

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Kerrisdale Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). Physically, the school building is situated on the traditional, ancestral, and unceded lands of the x^wməθk^wəyá m (Musqueam Nation).

It is a multi-program school comprised of an English, French Immersion, and District French Immersion Multi-Age Cluster Class (MACC) Program. The mainstream English program encompasses Grades 3-7 and complements the Kerrisdale Annex K-2 program. The French Immersion program incorporates Grades K to 7. The FI MACC is a District program for high ability learners in Grades 6 and 7 this year.

The current population of the main school is made up of an enrollment of 450 students and 39 school-based staff members. With PAC-funded playgrounds, outdoor classroom space, and community gardens, there are many opportunities for students to be a part of the school community and to engage in dynamic learning. The school itself and our large school grounds allow students to engage in diverse activities as individual classes, multi-class groupings, and free play.

Our school motto, Nihil Nisi Optimum (“Nothing but the Best”), and ‘Is it kind? Is it safe? Is it fair?’, guide the students to develop both personally and as part of the greater community. Students are encouraged to reflect on their personal mission and set individual, academic, and social goals. This is enacted through student engagement in community-based activities such as class buddies, volunteering, leadership, extra- curricular activities, and fundraising initiatives.

We celebrate our learning through individual class, multi-class, and whole school events and activities which include performances, assemblies, fairs and exhibits, theme days, and collaborative events. This year the whole school participated in the ‘Steam of Dreams’ project in April, and we have had a focus on the seas, with a presentation by OceanWise in December and another one in February on ‘From Street to Sea’. This fall the school also participated in the Soft Plastic challenge 2.0 to collect soft plastics and stop them from entering our oceans. The goal we are working towards is to collect 1000 kilograms, the same weight as a whale. In the Spring the upper Intermediate classes participated in Ocean Ambassadors.

Students are encouraged to participate in leadership initiatives through such engagements as Student Council and to maintain and develop a voice for students in the community by becoming involved in the initiation, planning, and creation of activities and events. The community is also supported by a very engaged PAC which helps to support students, staff, and the greater community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Kerrisdale is a diverse and vibrant community of learners with almost 40% of our students speaking a language other than English at home, and 10% of the school being in the first stages of English acquisition. Mandarin Chinese is the most predominant first language of our English Language Learners (ELL). In our school, 10% of our students are diverse learners with a Ministry designation. This information combines demographic data from all of our programs – namely, mainstream English, District Choice French Immersion, and District French Immersion MACC class.

We have an experienced team of educators who work with students from both mainstream English and French Immersion programs. Through close collaboration between classroom teachers, resource teachers, and Student and School Support Workers (SSAs), our learning team helps to identify and work with all students, especially those who need additional academic, social-emotional, and behavioural support. Extra support is given to identified young French Immersion students who are struggling with reading through the French Reading Recovery program and small group instruction led by the French Immersion Resource Teacher.

Students at Kerrisdale are a well-rounded group of individuals who demonstrate numerous strengths that contribute to their academic and social success. Report card data shows that they possess a growth mindset, are academically strong, motivated, and work hard to achieve high academic performance. Anecdotal evidence is that they are respectful to their teachers and peers, kind-hearted, and interact positively with others, displaying good interpersonal skills. Student voice, from the student learning surveys (grades 4 and 7) and the Middle Years Development Instrument (MDI) show that the learners at Kerrisdale continue to work on digital literacy, critical thinking, time management, prioritizing, conflict resolution, and creativity. Students also continue to learn strategies to solve problems, to focus during class time, and to be accepting and patient of those students who have diverse needs and learning challenges.

