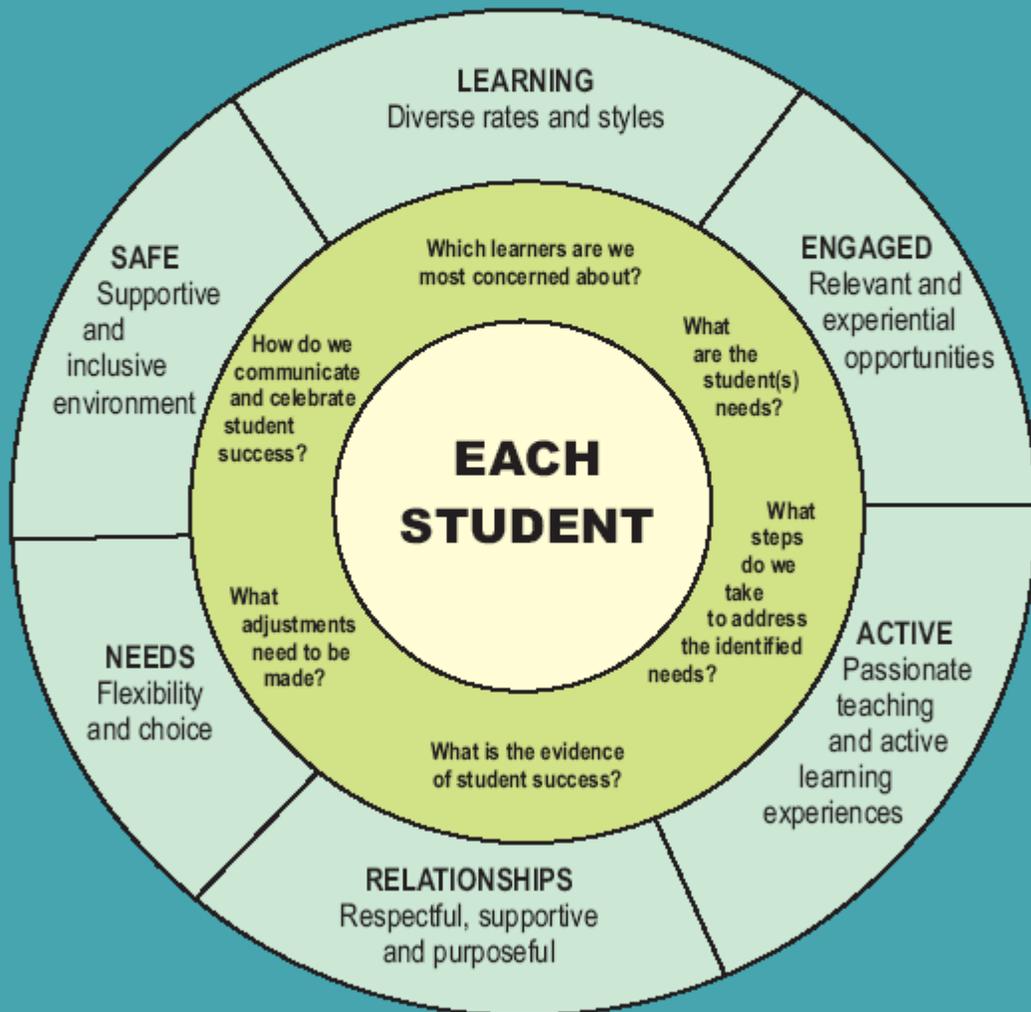
### **MISSION STATEMENT**

The mission of University Hill Elementary School is to provide a stimulating environment that develops responsible students who strive to achieve their academic, social, and artistic goals. University Hill Elementary School honors the rich diversity of its school culture and instills a commitment to personal excellence and a love of life-long learning. The school values its physical environment and enjoys a mutually beneficial relationship with the community it serves.

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

**Goal 1: To improve reading and writing skills in our students who are minimally meeting or not yet 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?**

University Hill is a unique school in a special setting with approximately 500 students from all over the world, representing many nations, languages and cultures. While many students stay for only a year or two, an increasing number of families are making this area their permanent residence.

The school has a 52% ESL population (2012/2013 projection 52%) comprised of approximately 37 different language groups. Nearly 4% of our population has aboriginal roots (2012/2013 projection 4%) and almost 5% have Ministry designations (2011/2012 projection 5%).

**As of May 1<sup>st</sup> of the current school year, we have lost 50 and enrolled 54 new students in Grades 1 – 7. This 10% turn around in student population is equivalent to some inner-city schools in Vancouver. Because of our high level of transience, it continues to be difficult to track the progress of all students. This is, in and of itself, a concern. Approximately 27% of our grades 1-7 population was not even attending University Hill Elementary two years ago in the 2009-2010 school year.**

Of our Grade 1 to 7 students who are not ESL/ESD, and who do not have ministry designations, 5% have been identified as vulnerable in literacy development. This number combined with our ESL/ESD population means that a total of 61% of our students are receiving additional literacy instruction.

We would like to see all of our learners minimally meeting or meeting expectations in Language Arts. We believe that basic literacy skills are fundamental to all future success.

## 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 2011/2012 was originally to improve the reading and writing skills of our student's grades 1-7 who were minimally meeting or not yet meeting expectations. Based on a cohort identified in 2010 as struggling learners in literacy, we have targeted specific strategies and interventions to assist these students and improve their skills in reading and writing.

