

2022-2023 - Year 1 School Learning Plan

GENERAL SCHOOL STORY

Selkirk Annex is situated within the Kensington-Cedar Cottage community, in the center of East Vancouver. It is an area characterized by a wide social and demographic mix. Selkirk Annex supports the varied needs of 89 students who are enrolled in 5 divisions from kindergarten to grade 4. The families at Selkirk Annex are a linguistically diverse group who identify 14 different first languages.

Our PAC actively supports many school initiatives and programs. They are dedicated to ensuring students and staff have a wide range of support and learning opportunities. The PAC has continued to support in-school programs such as Hoop Dancing, Bollywood and Hip-Hop dance, several storytelling, music, and martial arts experiences. This year, the PAC sold Selkirk Annex merch (t-shirts, sweaters, bags) to help promote school spirit and bring visibility to our community. The apparel is designed by a PAC member/parent. This is the first in Selkirk Annex history and was well received by the community. The PAC continues to hold various fundraising campaigns and attends various events such as Sports Day and Welcome to Kindergarten, to boost membership.

Selkirk Annex maintains and promotes itself as an inclusive site for staff, students, and parents. Selkirk Annex and Selkirk celebrated Pride this June 2023, by hosting a large parade in the neighborhood. It was attended by parents, community members, business owners, as well as Gladstone and Tupper Secondary students. This was a positive and moving day for the community.

Teachers at the Annex take on the role of school associates, mentoring teacher candidates who are enrolled in the UBC Bachelor of Education Program. This serves as a wonderful experience for staff and students alike.

Selkirk Annex is part of the Gladstone Family of Schools and maintains ties with Selkirk and the Gladstone Community Schools Team. The Annex is supported by a counsellor for half a day a week, and a Speech Language Pathologist one day a week. The Annex is also supported by a school psychologist who meets with the school, consults, and administers psychoeducational assessments. Selkirk Annex maintains connections with the Strong Start program, a Ministry of Education program which runs in the portable on site of Selkirk. This program provides educational classes for parents of preschoolers. We work in collaboration with the early childhood educator who plays a supportive role in bridging a connection of parent and school. This proves to be a necessary part of school planning every year. This allows for early-stage planning in providing the school a sense of how best to support students for the following year, advocacy, and a social connection.

For the past three years we have been focused on maintaining our Healthy Schools Certification through Ophea and have applied for sustainability grants which helps shift focus to areas such as outdoor learning and the environment.

The school maintains several garden beds that are situated on the playground. Our garden offers numerous benefits to students, teachers, and to our environment. Students have been learning about health and nutrition, community engagement and experiential learning. The garden is maintained by our students as part of life skills development.

As we continue to work through our goal of improving literacy skills, it is important to note that the goal has also evolved. We have determined a focus area for next year, while using the momentum built earlier in the year. This goal involves many moving parts and a real paradigm shift in how we distribute support. Approaches will be varied, always with an evidence-based, and assessment-based lens.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our Selkirk Annex community of learners refers to the shared experience both educators and students experience within our school. Our community of learners fosters a collaborative and inclusive environment, where individuals can benefit from diverse perspectives, collective wisdom, and ultimately enhancing the overall learning experience for everyone involved. What is clear from our Selkirk Annex community of learners is that:

