

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.

Queen Alexandra F.A.M.I.L.Y. School **(Fine Arts Multicultural Integrated Learning for Youth)**

MISSION STATEMENT

Through the commitment to cooperation and hard work, the students, families and staff of Queen Alexandra Elementary School work together so that all students can succeed academically and socially in an emotionally nurturing environment.

2015-2016 GOALS

GOAL 1: Arts Education and Literacy

To show continuous growth for all students in Literacy (reading, writing, speaking and listening) through Inquiry and Arts Integration.

GOAL 2: Learning Readiness

To increase awareness of self-regulation and problem solving strategies so students are ready to learn.

GOAL 3: Aboriginal Cultural Enhancement

To increase knowledge, awareness, appreciation of and respect for 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?

Queen Alexandra F.A.M.I.L.Y. (Fine Arts Multicultural Integrated Learning for Youth) School is part of the Vancouver Technical Secondary Family of Schools. We are a thriving yet small urban school located at Broadway and Clark. In September 2013 we launched our Fine Arts Integration Model. We began integrating the **Arts** (music, movement, visual art and drama) into daily curricular areas. Our vision is to focus on the continued student development in critical thinking, problem-solving, collaboration and communication through inquiry and the Arts. We will continue to foster students' creativity, self-expression and respect for diversity. At Queen Alexandra, we strive to nurture students who will develop into successful global citizens.

Queen Alexandra has approximately 195 students in grades K- 7 and a very active StrongStart program. The school community is representative of the city of Vancouver; students attend our school from all over the world. 40% of our students are English Language Learners, 29% of our students have been identified as having Special Educational Needs and 33% of our students are Aboriginal. **Cultural diversity** is the joy and beauty of Queen Alexandra FAMILY School. There is considerable socio-economic diversity within the school community. We have a dynamic Parent Advisory Committee that is active in fundraising and supporting our school.

Literacy is a focus at our school as shown by our continued commitment to implementing a balanced literacy program with a school wide approach to improving listening, speaking, reading and writing skills for all learners of our FAMILY. We have regular ongoing assessment, professional discussions about "Best Practice" and work together to create a safe and engaging learning environment. Equal care is taken to address the emotional and social learning of the students through a variety of classroom programs. Queen Alexandra is a safe and caring school that places the highest priority on the needs of the students and their families. The staff and families are devoted to creating an environment that is based upon respect. Our school code of conduct: **Care** for Ourselves, **Care** for Others and **Care** for our School and Community assists students in making good choices. Together with staff, families and the school community we strive to provide optimal conditions that meet the learning and social emotional needs of each student. We believe everyone can thrive and learn!

We all learn and gain confidence in different ways and as such, sports are also a significant focus at our school. We provide daily physical activity and encourage students to participate in our team and individual sports. Queen Alexandra has formed numerous community partnerships to enhance our students' opportunities. Weekly, volunteers from the UBC Learning Exchange program work with students to develop their literacy and math skills. Our intermediate students have worked with artists in residence to write and perform drama productions which have highlighted stories from the students' lived experiences. Violin, Hip Hop and Drama classes are taught at the school by volunteers and local organizations and piano lessons are available through Hearts in the City, a UBC student sponsored program. The students may also receive music lessons at the Sarah McLachlan Music Outreach program, singing instruction from

Kids Sing Choir and participate in movement and band instruction at our school. Students may enroll in the Writers Room for extra literacy support and our Grades 6/7 students receive tutoring from York House Secondary School. Science World offers an after school program and Kidsafe a long time community partner located in our school, offers after school fine arts programs and winter, spring and summer break programs. Our school is very grateful for our community partners and proud of our students and their individual learning journey!

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

GOAL 1: Arts Education and Literacy

To show continuous growth for all students in Literacy (reading, writing, speaking and listening) through Inquiry and Arts Integration.

GOAL 2: Learning Readiness

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GOAL 3: Aboriginal Cultural Enhancement

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

- Assessment for learning strategies which include learning intentions, building criteria, descriptive feedback, asking questions, self and peer evaluation and student ownership of learning.
- Integrated Arts Model approach to instruction of students
- Used a variety of cultural genres including poetry, narrative and expository text to teach reading and writing.
- Increased opportunities for student choice and ways of to demonstrate learning
- Collaborative planning of teaching teams for literacy blocks or instruction
- Classroom and resource teachers co-planning and teaching small, flexible groups of students.
- Long term tracking for students who are struggling in reading and writing. Reading Recovery, Leveled literacy, Early Intervention, Guided Reading, Dynaread and Writing and Librarian collaboration
- Aboriginal Education Enhancement Worker supported Integrated Studies Model and SEAL program
- UBC literacy volunteers
- Community volunteers
- District Support Staff – Inclusion Consultant, Behavior Consultant, Fine Arts Consultant
- Office, Principal, YFW and AEEW will track and record attendance and support families when requested
- Parent education programs by the Enhanced services Neighborhood Assistant
- Continued school-wide promotion and teaching of our School Code of Conduct

for students, staff and parents promoting use of common language, expectations, and consequences

