

## 2022-2023 - Year 2

### School Learning Plan

#### 1. GENERAL SCHOOL STORY

Chief Maquinna School is a K-7 elementary school located in the Hastings-Sunset area in East Vancouver. The community consists of a culturally diverse population with new immigrants, multi-generational households with caring and respectful families. Currently, we have an enrollment of 215 students from Kindergarten to Grade 7 with 9 divisions. Many parents and grandparents, who are caregivers for their grandchildren, do not speak or read English fluently. There are twenty different languages spoken at homes and many of our students are English Language Learners (English as a second language). These learners represent approximately 65% of our population. The school community is extremely close knit, and everyone works together to support students and families. The staff work alongside the Youth and Family Worker, SWIS and Multicultural workers and Community Schools Team to provide services to families which include: CityReach, Backpack Buddies, the Vancouver Firefighters Snack Fund, translations services, and the VSB lunch program. Maquinna has a caring, collaborative, and experienced staff of Teachers, SSAs, and office staff.

Our inquiry questions is: What guided reading techniques can we embed in our practice to develop our students' reading comprehension more fully?

The Maquinna staff had noticed a decline in our students' reading comprehension abilities during Covid-19. Primary teachers and intermediate teachers alike have been observing this phenomenon – students are able to adequately or expertly decode but show little understanding of what they are reading. Through reading (Fountas and Pinnell, ELPATS and Marie Clay) assessments, we found that reading levels were below grade level in 60% of our students during the 2020-21 school year. As stated above, they can adequately decode, but struggle to make meaning of what they have read. Students' achievement on the FSA scores (2020-21 and 2021-22) point to their writing being stronger than their reading, (typically this is the opposite as writing builds on reading). We continued to find our primary students to be below grade level in their reading at the beginning of the 2021-22 school year.

Exploration and implementation of a preliminary guided reading program began with sourcing levelled reading materials for our guided reading groups. Staff focused on professional development in literacy, reading and writing, for the 2021-22 and 22-23 school year, with workshops, resource development and exploration of a variety of programs which include Powerful Writing Structures, Lori Rog, Daily 5, Reading Power and others.

The guided reading inquiry and exploration of literacy programs aligns directly with the Vancouver School Board's Education Plan goals of student achievement. We hope that student achievement in literacy will be improved overall especially in reading comprehension through this inquiry.

Two additional themes that Maquinna Staff feel are ongoing goals which we must considered daily in our classrooms are linked with the Vancouver School Board's Education Plan goals. They are:

1. What underlying, unquestioned practices may exist that perpetuate racist structures?

2. How do we further what we have already done so that Indigenous practices become deeply embedded in our teaching and learning?

We know that many of our students accept diversity through their actions and words with other students. However, we still experience incidents of racism and intolerance such as name calling, exclusion, racist comments, and stereotyping. Racist structures exist within the school system, and we continue to raise awareness and initiate change at all levels for a true sense of belonging and equity for all students. Our work on belonging, diversity, anti-racism, well-being, and acceptance at the school level mirrors that of the Education plan goals of the District.

---

## 2A. WHAT DID WE SEE?

Through reading assessments completed by the Resource Teachers and Classroom Teachers (Fountas & Pinnell, ELPATS and Marie Clay) in 2020-21, as well as informal assessments, we are found that approximately 20% of our primary students were struggling with phonological awareness, putting together sounds to create words, as such their reading comprehension continues to be delayed. Intermediate students reading comprehension results were also lower than anticipated with approximately 25% of intermediate students reading below their grade level.

During the 2022-23 school year, primary staff used: the phonemic awareness program UFLI and/or versions of the Heggerty this past year and are finding success with both programs: approximately 70% of kindergarten students could read at grade level by the end of the school year. Improvements were also noticed in Grade 1-3 through phonemic awareness assessments.

Intermediate reading assessments at the end of May 2023 resulted in 90% of students improving in the area of reading comprehension.

Results (Student Learning Survey 22-23, MDI results, SGP School student Survey) indicate that most students felt they had improved in both reading comprehension and math, with approximately 10% indicating they had improved “a little”, while 5% reported they had not improved in these areas.

---

## 2B. WHAT DO WE NEED TO RE-ADJUST?

Through the past 2 years of literacy inquiry, staff believe that phonological awareness, guided reading and thinking strategies while reading should be our focus to improve literacy at Maquinna. The following two adjustments have been made to goal one in our Student Learning Plan:

- A more cohesive guided reading group plan of action for primary classes with agreement by Primary staff. With so many programs available, the staff felt it was important to create a program through collaboration so that students will easily transition to next year’s program with common vocabulary and process. A guided reading program relies on multiple teachers working with small groups, with levelled reading groupings.
- A single phonemic awareness program that all primary staff will agree on for common language and process for our learners. The early primary teachers have explored the Sounds Write and UFLI programs and will explore the Heggerty Program in the fall. It will be a program for Kindergarten to Grade 3 in our multi-age cluster classes.

Staff felt that assessment will be an area of focus within literacy and learning in general. Formative and summative assessment strategies which include a lens on equity for all students to share and reflect on their

learning. Staff will explore assessment practices that will reach all students who are challenged by traditional assessments methods.

### 3. INQUIRY QUESTION

We have modified the first of our original inquiry questions:

To further explore guided reading techniques and innovative teaching and learning practices in literacy to develop our students' reading comprehension more fully.

We are also going to explore a variety of formative and summative assessment techniques in literacy, so that our diverse learners are more able to reflect their learning through various means.

Contributing factors to these revisions were from the exploration of phonological awareness programs such as the Science of Reading, the Heggerty, Sounds Write Program, UFLI program, Daily 5, Guided reading resources and professional development.

