

**2023-2024**  
**School Learning Plan**

**SCHOOL STORY**

Selkirk Annex, located in the Kensington-Cedar Cottage community of East Vancouver, supports 95 students from kindergarten to grade 4. The linguistically diverse families speak 14 different first languages. As part of the Gladstone Family of Schools, Selkirk Annex maintains ties with the Selkirk main school and the Gladstone Community Schools Team. Students have access to laptops, iPads, a sensory room, and a calming space to support their learning and social-emotional well-being. The sensory room aids motor and sensory development, essential for academic success. The school has garden beds maintained by students to develop life skills. The PAC actively supports school activities and programs through fundraising and events like Sports Day and Welcome to Kindergarten.

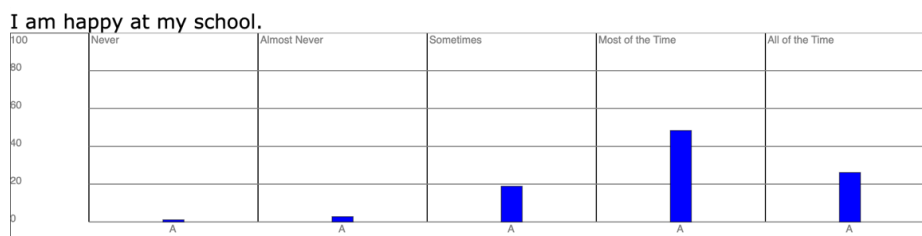
**WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?**

The Selkirk Annex community of learners includes educators, students, and families from diverse backgrounds and lived experiences, each bringing unique perspectives and skills. Together, we create learning opportunities that reflect our community. Selkirk Annex values mutual support, respect, and a shared commitment to fostering a nurturing environment for academic, social, and emotional growth.

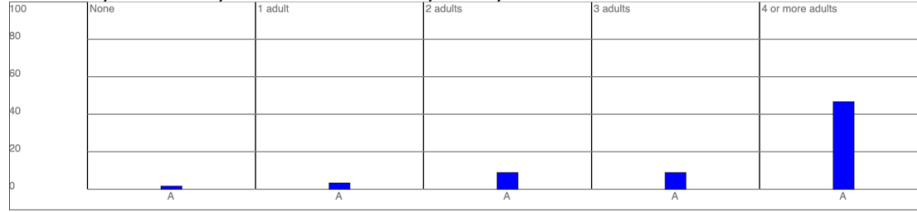
**Our learners:**

- 51% of our students are English Language Learners
- 49% of our learners speak English at home
  - Many of our learners are bilingual and speak a second language at home, including: Cantonese, Mandarin, Vietnamese, Spanish, Kurdish, Bengali, Thai, Tagalog, Sinhala, Punjabi, Pashto, Tamil
- Each division participates in ground cleanup weekly
- Students participate in daily mindfulness practice
- Students respond well to many modalities from STEM, inquiry-based learning, cooperative learning, life-skills-based learning and environmental education
- Socio-emotional learning and self-regulation are key areas of focus and support for our learners
- Data collected through the student learning survey reflects the positive and supportive atmosphere cultivated within our learning community

**Social Emotional Data**



How many adults do you think care about you at your school?