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

Our literacy goal is for students to increase their reading comprehension skills, by focusing on their vocabulary knowledge and phonemic awareness, which can support student's overall academic growth and their communication skills outside of school. Development of vocabulary and phonemic awareness in French is also a goal for our French Immersion students as they learn an additional language. Examination of the demonstration of student through the indicated proficiency levels for English Language Arts for both the English stream (grades 3-7) and the

French Immersion stream (grades 4-7) in the Term 1 CSL reports compared to the Term 3 CSL reports show the following trends:

There was a notable improvement in students' performance in English Language Arts. The number of students at the Proficient level increased from 138 in Term 1 to 149 in Term 3, indicating enhanced mastery of this subject area. Concurrently, the Developing level saw a significant decrease from 133 to 109 students, suggesting that many students progressed to higher proficiency levels. Additionally, the Extending level experienced a substantial rise from 23 to 43 students, reflecting a deeper understanding of the concepts. The Emerging level also decreased from 17, showing that those with initial understanding moved up to higher performance levels.

Overall, the comparison indicates positive progress in students' performance in English Language Arts from Term 1 to Term 3. The increase in Proficient and Extending levels, coupled with the decrease in Developing and Our literacy goal is for students to increase their reading comprehension skills, by focusing on their vocabulary knowledge and phonemic awareness, which can support student's overall academic growth and their communication skills outside of school. Development of vocabulary and phonemic awareness in French is also a goal for our French Immersion students as they learn an additional language. Examination of the demonstration of student through the indicated proficiency levels for English Language Arts for both the English stream (grades 3-7) and the French Immersion stream (grades 4-7) in the Term 1 CSL reports compared to the Term 3 CSL reports show the following trends:

When looking at the data for just French Immersion Language Arts in grades Kindergarten to grade 7, there is a clear improvement in the French Immersion Language Arts performance from Term 1 to Term 3 across all grades as well. In Term 1, the majority of students were in the Developing level (101 students), followed by the Proficient level (124 students), with fewer students in the Emerging (18 students) and Extending (21 students) levels. By Term 3, there was a significant increase in the number of students achieving Proficient (135 students) and Extending (37 students) levels, while the number of students in the Emerging level decreased to fewer than 10. This indicates a positive trend in student performance, with more students moving towards higher proficiency levels as the year progressed.

Improve equity

At Kerrisdale, we strive to ensure that every student, regardless of their background, abilities, or circumstances, has the resources and support they need to thrive academically and personally. We recognize that each student is unique. Equity involves tailoring our teaching methods, materials, and assessments to meet the diverse needs of our learners. Whether a student is an English language learner, has special needs, or comes from a different cultural background, we provide targeted assistance to help them succeed.

We allocate resources fairly and strategically. This includes access to technology, learning materials, extracurricular activities, and support services. All students have equitable access to field trips and school experiences.

The administration and Resource Team meet with District staff (e.g., school psychologist, speech and language pathologist, school counsellor and District Resource Teachers) several times a year

and using the Response to Intervention Triangle, review how resources are allocated as students learn, change and grow over the school year.

Our educators engage in culturally responsive teaching practices. Staff participate in Professional Development to improve understanding of diversity, equity and inclusion. Our goal is to ensure that every learner has an equal chance to succeed academically and thrive personally.

From our CSL data we can conclude the following:

- **Emerging Level:** The number of students in the Emerging category decreased in both English and French Immersion (FI) from Term 1 to Term 3. Notably, there were no students in the Emerging category for FI in Term 3.
- **Developing Level:** The number of students in the Developing category also decreased in both English and FI from Term 1 to Term 3. The decrease was more significant in FI, with fewer than 10 students in the Developing category in Term 3.

This comparison indicates that students in both English and FI showed progress over the terms, with a notable reduction in the number of students in the Emerging and Developing categories, especially in FI. This suggests that students in FI have made significant strides in their understanding and mastery of the subject, however, it also shows that those students who are ELL in English have also made significant progress in their English language development.

As a resource team, we will continue to provide targeted support to students who are English Language Learners (ELL) and/or students requiring resource support through direct small group instruction and push-in support within the classroom. With new members joining our resource team next year, we will focus on professional development and standardizing assessment practices across the school (e.g., grade-wide writing assessments, reading assessments) to further enhance student literacy skills.

