

Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

Sir Guy Carleton Elementary School

MISSION STATEMENT

At Sir Guy Carleton Elementary, cooperative and considerate people create a safe place where all students can achieve success.

2015-2016 GOALS

NUMBER AND LIST GOALS FROM 2015-2016 HERE (including Aboriginal Enhancement Goal)

Example

1. Numeracy Goal: To have all our students improve their basic Math Facts.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

Sir Guy Carleton Elementary School is a culturally diverse school of 274 students and over 40 staff located at the corner of Kingsway and Joyce Street on the east side of Vancouver. Carleton has been a prominent member of the Collingwood Community for over 100 years. Our student population is representative of a variety of cultural and linguistic backgrounds. Approximately 50% of our students identify a language other than English spoken in their home with Cantonese, Tagalog and Mandarin being the most prominent. The school will enroll approximately 274 students in Kindergarten through Grade 7 including a District Social Development program that supports students from across Vancouver. Carleton offers families the opportunity to participate in a cold lunch program for families experiencing financial hardship. The Collingwood Community Centre provides before and after-school childcare on site.

Our students are actively engaged in supporting and following our school Code of Conduct: At Carleton... we CARE about ourselves, we CARE about others, and we CARE about this place. A caring, supportive learning environment exists at Carleton School in which each student is expected to be responsible for his/her behaviour and learning. The staff at Carleton School encourage students to: respect the rights of students to learn without interference; follow instructions promptly and cooperatively; act in a way which is safe for themselves and others; leave all areas and equipment as originally found and to be courteous, cooperative and considerate towards all members of our school community.

Carleton students are provided the opportunity to participate in a wide variety of extra-curricular activities. Students are actively involved in many community based activities such as: Me to We; Terry Fox Run; Collingwood Days and Prevention Education Fair. After-school programs such as Super Science Club and Windermere Community team programs all contribute to our students' positive experiences. Carleton staff also provide valuable extra-curricular opportunities. Staff members volunteer to provide students opportunities to participate in Cross Country; Soccer; Volleyball; Basketball; Badminton and Track and Field. Student leadership is demonstrated at Carleton as students are involved in morning announcements, student-led assemblies, buddy reading, library and rainy day monitors, peer educators, recycling and school crossing patrol. At Carleton we practice healthy activities on Friday afternoon as a whole school by running, doing aerobics or skipping together. The fine arts are also celebrated through our alumni band club, a weekly dance club for some grade six and seven students as well as a primary choir. The school library is a thriving place and has students exchanging books as well as reading daily before and after school.

It is within this safe, secure climate that the unique personal qualities of each child are recognized and valued and where each child feels a sense of common purpose and belonging. This recognition and these values support Carleton's vision for student success as we work to ensure students reach their intellectual, social, emotional, aesthetic and physical potential.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

Goal One: To have all our students improve their basic math facts

What steps did we take to address the identified student(s) needs?

- Power of 10
- Grade computation testing:
 - + - to ten
 - + - across ten
 - X
- Home practice – number facts (booklets, flashcards)
 - suggestions for parents
- Number centers
- Power of 10 (Trevor Calkins)
- Use of manipulatives for instruction
- Life skills – measuring, cooking, money
- Math apps on iPad
- Giving different strategies to get answers
- Board games
- There was no formal full-staff action taken
- We are encouraging
 - students to work without calculators
 - multiplication drills twice a week
 - the reinforcement of basic skills by doing corrections with supportive materials and key visuals
- Late primary and intermediate divisions – regular drill and practice – frequent assessment
- Rosemary – regular practice with math resource students

What was the evidence of success for each student?

- Fall and follow-up Spring assessments
- Pre-reporting assessments
- On-going classroom assessments and observations
- Skill improvement
- Testing
- Assessments
- Div. 4 visualizes in a chart format
- Classroom data from drills
- Many students improved significantly in accuracy and speed

How did we communicate and celebrate student success

- Report cards
- Parent-teacher conferences
- Communicate to individuals – successes
- Stickers
- Displays
- Students share with Principal
- Positive communication with students and their parents
- Div. 4 lets students know verbally when they beat their personal best
 - Also they are a “math master” when they get 100% on their assigned mark work (not always related to basic facts in isolation)
 - Announce progress and excellence
 - Celebrate improvement and excellence
 - Included in report card
 - Celebrate improvement
 - Students “promoted” to next sheet.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

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

What steps did we take to address the identified student(s) needs?

- VSB Knowledge keeper in classroom; Shane Point came for 3 visits to teach one division about Musqueam culture as well as respect
- Aboriginal parent teacher; Aboriginal games
- Research on aboriginal people
- Art Gallery field trip focused on First Nations Art
- Linked various curriculum with First Nations perspective
- AEEW supports individual students
- Map of all tribes in BC
- Library books by First Nations authors or focused on First Nations content (fiction and “easy”) identified with a sticker on spine
- Use of Aboriginal reading material
- Parent volunteers – individual classes sharing cultural info
- Guest came with parent to teach drumming
- Aboriginal Support Worker
- One on one with Aboriginal Worker
- Acknowledgement at assemblies
- Books in library
- “Musqueam Through Time” video
- We journaled about things we heard and learned from Shane Point
- Incorporation in Science unit on biomes and interconnectedness of species -> important to Aboriginal outlook

What was the evidence of success for each student?

- Increased awareness of Aboriginal culture and contributions past and present
- Some awareness of Aboriginal languages
- SBT review – individuals – “success plan”
- Student acceptance – cultural diversity
- Enthusiastic over performers
- Division hosting Shane Point resulted in engaging and interesting questions and conversation. Students were keen to learn Musqueam words and concepts
- A student brought in art to show that was a First Nations wolf he had painted.

How did we communicate and celebrate student success

- Display of research and art projects
- Acknowledge First Nations land at assemblies
- Individual classes
- We presented Shane with a bundle of writings and drawings in response to his visit
- One division uses a “temperature check” each morning that is similar to Shane’s talking circle method of presenting

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

- Continue with the current goals as outlined in our reflections for 2015-2016.