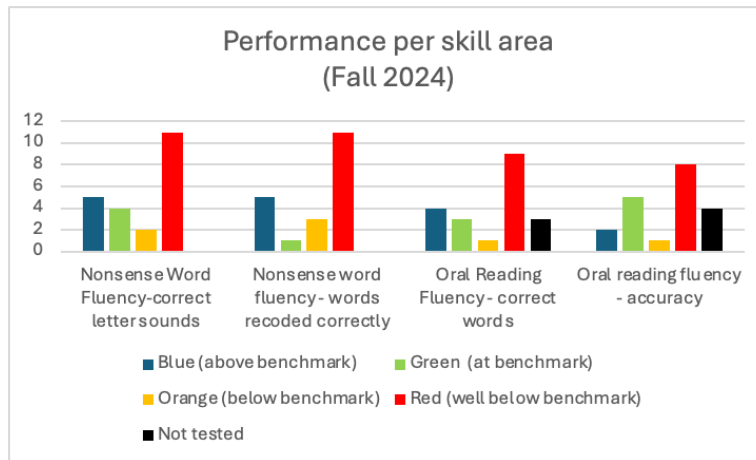


**Literacy Data**

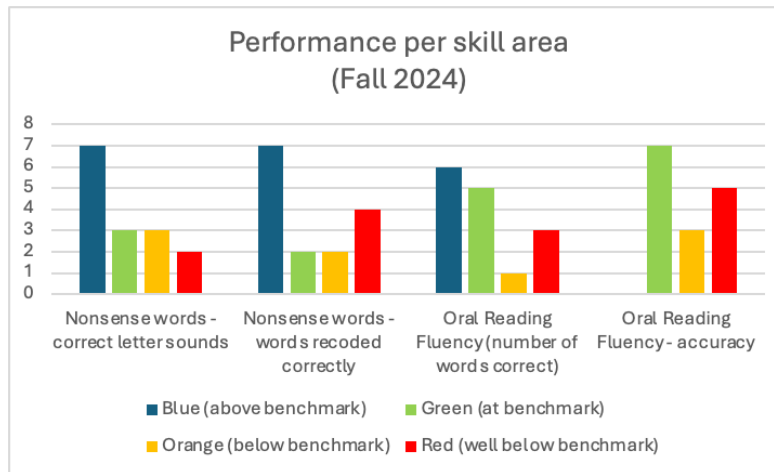
**Initial literacy data collection:**

Our team used DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to assess all students in the school. DIBELS measures early literacy development in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Its brief format allows educators to quickly assess literacy skills, identify strengths and areas needing improvement, and monitor progress over time. Assessing students in kindergarten, grades 1, and 2 across four key areas provided valuable insights into their educational needs. Initial testing revealed that 50% of these students require tier 2 support. Conversely, grade 3 and 4 students showed positive progress in all four domains. Notably, grade 2 students who were significantly below expectations last year have shown remarkable improvement, highlighting the effectiveness of our interventions.

**K-1-2**



**Grade 3-4**



Based on the data analysis completed in the fall, we developed a comprehensive plan to support identified students. This plan uses current assessments and comparative data from June and Sept/Oct, allowing us to track progress and trends throughout the academic year. By leveraging this data, we can tailor interventions to address specific needs and ensure continuous growth and improvement for each student.

#### **Our educators:**

- Many of our educators bring a wealth of knowledge, cultural perspectives and lived experiences.
- Our educators embrace neurodivergent affirming practices. They recognize the unique strengths and challenges of neurodivergent students, creating inclusive environments that promote acceptance. This ensures all students feel respected, supported, and empowered to thrive academically and socially. Examples of this include:
  - Removing the school bell
  - Adjusting classroom lighting
  - Promoting a minimalist space by removing unnecessary clutter
  - Providing access to sensory and calming spaces
  - Support workers have undergone significant professional development to assist neurodivergent students and those with disabilities, including social-emotional programming and co-regulation strategies.
- Educators engage in ongoing professional development throughout the year.
- Three teachers have mentored three teacher candidates, offering growth opportunities and real-world classroom experience.
- Teacher candidates have enriched our community by embedding:
  - Indigenous education, upholding our commitment to truth and reconciliation
  - Introduction of the hand drum in primary divisions and learning the Coast Salish Anthem
  - Experiential learning, including growing food, raising caterpillars, place-based learning, and incorporating movement and mindfulness into daily practice.
  - Garden club
  - Basketball club
  - Dance club
- Our support workers engage students in life skills programming, including cooking, baking, grocery shopping, visiting the public library, learning to use public transportation, and taking on school jobs like office assistance, recycling, and library monitoring. Our educators support various mental health and social-emotional programs.

#### **Our community:**

- In collaboration with the PAC, we have been able to bring in folks to teach sexual health, teach us about various animals and reptiles, as well as funding a KPOP dance program.
  - Additionally, our PAC has launched a Winter & Spring fair. The fair includes food, activities, music and fundraiser opportunities.
- We have partnered with the Vancouver Firefighter Charities' Snacks for Kids program to ensure that our students have access to nutritious snacks throughout the day. This collaboration emphasizes our commitment to community support, creating a positive learning environment where students thrive both physically and mentally.
- Our school has warmly welcomed volunteers who have generously dedicated their time to support our community of learners by doing 1:1 reading, supporting our teacher librarian and supporting the PAC in all their school-based initiatives

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## AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

### Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

#### Rationale and Introduction

Our goals will be achieved through targeted strategies and interventions, focusing on enhancing literacy using the Response to Intervention (RTI) model. Our data reveals varying levels of literacy achievement among students, illustrated in graphs showing percentages at, above, and below grade-level benchmarks. These insights guide our intervention strategies, ensuring personalized support for each student.