We have observed some progress in student acquisition of phonological awareness through a systematic phonics program and inquiry into the Science of Reading. Also adding to student progress through programs such as: Daily 5, individualized reading (RAZ kids, guided reading), reading aloud, Just Right books, Literature circles, Question of the Day, Morning Message and Reading through every subject area.

Evidence to demonstrate student success includes a comparison of each student's (K-7) proficiency scale in Language Arts (in relation to grade level expectations) in both the mid-year and end of year summary CSL reports 2021-22 was completed. All students, except for 7, had maintained or improved their position in the sliding scale. More than 70% of the student population had a "Developing or higher (Applying/Extending) along the proficiency scale.

We hope that the addition of exploring formative and summative assessment practices this year will help with student learning overall, as formative assessment guides teaching and learning. We also feel that using a variety of assessment practices will bring equity to students who are challenged by traditional assessment practices. We also feel that self-assessment can be a valuable tool and empower students in their own learning.

---

## 4. WHAT IS OUR NEW PLAN?

For Year 2, we are working on the following:

- explore and develop Assessment practices for literacy – both formative and summative
- visit Champlain Heights Annex to look at their assessment procedures – Heggerty program
- further explore and expand the use of the UFLI Program (Systematic Phonological Awareness)
- further explorations into Guided Reading – develop a consistent program for students in primary multi-grade classrooms.
- continue to monitor reading comprehension through testing in September and in May/June
- book Club or Collaborative Inquiry for Primary Staff and Intermediate staff
- increase 1:1 reading for primary students to practice reading.
- use Reading Power Program in K-7 classrooms for pre/during/post reading strategies to develop thinking and comprehension.
- continue to use individualized reading programs for each child.
- further explore programs to accommodate our large ELL populations, especially in the Beginner levels

---

## 5. WHAT SUPPORTS WILL WE NEED?

- Collaborative inquiry application for professional development time and resources to develop a phonological awareness program in for primary students.
- Supports to purchase materials needed for each child (ULFI) – individual kits with manipulatives for phonological awareness lessons.
- Purchase of additional Guided reading books and decodable books.
- Continue with RAZ Kids \*purchase required.
- Professional development in various literacy/reading comprehension (ULFI, Sounds Write, Heggerty)
- Book club selection for each staff member participating (book to be chosen) – assessment.
- Release time for staff to visit programs and to work collaboratively to create a unified program.

---

## 6. HOW WILL WE KNOW WE'RE ON TRACK?

- CSL Sliding Scale results in Language Arts – reading/writing - We will track and compare results of each student from 2020-21/2021-22/2022-23 and 2023-24.
- Reading assessments results (September and May/June) for each student
- Students' self-reflections about their own learning
- EDI and MDI as well as Student Learning Survey for next year.
- Comparing results from 2020-21 and 2021-22 and 2022-23 CSL sliding scale in Language Arts indicate steady progress for many students, with approximately 65 % (average) of our students with Developing/Meeting/Extending on the sliding scale.
- We will continue to review our practices and further inquiry if we see no changes or unanticipated changes.

---

## 7. HOW WILL WE SHARE?

We communicate to our community through many different avenues, both informal and formal: monthly newsletters, Open House, Celebrations of Learning, PAC meetings, Read-a-thons, whole school assemblies, daily announcements, and classroom activities. Conferencing and CSL reports are also vehicles to share learning. We will continue to have small group or individual discussions with students.



**District-wide Indigenous Focus (worldviews):** To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures, and contributions among all learners.

---

## 8. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARD TO THIS FOCUS?

We have explored and provided a variety of experiences for students and the community:

- Orange shirt day – awareness of residential schools and stories of survivors
- Stories – listening and sharing of personal stories by many staff/students/ parents in the community.
- Daily Indigenous acknowledgement at the beginning of the day, at whole school events, assemblies, and meetings
- Calls to action awareness through daily reading of one of the Calls to Action from the Truth and Reconciliation Commission of Canada in child friendly language.
- Purchase of indigenous resources/books and shared with staff/students – book talks.
- Collaborative inquiry on Indigenous focus with T-L and Indigenous themes in every classroom
- Truth and Reconciliation Day Assembly
- National Indigenous Peoples Day 2022/23 on June 22– assembly and classroom activities
- First Nations Principles of Learning incorporated in all inquiries.
- Drum making for Maquinna's Indigenous students at Nelson school with D. Marsden.
- Creation and study of an Indigenous garden in garden boxes – plants/herbal medicine
- Review of School and District Code of Conducts (Respect Others, Respect Yourself and Respect this place) with a focus on racism/discrimination and social responsibility.
- SLP 2023 Survey reflects student learning in this focus area of Indigenous Education with many students listing different activities from the classroom as well as whole school events.
- Sharing of resources, book talks by the Teacher-Librarian, especially collaborative inquiry units with Indigenous themes and questions
- Continue to develop and review Success Plans for all Indigenous students in Grades 1, 2, 4 and 6.

---

## 9. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

We will continue to build on our understanding of Indigenous perspective and knowledge in the next year through:

- We will collaboratively write child-friendly versions of the Indigenous acknowledgement with primary and intermediate student language.
- Working with an Indigenous elder to bring an understanding of art and culture/history of the Squamish, Musqueam and Tsleil-Waututh Nations – through dance (hoop dance) and sport (lacrosse). This will require further research.
- A more in-depth look at the Calls to Action, perhaps an action plan for the school to work on 1-2 of the Calls to Action specifically.
- Whole school workshop in one area of the Fine Arts with an Elder (Musqueam, Squamish or Tsleil-Waututh Nation (TBD)
- Provide more opportunities for our Indigenous students to connect with their culture.
- “Mixology” performance by GreenThumb Theatre in September prior to Truth and Reconciliation Day.