



Vancouver School District

School Plan for Britannia Elementary

Year 2 (2019) of 3 Year Plan, 2018 – 2021

Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.

1. GENERAL SCHOOL STORY:

Demographics:

A school in transition with shifts in early Primary demographics of ethnicity, cultures, socioeconomics, and gentrification

202 students including 105 Indigenous; 13 ELL, and 24 students with Special Needs

What are our assets:

- the students, staff and parent community
- we celebrate ALL students daily - with Vision of: All children CAN learn, and ALL children WILL be successful

What's unique, positive:

- Britannia Elementary School was originally designed and built in the 1970's as an Open Area School with interior spaces being utilized as resource centers
- TIER 1 School -VSB recognized school with students who are vulnerable and staffed with Enhancement based teachers with Literacy and Indigenous focus
- Breakfast and Lunch Programs- Breakfast by family donation, Lunch by envelope submission payment
- Family Room- encourages parent-school relationships and parent involvement
- Fairmont Hotel integrated curricular programming: cooking classes and garden growing
- extra-curricular sports provided by staff throughout year from basketball to cross country -multiple sport activities for students - including morning gym time prior to school hours to support attendance and engagement
- Physical Education specialist providing diverse and multiple skills, knowledge
- Connection to Community Center that provides after school programming: cooking, piano, music...
- student leadership clubs/monitors: Recycling, hot lunch, library, grade 7 camp fundraisers, assembly

New Initiatives:

- interior non-enrolling rooms redesigned to maximize student/teacher learning space to align with Redesigned Curriculum
- addition of onsite Library/Learning Commons to enhance literacy programming, project based learning, community relationship building
- AIRS (Artist in Residence Studio) - a living and breathing visual room with local artists- integrating cross grade curriculum
- Applied Skills, Technology and Design collaborative curriculum opportunities with Secondary School staff
- Dance program, May 2019

2A. WHAT DID WE SEE?

Strengths:

- all of our students are wonderful - smart, talented, beautiful and full of rich potential
- respectful, caring, giving, compassionate, diverse in talents, giftedness and special needs

Needs:

- some families struggling to provide food and clothing
- support in attendance and arriving on time for instruction
- some students: being in Ministry Care or adjusting to foster homes

What is going on for them:

- majority of student showing up each day, majority of families making this happen
- building trust with some families to work with school staff

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

Continued Focus:

- all learners
- encouraging and enhancing the love of reading at school and in the home school wide reading assessment (fall) by classroom teachers to determine most at risk readers and targeting resource/learning intervention

Continued Connections:

By targeting the love of reading and replacing “CAN the child read?” with “DOES the child read?” provides the child for literacy success which opens doors for engagement, interest, curiosity, communication, relationships, imagination, innovation and inquiry. All of these aspects support the success and future of all our students in Belonging, Mastery, Culture and Community (AEEA). All of these aspects support the District Strategic Plan with Goals 1, 2, 3. All of these aspects cross cultural and grade curricular areas.

3. INQUIRY QUESTION

Our Inquiry Question continues to guide success for students.

Inquiry Goal:

To Encourage and Enhance the Love of Reading - Books in Hands, Hearts and Homes...
Literacy Success to Loving Reading- opening books, opening minds...one page at a time

Inquiry Question:

How to encourage and enhance the love of reading in multiple and diverse opportunities from within the classroom and beyond - to the learning support team, school activities, parent awareness and home engagement?

Why our Inquiry question/goal:

Evidence: school in transition to on site Library/Learning Commons...a new adventure in love of reading...

- divisions only had 30 minute book exchanges with VPL community connection for many years
- limited access to: book exchanges, book talks, author visits, classroom teacher collaboration bet ween teacher-librarian for strategic unit and project based planning
- no school wide circulation data on student book exchanges to track student literacy interests and circulation
- Staff, Parents and Students excited about opening of Library/Learning Commons- Books in Hearts, Hands and Homes - vision and philosophy

What has led to this Question:

- timing, transitions, conversations and opportunities
- VSB-VPL contract discontinued and school now growing its own Library/Learning Commons opportunity
- Audrey Van Alstyn working with new library/literacy committee to dream and envision
- Teacher Librarian collaboratively transforming with staff the role from book exchange to literacy programming

What is our most important work ahead:

- continuing staff conversations around literacy envisioning and programming
- within and outside classrooms - recognizing and celebrating the strengths of what is present and enhancing more of what staff knows best for student literacy

Key Area of Learning Focus:

- ensuring that students can read Integrated with the love of reading...