#### Term 1

- Conducted baseline literacy assessments to identify students' starting points.
- Implemented daily class-wide writing exercises focused on spelling, sentence structure, and executive functioning, with support from classroom teachers, resource teachers, administrators, and support workers.
- Established small groups of no more than three students, led by resource teachers and administrators, targeting specific literacy goals based on assessment data.
- Provided staff training on the RTI model and effective literacy instruction techniques.

#### Term 2

- **Progress Monitoring:** Conducted mid-term assessments to track progress and adjust interventions as needed.
- **Tier 1/2 Support:** Continued into Term 2.

#### Term 3

- Conducted meetings to evaluate intervention effectiveness and make necessary adjustments.
- Collaborated with Selkirk Elementary teachers to support and train colleagues.
- Trained staff on the RTI model and effective literacy techniques.
- Scheduled upcoming professional development sessions.
- Provided training to all Selkirk Annex teachers on administering assessments.

#### Insights Gained

- The necessity of regular assessments to inform instruction.
- The value of small groups and individualized interventions.
- The positive impact of involving the entire school community in literacy development.

#### Next Year's Plan

- Strengthen Tier 1 Instruction: Improve universal literacy practices in all classrooms.
- Assessments: Assist staff in conducting base-level literacy assessments.
- Expand Tier 2 Programs: Adjust small-group interventions as required.
- Targeted Tier 3 Support: Obtain district resources and specialized programs as necessary.
- Professional Development: Provide ongoing training on literacy instruction techniques and RTI practices.
- Community Engagement: Enhance partnerships with parents and the broader community to bolster literacy development.

### Improve equity

- Implement UDL principles ensuring students have access to learning opportunities that accommodate their diverse needs.
- Regularly review literacy and numeracy data to identify equity gaps and adjust interventions accordingly. Ensure that data collection methods are sensitive to diverse student backgrounds.
- Incorporate culturally responsive teaching practices to ensure that all students see themselves reflected in the curriculum and feel valued in the classroom.
- Focus on providing additional support to students from historically marginalized

- Offer regular training sessions focused on equity in education, including strategies for differentiation, culturally responsive teaching, and inclusive practices.

### Continue on our journey of reconciliation with First Nations, Metis, and Inuit

- Continued use of Indigenous perspectives and histories in our curriculum across all grade levels. This ensures that all students gain a deeper understanding of the contributions, cultures, and histories of First Nations, Métis, and Inuit peoples.
- Addition of books in our library that offer stories from First Nations, Métis, and Inuit peoples.
- The inclusion of a daily land acknowledgement in our announcements and at any major school-wide assembly.
- Participate in Orange Shirt Day.
- Introduced drumming to our students.
- Introduced the Coast Salish Anthem.
- Introduced truth and reconciliation calls to action for students.
- Taught Spirit Bear's Guide to the Truth and Reconciliation Commission of Canada Calls to Action.

### Future Plans

For the upcoming year, we plan to:

- Further integrate Indigenous knowledge and perspectives across all subjects and grade levels.
- Deepen our partnerships with Indigenous communities through more collaborative projects.

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

### Literacy Achievement

- Improvement in literacy assessment scores.
- Increase in the percentage of students meeting grade-level expectations.
- Monitor individual student progress and adjust interventions as needed.

### Physical and Mental Well-Being

- Student participation in physical activities and wellness programs.
- Increase school-wide movement initiatives
- Increase in positive self-reports of mental well-being.

### Sense of Belonging

- Increase in student engagement and participation in school activities.
- Positive feedback from students about their sense of belonging.
- Use student learning surveys to measure students' sense of belonging and engagement.

### Reconciliation with First Nations, Métis, and Inuit Communities

- Participation in Indigenous cultural events and programs.
- Regularly review the curriculum to ensure it includes Indigenous perspectives.

### Regular Review and Adjustments

- Hold monthly meetings with staff to review progress on each indicator.

### Continuous Improvement Plan

- Develop action plans based on data analysis and feedback to address identified gaps and challenges.
- Provide ongoing professional development for staff and connect with other schools.