



1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Sir Matthew Begbie is a school of 14 divisions, K to 7 with a significant ELL population. Our school goal was to improve all of our students reading and writing abilities- with a focus on struggling readers.

For the last 3 years we have done diagnostic testing in both reading and writing. We do a school wide writing assessment to measure our progress in these areas.

To address this challenge, the first term involved changing the Resource Team model to provide daily or almost daily individual or small group reading instruction for the first term. This year, the focus was on the primary students – specifically grades 1 & 2.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

The intensive first term support resulted in significant improvement for the primary students targeted. The Principal supported an ELL pull-out class, the Teacher-Librarian took on a group, and Intermediate Teachers dedicated part of their scheduled resource time to the struggling primary students during term 1.

3. WERE WE SUCCESSFUL?

- Outline results

In the spring literacy testing, we noticed significant improvement in reading and writing. Levels of the grade 1 and 2 students who were previously struggling. There has been improvement in our standardized testing and teachers have noticed the increased confidence of those targeted students. Teachers report that students are volunteering to do announcements and to participate more in school assemblies. Our initial results suggest that we will continue with an intensive “reading recovery” type model in the fall of 2017.

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

We try to find ways in which our students can share their learning. Students run assemblies, make PA announcements, create published books, write for our newsletters and create their own bulletin board displays. Parents [visit the school](#) numerous times [per](#) year—not just for parent/teacher conferences, [to attend](#) our Meet the Teacher Open House, Winter Holiday Concert, Spring Concert, and Farewell assemblies. New [student](#) work is always on display and we try to have numerous leadership initiatives that need students to [lead](#) such as litter-less lunch week, Socks in a Box fundraiser for street youth, and a Food Bank drive. These initiatives require students to write, draw, and speak publically about their interests. Many classes provide real life experiences that helped with students’ oral abilities and non-fiction writing skills. [For example,](#) [while](#) researching chickens, [actual](#) farmers AND chickens come to school was a great hit [with students](#). We [raised](#) salmon in the library that were released in Stanley Park. We have seen a growth in [student](#) confidence as the adults actively try to make room for our students to be the leaders. As with adults, children want to know that their work matters.

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

Although we [do not](#) plan on giving up on our literacy goals, we do see a need for a better understanding of mental health. In particular, the staff is interested in self-regulation and whole body listening. Students are often too distracted or upset to concentrate in class. We are also interested in [developing a](#) program or common language to use from K to 7 so that [consistent](#) language [is used with](#) our students. Staff is also interested in developing body breaks and self-regulation [areas](#) that will work when it is not practical to use the gym or go outside.



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

6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

We currently have 6 designated Aboriginal learners at our school, grades 1 to 4.

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

Numerous activities to enhance Aboriginal awareness have been arranged for our students. Many classes are involved with the Vancouver Art Gallery where artists Sonny Assu, Emily Carr, and Susan Point have been studied. Older students have studied ideas such as cultural appropriation and the long term effects of residential schools. The Teacher-Librarian has been actively increasing our Aboriginal resources for both students and staff. We have had numerous First Nation performances through ART STARTS and guests to our school in order to expand our knowledge. The Museum of Anthropology has been a frequent and valuable field trip for our students. The Museum's Northwest Coast collections have been of particular interest. UBC teaching candidates have been an enormous source of information. They model indigenous connections in their lesson plans as they successfully explore the new curriculum expectations.

8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

We will continue on as above but we are actively looking for elders to share their experiences with classrooms.

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

Teachers are requesting PRO D that supports their own understanding in this area. Teachers actively try to include indigenous ways of knowing or a historical connection to many subject areas. Students are much more aware of First Nations in Canada though we as a school community are at the very beginning of our learning.

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