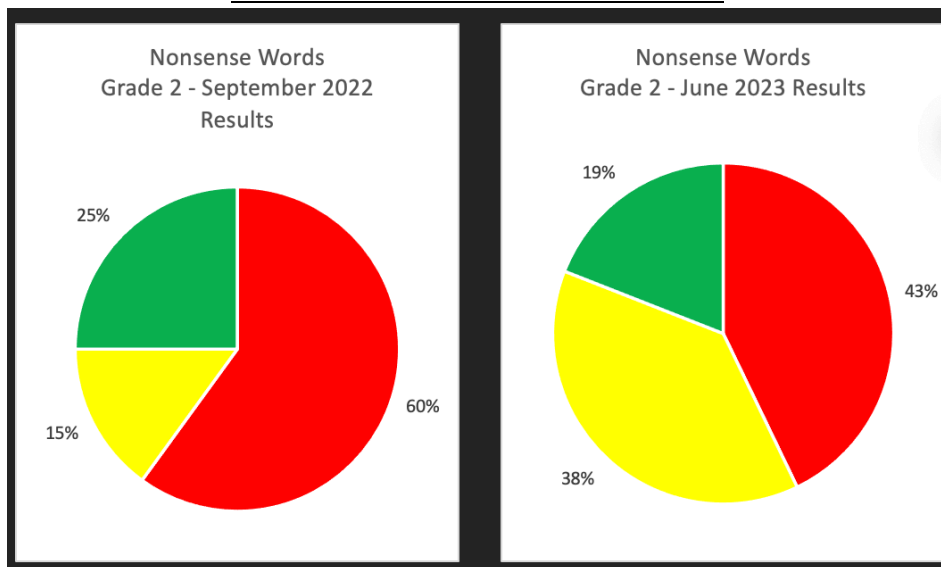
- students come from culturally rich and diverse communities
- 54% of our students are English Language Learners
- students are engaged in the school community:
 - On a weekly basis, each division participates in grounds cleanup. This allows for our students to actively engage in keeping their space clean and safe
- students respond to many modalities from STEM, inquiry-based learning, cooperative learning, life-skills based learning and environmental education
- students and staff participate in daily mindfulness practice
- some students are entering kindergarten with a lack of school readiness skills
- Social emotional learning and self-regulation are key areas of focus and support for our learners as these lagging skills in many students are impeding literacy achievement

Our goal to improve achievement for every child in literacy through school wide targeted strategic instructional practices can look different depending on the level of support needed. We use a response to intervention (RTI) model which allows our school team to adequately provide the appropriate level of intervention. There are 3 tiers, the 1st being global, or universal. An example of Tier 1 support at the Annex during a daily class write may look like students supported by classroom teachers, resource teachers, administrator, and support workers. We collaborate and support all students during this exercise. This may look like supporting students with their spelling, sentence structure, support with executive functioning. There are examples of Tier 2 support wherein the resource teachers, and administrator hold small group reading circles, or small working groups of no more than 3 students all working on a common literacy goal. This happens daily and, in some instances, support is provided 1:1. An example of the Annex accessing Tier 3 support may look like applying for district support or a district program. What informs the level of support, and the method of support is based on assessment data, which is generated from various assessments such as DIBELS, whole class writes, report card data, the BAS assessment, KTEA3 assessments or ELL cold writes.

WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

The initial collection of data was done in June of last year, and September 2022. This informed how the school allocated and prioritized their support. The data was collected using the DIBELS 8 Reading Assessment, the Kindergarten protocol assessment, and school-wide writing samples. It was determined that based on the initial collection of data, assessing four domains (*correct letter sounds, words read correctly, oral reading fluency, and oral reading fluency accuracy*) that many students, fell within the 20th percentile range in all four domains.

Grade 2 Nonsense Words DIBELS Results



The following data was pulled from all second-grade student Nonsense Words (NWF) results. The grade 2 benchmark goal for NWF of reading at least 54 letter sounds read correctly in one minute with at least 13 nonsense words read as whole words. The September 2022 results indicate that 60% of all second-grade students fell well below the benchmark, in turn, requiring intensive support. Accordingly, we notice an improvement of 17% in June 2023. A future point of growth would be indicating a mid-year assessment indicating the strategies and interventions in place that helped improve student achievement.