Last year, we had some success in moving students into the range of Meeting Expectations in Language Arts. However, given the transience of our population we are continually receiving new students in need of language support. See the graph below.

**Students Not Meeting Expectations or Minimally Meeting Expectations in Language Arts based on February 2011 Report Card**

<b>Grade</b>	<b># of Students</b>	<b>ESL /ESD</b>	<b>SPED</b>	<b>LAC</b>	<b>Arrived 10/11</b>	<b>Arrived 09/10</b>	<b>Arrived 08/09</b>	<b>Arrived 07/08 or before</b>
K	7	4	/	3	7			
1	16	12	1	3	12	4		
2	17	12	2	3	3	10	4	
3	21	14	4	3	7	4	4	6
4	21	17	3	1	12	2	3	4
5	31	26	3	2	13	6	6	6
6	10	8	2	/	5	3	/	2
7	12	9	2	1	4	4	1	3
<b>Total</b>	<b>135</b>	<b>102</b>	<b>17</b>	<b>16</b>	<b>63</b>	<b>33</b>	<b>18</b>	<b>21</b>

This year has been a challenging one for communication and data collection purposes due to the ongoing teacher job action. Each year we review data from past years, look at report card information, and survey enrolling teachers to identify those at continued risk for literacy development. Historically in our population, we have noticed that ESL/ESD learners who stay at the school for more than 2 years largely succeed to the point where they are no longer considered at risk. We must assume that a cohort within these learner groups continues to struggle based on our inability to provide sufficient evidence of changes or improvements towards the school literacy goals. The circumstances remain similar to previous years as we continue to move toward meeting the school goals in reading and writing.

In the fall of 2011, classroom teachers worked with their Resource team members to assess and identify struggling students. For the first two terms, classroom teachers and Resource staff tracked students who were identified in 2010-2011 by reports and previous assessment data. In the final term, School Based Team has provided a venue through which teachers can now share their concerns about struggling learners with administration and itinerant staff. Through a process of providing anecdotal evidence and assessment information, these confidential meetings have enabled classroom teachers, Resource teachers, and administration to identify a number of students who still require support. In addition we have also recognized a number of new students who are at risk in language development. This list of students will be tracked for the 2012-2013 school year as literacy remains the school goal

The school continues to teach "Reading Power" strategies K-7 so that students can systematically learn the critical and creative thinking skills necessary to attach meaning and thoughtful response to their reading. Classroom teachers have continued to monitor the progress of our most 'vulnerable' readers. Most teachers use or incorporate writing programs like the '6 Traits' writing and Writer's Workshop strategies into their instructional repertoires. They also administer school wide writing assessments to

monitor and inform their teaching practice. This continuous practice of teaching that is guided by assessment has a firm foundation in our school.

Teachers continue to support and work with vulnerable students in their classrooms and by utilizing their Resource Team members. The Resource Team routinely uses the assessment tools available in our school such as the DRA, RAD, Vernon, and the DIBELS to identify and address concerns in literacy development. There has been informal part/time FTE of incremental staffing dedicated to working with a cohort of struggling language learners identified by the DIBELS protocols. Students still struggling from last year have been able to have the same intensive reading support to move them along the continuum of reading fluency. Our evidence of success this year has largely been anecdotal evidence from teachers and their referrals to School Based Team for issues pertaining to language and literacy development. As a result we will continue to focus on reading and writing as school goals for the 2012 – 2013 school year.

## 2010-2011 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**

- **To improve reading and writing skills in our students who are minimally meeting or not yet meeting expectations**

### **Objective**

- To use assessment strategies that will not only help identify students at risk for language development, but also give us strategies and inform our instruction of these individuals

### **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 use assessments to learn about specific weakness areas for individual children so that we may best inform our instruction. In addition to this we will learn how to screen students new to the school for risks to literacy development so that interventions can be set up soon after students arrive in their new classrooms.

Staff will continue to track students previously identified as at risk for literacy development. Intermediate and primary meetings of teachers will take place to share strategies and establish consistent expectations.

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

- anecdotal teacher reports/surveys
- functional assessment information (RAD, DRA)
- BC Performance Standards (School Wide Write)
- Teacher/Resource Team assessments (DIBELS, Burns & Roe)

### **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)?**

- continue Pro-D focus on literacy instruction / assessment for learning
- School Based Team whole class review
- Resource Team recommendations
- Continue to prioritize Finance Committee spending towards literacy and resources to help struggling readers and writers
- Adjust resource support to address the grade levels that require more literacy support

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

- Student contributions to newsletters, notes home, learning celebrations, parent/teacher and student led conferences, presentations at PAC meetings, individual student acknowledgements

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

- PAC presentations/speakers as appropriate
- Early learning support programs (e.g. Ready Set Learn)
- Articulation meeting with secondary school
- Continued opportunities for teacher collaboration
- Contribution to newsletters by students of varying abilities

**(optional; delete if one goal)**

***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:***

**Submitted by School Planning Council**

	<b>(name)</b>	<b>(Signature)</b>
<b>Principal</b>	_____	_____
<b>Teacher</b>	_____	_____
<b>Parent</b>	_____	_____
<b>Parent</b>	_____	_____
<b>Parent</b>	_____	_____
<b>Student</b>	_____	_____
<b>Date</b>	_____	

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**Recommended Approval by Superintendent**

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

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**Board Approval**

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

