

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 William Macdonald Elementary School

MISSION STATEMENT

Consistent with Aboriginal worldviews, the Aboriginal Focus and Macdonald Elementary School fosters literate, numerate and confident learners with the skills, knowledge and attitudes to be effective stewards of the land and waters of British Columbia

2015-2016 GOALS

1. To increase student success in literacy
2. To increase student success in numeracy
3. To increase a focus on First Peoples' worldview, students will acquire the foundations to become stewards of the land and water of British Columbia.

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?**

The 2015/2016 school year was the fourth year of the Aboriginal Focus School within Sir William Macdonald Elementary. The school is located at the corner of Hastings Street and Victoria Drive in Vancouver's east end.

There are two streams housed within the school, the largest is the Aboriginal Focus stream, which includes kindergarten to grade 5 and the regular stream includes grade 4 to grade 7. The school is inclusive of Aboriginal and non-Aboriginal students. All elementary students are welcome and may register at the school. The school's enrollment fluctuates between 70 and 75 students.

There is a Strong Start program housed within the school for preschool children from birth to 4 years old.

The school continues to work in partnership with many external agencies and community individuals who have contributed to the academic and social/emotional success of our students.

The vision of the school includes a strong emphasis on academic competencies of reading, writing, numeracy, thinking skills and competencies in the social and emotional domains. Our vision of success for learning is for our students to have a positive perception of self as capable learners and an honest pride in each of their ancestries.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

GOAL:

To increase student success in literacy.

GOAL:

To increase student success in numeracy

GOAL: Aboriginal Cultural Enhancement

To increase a focus on First Peoples' worldview, students will acquire the foundations to become stewards of the land and water of British Columbia.

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

Goal 1: To increase student success in literacy

The objectives of this goal were to increase students' oral language competencies, to increase students' reading performance, to increase students' writing performance, and to increase students' thinking basics in students with special needs.

Goal 2: To increase student success in numeracy

The objective of this goal were to implement the core competencies of Communication, Thinking and Personal and Social Domain in the new math curriculum

Goal 3: To increase a focus on First Peoples' world views; students will acquire the foundations to become stewards of the land and water of British Columbia.

What was the evidence of success for each student?

Goal 1: Literacy

- To increase oral competencies students engaged in the following activities: Language for Learning, Thinking Basics, Div. 3 Morning Report, Weekly Sharing Circles, Talking Stick, Class Meetings, Poetry, Monday Morning Meeting, Reading Mastery, Show and Tell, Calendar, Aboriginal Language at calendar time, direct instruction of First Languages, language of choice, Traditional Story Telling, Class Discussions, 2x week choir (grs. 2-7), Sarah McLauchlan, traditional Oral Language Singing, debating unit with grs. 4/5/6/7, NoDramaDrama, Aboriginal AlphabetRap, colleague observation consultation
- To increase reading performance (Decoding, ReadWell, ReadingMastery, Reading Recovery, Readers Theatre, Guided Reading, Class Novel studies, daily readalouds, reading buddies, book buddies, 1:1 reading program; Kindergarten Protocol, Strong Nations leveled readers, 0.1 Library and 0.1 Library prep, Scholastic Literacy Place, independent reading, Reading Power, Non-Fiction Reading Power (Adrienne Gear), choir
- To increase students writing performance (three part write, Leveled Literacy Intervention embeds writing, enhanced writing group, Expressive Writing 1&2, Adrienne Geer – reading power/writing power, ReadWell (embedded writing), ReadingMastery (embedded writing), Writers' Exchange
- To enhance students thinking basics (grs. 3,4,5) used as an intervention / remedial help (tier 2)
- Formative assessments included program assessments (Reading Recovery, Reading Mastery, ReadWell), standardized assessments (Fountas and Pinnell replaced the DRA this year at our school), observational surveys (e.g. K protocols), school wide writes, and formal oral language assessments (OLA, Lanugage for Learning).