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

Our school is committed to support and enhance understanding of Indigenous worldview and knowledge. Students and staff have been engaged in various activities to increase empathy and awareness of Indigenous histories and cultures.

We are very proud that place-based learning has been our school's learning plan for the past few years. We continue to further explore how to engage learners in better understanding the diversity of our local heritage, cultures, and environment. We continue to strive to strengthen traditional ties with our Annex and expand new ties with the community and the Musqueam people. Our students will continue to be encouraged to develop their citizenship and stewardship within their school, city, province, country, and environment.

According to the Ministry of Education and Childcare Student Learning Surveys, a significant portion of students are learning about Indigenous Peoples and local First Nations at school. Among Grade 4 students, 38% reported learning about Indigenous Peoples sometimes, while 62% said they learn about them most of the time or always. For Grade 7 students, 41% indicated learning about Indigenous Peoples sometimes, and 44% said most of the time or all of the time. When asked about learning specifically about local First Nations, 40% of Grade 7 students said sometimes, and 38% said most of the time or all of the time. In comparison, 44% of Grade 4 students reported learning about local First Nations sometimes, and 53% said most of the time or

all of the time. This reveals that a majority of our Grade 4 and Grade 7 students are learning about Indigenous Peoples and local First Nations at school, with higher percentages reporting frequent exposure to these topics. This does not mean that we do not have more to do as a school, and we are committed to looking at whole school and grade specific reconciliation activities, in and outside the classroom. One example for next year will be decolonizing our Code of Conduct

The staff has also been exploring the idea of focusing on the *National Truth and Reconciliation Commission's Calls to Action* and has made recommendations on how our school can support these actions. During the September Assembly, some Grade 7 students researched and presented selected *Calls to Action* to the school. Additionally, one *Call to Action* was shared each week during Tuesday announcements and at our staff committee meetings.

As a staff, we will continue to engage in on-going professional development which included Indigenous focus days both on and offsite, book clubs and collaborative discussions with regards to place based learning opportunities.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to analyze various data sources, including Student Learning Surveys, MDI/EDI, FSA, and school-based surveys from parents, staff, and students. For our literacy goal, we will specifically examine student achievement data such as the Foundation Skills Assessment, Communicating Student Learning data, and ELL reports to determine if there has been overall improvement in reading scores and communication skills. For our equity goal, we aim to ensure that all students feel they can better access the curriculum through more direct teaching of vocabulary and increased access to technology. Additionally, we aim to increase the number of students reporting that they are learning more about Indigenous cultures, languages, and history next year. We will also continue to incorporate the First Peoples Principles of Learning in our staff and classroom meetings and apply restorative justice practices when addressing conflicts between students.

For both the English stream and the French Immersion stream, we will be focusing on four main areas for next year:

- **Developing a stronger foundation in Oral French:** As a primary French Immersion team, we will address two key questions: What measurable outcomes do we wish to attain? What activities are necessary and sufficient to reach these outcomes?
- **Deepening Cultural Connection through Literature:** This involves using Francophone texts and engaging cultural activities such as Manie Musicale, films, cuisine, performances, and field studies to foster authentic connections to language and culture (French Immersion). Building community with shared values that will be emphasized by using literature that reflects the Indigenous seven sacred teachings to teach and practice values such as respect, wisdom, humility, bravery, honesty, love, and truth through various initiatives and activities (English).
- **Developing and Assessing Reading Comprehension:** Students' reading comprehension will be supported using research-based tools like RELI (lecture en

réseau) and Adrienne Gear's Reading Power strategies, which promote critical thinking and build literacy confidence in French and English.

- **Promoting Precise Language through Purposeful Grammar:** This includes applied grammar instruction tailored to student needs and formal language acquisition using tools like DELF-aligned tasks (French).