4. WHAT IS YOUR NEW PLAN?

Our inquiry question can be addressed with a steady and on-going focus in our school and the classrooms. To assure the inquiry stays topical among the staff at the school we will place a permanent item, similar to committee reports, on the Staff Committee meeting agenda for regular check in and updates.

5. WHAT SUPPORTS WILL WE NEED?

Example areas for support:

- continued consultation and Pro D in-services with District Principal, Audrey Van Alstyne, District Literacy Mentor, Gina Wong and District Resource Teacher, Laura Mcclenahan
- providing Staff Development funds for site based Assessment For Learning sessions

Purchasing:

- classroom literacy resources for classroom libraries
- Learning Commons supplies, books and furniture
- low vocabulary-high interest novels, graphic novels, pictures...digital literacy resources
- family room and morning lounge literacy resources and furniture

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

Data gathered through:

- Class Reviews
- School Base Team meetings
- BAS - school wide reading assessment (3x per year)
- Circulation data
- Discussing and reviewing at PAC meetings; Staff Committee meetings, and; Pro D

7. HOW WILL WE SHARE?

Awareness:

- newsletters, PAC meetings, bulletin boards, report cards, conferences, phone calls, case
- conferences, assemblies, student leadership groups, display notices in Family Room and Library

Involvement:

- PAC meeting updates, school wide events (Camp Read, DEAR), parent appreciate celebration, display notices and bulletin boards, student leadership groups (library monitors, labeling and decorating team)



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

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

Total number of students who are Indigenous: 105 (2019/2020) across all grades

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

Examples are:

- Camp Read, DEAR (Drop Everything And Read), Scholastic Book Fair
- Tooth Trolley
- 4 In Class Workshops: Drumming, bannock making, regalia and artifacts/technologies and beading
- \$500 for Indigenous library resources - making them visible, accessible and utilized
- Indigenous bulletin board celebrating Indigenous people
- multiple classroom teacher creative initiatives to meet Curricular areas: in-class, events, speakers, fieldtrips, hands on and integrated activities
- Neighbourhood Assistant: outreach for coffee meetings, pie making, fitness support, day movies, etc. Creating Family Room as safe and caring place to connect and go beyond talk to activities
- outreach to donors creating our 'Support our Students' Store (Pantry) - from food to laundry soap to pajamas and socks; pies and kindness gift cards - leading to building home-school relationships
- PAC: recognizes Indigenous Acknowledge at each meeting
- discussed how to best include all parents and build parent capacity in voice and volunteering - analyzed the opportunities and difficulties
- organized multiple Indigenous agencies to attend and share opportunities for support in community School Readiness
- Resource teacher organizing pre-K hearing and medical awareness to parents
- Ready Set Learn and Welcome to Kindergarten events
- Family Room - pre-Kindergarten library organized by Neighbourhood Assistant

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

Examples are:

- increasing and improving Parent-Staff communication
- encouraging mutual outreach for support to encourage families to bring concerns first to school staff and collaborate to address any issues
- class reviews, conversations and action plans around attendance, lateness, and achievement
- reviewing what is being “enhanced” and “increased” in alignment with District-wide goal
- Indigenous staff committee to lead vision from events to integrated enhancement
- Literacy programming: Camp Read, DEAR (Drop Everything And Read), Welcome To Kindergarten, Ready Set Learn...
- creatively and critically analyzing how to best maximize the strengths, knowledge and skills of Indigenous Enhancement Teacher and Indigenous Enhancement Worker to support daily in class student success and classroom teachers’ programming
- move beyond events, speakers and performances to more integration of staff as resources

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

Examples are:

- increase in parent attendance to conferences, Individualized Educational Planning meetings
- AIMS reports- shifting from district submission deadlines to share out information to guide
- purposeful discussions and action plans through Staff Committee Meetings, School Based Team Meetings, Class Reviews
- Staff wide conversations analyzing: what are we ‘increasing’ and how do we know (district goal)
- School wide reading assessment three times per year
- Class Reviews with “all hands-on deck” philosophy with Indigenous staff enhanced in action plans