Goal 2: Numeracy

- 2015/2016 was a transition year for the delivery of math at our school
- Discussion and meetings took place throughout the school year to consider the efficacy of the previous math program (Jump Math) and plans for a change in programs if necessary. The ideas for changes came from work with the new math curriculum and the summer institute.
- Staff decided as a group not to continue with school-wide jump
- Staff decided as a group to align with PIMS and use Singapore Math Program

- Staff decided to integrate diverse abilities in classrooms as per new curriculum Staff will decide in future (yearly), depending on school and student needs, whether to go with ability groupings or integrative whole class instruction

Goal 3: Aboriginal Cultural Enhancement

- Use of First Nations narratives to inform students' knowledge of First Nations worldview; e.g. students sharing own Cultural Knowledge, Shane Pointe, Inuit storyteller, Elder Loretta Williams, Aboriginal staff, school Elder, Aboriginal Focussed Contemporary and Traditional literature
- Indigenous scholars informrd students of the continuance of First Nations worldviews as enacted contemporaneously in British Columbia to protect the land and water; for example the executive director of Coastal First Nations/ Great Bear initiative spent two days at the school teaching students about their initiative and the cultural background that support the initiative;
- Indigenous scholars with expertise of Local First Nations in-serviced teachers at the school regarding the history and culture of this territory during the initial contact era (2 Pro-D days inservice)
- Students worked with Aboriginal storytellers
- Students workshopped with Alex Wells World Champion Hoop Dancer
- Students worked in the Indigenous garden on school site, for connection to land;
- Students participated in a project to protect salmon;
- Students learned functional phrases in each of their indigenous languages in the primary and intermediate grades;
- A group of intermediate students learned Tsimshian language and culture;
- Students know Salishan song and sing it at the beginning of every assembly, choir class and at all community and school gatherings;
- Students learned their nations;
- Students worked with Indigenous sports role models – soccer and lacrosse over a period of three weeks for each sport
- Students worked for 10 weeks with Sarah McLachlan School of Music on seasons and Indigenous Animals in BC;
- Indigenous Scholar/ Elder Wellness workshop for teachers;
- Report Card Summative Assessment of Learning of Aboriginal Culture

How did we communicate and celebrate student success

Goal 1: Literacy

- Student led Monday Morning Meetings
- Regularly updated website
- Social Media presence
- Weekly community newsletter/email updates celebrating student success
- Displays of student work
- Writers' Exchange publication
- Celebration when units/projects are completed
- Student reflections on learning shared with home
- Student led conferences sharing success
- Student generated assessment criteria
- Pre-tests for students to see continual growth

- Revisiting beginning of year rubrics to show growth and self-assessment
- Peer assessment and appreciations
- Daily informal conversations with caregivers
- Home-School Communication systems (e.g. student self-monitored social-emotional monitoring folders)

Goal 2: Numeracy

- Sharing successes become a regular part of staff meetings
- Weekly community email / newsletters
- Website
- Use of social media
- Math Mania with PIMS
- Finger weaving
- Cedar basket making
- Placemat Weaving Activity led by Elder Loretta Williams

Goal 3: Aboriginal Enhancement

- Winter Solstice Family Feast and open mic – Traditional songs, story teller Celebration with community
- School name community engagement process
- PAC guiding many cultural events (Brackendale field trip, TeePee making, Westcoast Cedar Basket making,
- Elder presence at regular school events and assemblies
- Tseil-Waututh canoe trip
- UBC Indigenous Farm Tu'wusht Garden partnership
- Field Trip studying integrated water systems (lake, river, oceans)
- Aboriginal Veterans Focused Remembrance Day Assembly
- Cultural content in assemblies
- Aboriginal Day and year end celebration (June 16-21)
- James Harry – artist in residence Squamish carver
- Acknowledgement of Territories banner creation
- Burns Bog / Rice Lake field trips
- Growing Chefs with a focus on Indigenous
- Garden Club
- Earth Savers (student led stewardship club)

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.