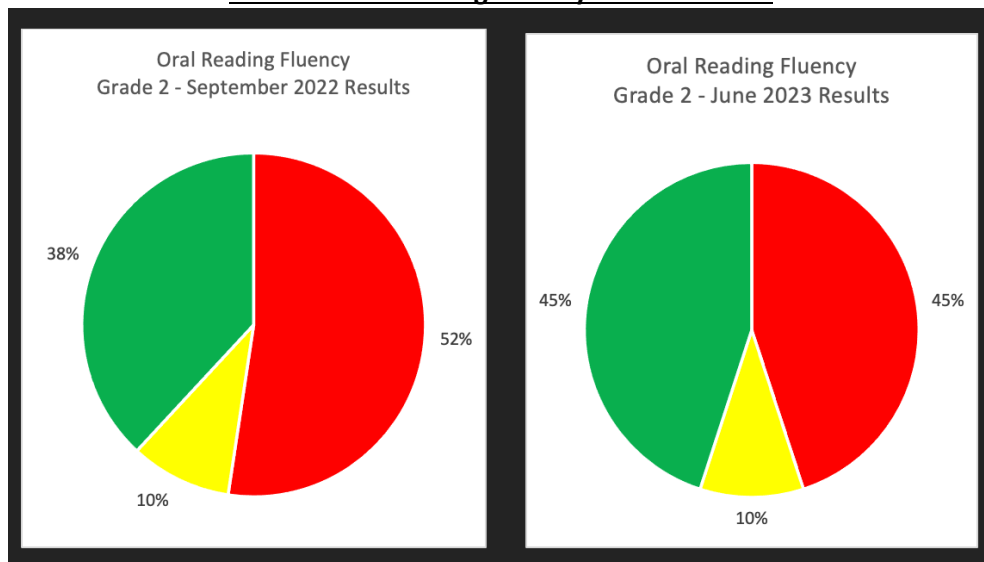
To make sense of this information, let's examine *nonsense word fluency* (NWF) for example. NWF assesses a student's decoding skills by having them read unfamiliar or made-up words. When students practice reading nonsense words, this trains the brain to recognize different letter sounds and put them together to form words. The speed and ability of the student can differ. The following data indicates that through our intervention, that a whole grade level of students improved their nonsense word fluency, in turn improving their decoding ability.

In conjunction with our literacy goal, staff have continued to hold consistent SEL instruction and daily mindfulness to support student self-regulation, and to increase overall social and emotional well-being. Staff are observing more students with lagging social emotional skills. These lagging skills can have a direct impact on academic achievement. This is also supported by direct observations from daycares and practitioners supporting the family.

WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE?

Our Response to Intervention (RTI) model is an effective strategy in the early primary grades and will continue to be used in year 2.

Grade 2 Oral Reading Fluency DIBELS Results



The following data was pulled from all second-grade students Oral Reading Fluency (ORF) results. ORF measures a student's ability to read passages accurately and fluently. The grade 2 benchmark goal for ORF is 52 words read correctly in one minute with 90% accuracy and a retell of at least 16 words. The September 2022 results indicate that 52% of all second-grade students fell well below the benchmark, in turn, requiring intensive support. By the end of the year, the second-grade benchmark is 87 words read correctly in one minute with 97% accuracy and a retell of at least 27 words.

During this first year, the staff have engaged in many ways around how best to support literacy achievement. This involved professional development, staff meetings, and a shift in the resource model. Some of these changes also included additional resource support to primary grades. These decisions were made based on the data that was collected in September 2022.

INQUIRY QUESTION

How can we improve student achievement in literacy through specific learning supports and models.

WHAT IS OUR PLAN?

Inquiry Question: How can we improve student achievement in literacy through specific learning supports and models.

Having identified that literacy would be a priority in 2022, and in response to the data collected in September, we have implemented or continued to use the following in our practice:

- Effective application of Response to Intervention – ensuring all students have access to class wide adaptations and interventions
- A shift in resource support in early primary
- Life skills development
- Small group and one to one support for students who require intervention beyond Tier 1
- Embedding the First People's Principles into classrooms
- Increased representation of books in the library that focus on diversity and inclusion
- Continued use of Zones of Regulation for social-emotional learning and self-regulation
- Ready Bodies, Learning Minds to support gross and fine motor skills

As of January 2023, the school team has engaged in the following or is actively in process of implementing the following:

- School-wide discussion regarding timetabling of RTI and early intervention literacy periods. There is a desire to have a consistent literacy time across grades in order to utilize classroom, resource and student support worker time to provide targeted interventions for students
- Ongoing focus of increased resource time to early primary students (K-2)
- School-wide discussions on the fluidity of resource groups. Groups may include students from multiple classes; individuals are assessed, and groups changed on an ongoing basis throughout the year.
- The resource team will use Benchmark Assessment System (BAS) to further gain answers on how best we can specify the intervention
- Implement a consistent phonics program
- Some teachers will continue with their home reading program
- Continue to use Words Their Way spelling program
- Renew RazKids subscription
- For students reading below grade level, assessments will be used frequently to identify and target the areas needing intensive intervention beside the balanced literacy instruction of the classroom. Staff are committed to use assessment to drive instruction. Staff will work towards building a strong model and bank of strategies within a balanced literacy intervention program using the Pyramid of Intervention model.
- Professional development in line with our goal

Next year will involve the following:

- Enhanced data tracking that lists literacy outcomes and targets
- A better understanding of our scope and sequence
 - More specifically we are going to be starting with:
 - School-wide phonemic awareness program
 - Letters sounds
 - Fluency, sight words
 - Decodables
- Research and pilot evidence-based teaching resources looking at improving achievement in literacy
- Ongoing visioning process with staff, students, PAC and community members
- Ongoing School-based Team meetings (monthly) and class reviews (3x year)

WHAT SUPPORTS WILL WE NEED?

- Ongoing professional development
- Collaborating with another school on a common goal. This would include inquiry opportunities
- More opportunities to involve SLP and psychologist in literacy visioning
- Our resource team will be researching a phonics program that can be used across grade levels
- Ongoing mentorship and professional development opportunities for our resource team to develop and refine interventions
- Discuss increasing SBT to 2x a month

HOW WILL WE KNOW WE'RE ON TRACK?

- Maintain consistent data tracking practices. This includes comparing data from this school year and the next as a baseline. This can also include a higher frequency of data collection, beyond the minimum
- Report card data
- DIBELS assessment data

HOW WILL WE SHARE THIS INFORMATION?

- Reference the school growth plan and share this broadly through our school website
- School newsletter
- Celebration of learning events
- Parent teacher conferences, goal setting conferences
- Report cards
- Student self-assessments
- Students showcases
- Presentations at PAC meetings
- School Based Team
- Resource meetings
- Peer and staff recognition in class, at school and during community events
- Online through class, teacher and student blogs and communications
- Meetings with and among staff, students, parents, community partners



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

WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE

Throughout the 2022-2023 school year, the Annex has engaged in the following activities:

- Taken part in several VSB led Indigenous Focus Days

- Collaborated with Indigenous leaders, academics, and artists (Carolyn Roberts – Squamish Nation, Alex Wells - Lil'wat Nation, Debra Sparrow – Musqueam Nation, Chris Lewis – Squamish Nation, Morgan Guerin - Musqueam Nation, Kung Jaadee – Haida Storyteller and teacher)
- Initiated a school-wide drum making project with VSB Indigenous Education Department
 - Next year will involve learning songs and collaborating with a local drumming group.
- Participated in a ceremony from Squamish Nation to return Indigenous Structure to the Earth
- School wide use of Land Acknowledgements
- As part of the literacy goal, our school is committed to acquiring resources written by and for Indigenous Peoples

Possible inquiry:

- Emphasizing oral history and storytelling

WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY?

Selkirk Annex students were privileged to be able to build drums in collaboration with the VSB Indigenous Education Department. Students participated in a Drum Awakening Ceremony where in it was shared that now that students have witnessed this experience, that we must continue the tradition and pass this along to other students. This is something that staff expressed a desire for additional support and a greater need for visibility. With that, this is a goal we look forward in developing.

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

The Selkirk Annex community will continue to reaffirm our commitment to uplifting Indigenous voices. We will better our understanding of Indigenous perspectives and knowledge by engaging in our commitment to the implementation of the Truth and Reconciliation Calls to Action.

Next year Selkirk Annex will engage with the following:

- Artistic and cultural initiatives, such as weaving, classroom cultural connections with IEEW
- Accessing cultural resources: First Nations library collection and expansion of resources and literature sets in classrooms
- Purchasing more Indigenous literature for our library
- Experiential learning opportunities that build connections and relationships with Indigenous culture
- A commitment to using a trauma informed practice
- Opportunities for students to make personal connections to reconciliation