- Continued with School-Wide Matrix - PBIS model
- Taught and modelled school wide behavior matrix
- Continued with school PBIS committee
- Accessed support for staff around student self-regulation and teach programs school wide ALERT, Second Step, etc.)
- Buddy Class system within our school
- Intermediate Peer Helper Program
- Continued with organizing Bi-Monthly student/class-led school-wide assemblies focused on positive messages, our school-wide matrix and social responsibility
- Daily announcements/Shout Outs for Student Bucket Fillers
- Discussed school wide behavior expectations during Meet the Teacher Night
- Report Card data collected and analyzed to inform teacher practice.

Staff

- Staff commitment to focus on our Arts Scope and Sequence, and Integrated Studies
- Arts Integration into the daily curricular areas – team teaching, debriefing sessions and Arts meetings
- Aboriginal Arts focus through visual art, music, drama and dance
- Individual projects for exceeding Grade 6/7 students
- New Literacy Teacher for our vulnerable learners
- Writing groups on Fridays – term 3
- Founts and Panel System
- Purchased Strong Nations Books
- Literacy meetings/Inquiry Meetings
- Grade group collaboration, planning for Arts Integration and unit plans
- Monthly Staff meeting discussions on further developing of our Arts Model
- Professional Development for staff
- Music education program taught by our music specialist K-7
- Timetable scheduling to accommodate Prep time for 2 periods weekly of Music instruction K-7
- Resource teacher intervention and support
- Gallery Art Walk for school community
- Library Aboriginal cultural resources for staff and students – Literature, picture books and novels, guided reading sets, teacher resources and DVD's.
- AEEW supported Aboriginal students in Math and Literacy K-7 in their classrooms
- AEEW supported student attendance – connects to families, phone calls home
- Provided Parent Coffee support group once a week – parent workshops, cultural activities
- AEEW Provided classroom cultural programming K-7
- AEEW had Aboriginal Boys and Girls leadership groups
- Provided opportunities for our students to learn Aboriginal dancing, drumming, storytelling, and art with community support

Students

- Arts Education in school performances from community groups
- Winter and Spring Arts Celebration – School Community invited

- Primary Choir
- Google Expeditions
- Big Rock Candy project – Grades 4/5 and 3/4
- Winter Musical K-7
- Assembly performances – Queen Alexandra has talent
- Student Led Assemblies and Daily Announcements
- Yearly Talent Show
- Grade 5/6/7 annual play
- Aboriginal School Day
- Grade 7 camp

Community

- Aboriginal Acknowledgement at assemblies and staff meetings by both Aboriginal and non-Aboriginal students and staff
- Achievement celebrations - Grade 7 Honoring Ceremony
- Participation of Aboriginal day at Trout Lake on June 21st
- School Aboriginal Day –Students drumming, dancing, Art, cooking and celebratory assembly
- Building family connections and community outreach (PAC support, Welcome to Kindergarten, Ready Set Learn, StrongStart, cooking programs, Wishing Tree Store)
- Aboriginal parent support on PAC
- Grade 7 articulation – transition into Secondary School
- VSB Transition Teacher support for Grade 7's entering Secondary School
- Aboriginal Success Documents – tracking Grade 7 student success throughout the year
- Kids Can Sing Choir – Sponsored by Rotary Club
- Growing Chefs/Garden project with MPCC
- Vancouver Community College Career Day
- Volunteer readers – BLG and Petersen
- New – After school program coordinator
- Community professionals teaching dance and drama – mentoring teachers
- PAC funded – Field trips
- After school Fine Arts programming: Sarah McLachlan School of Music, Arts Umbrella After School Drama Instruction, Heart of the City Piano Lessons, Violin Lessons, Visual arts,
- Hip Hop in school Dance Instruction and Anne Michelle Creative Dance with early primary students
- Vancouver Art Gallery Partnership
- usic Champions – Vancouver Opera Partnership

What was the evidence of success for each student?

Demonstrating success of each Queen Alexandra student's learning is moving in the direction of being measured by their continuous growth as a learner. However, the evidence of success is currently based on a five point level system of: not meeting expectations, approaching expectations, meeting expectations, fully meeting expectations or exceeding grade level expectations.

Goal 1:

Reading:

November 2015:

95 students meeting, fully meeting or exceeding grade level expectations
101 students not meeting or approaching grade level expectation

March 2016:

115 students meeting, fully meeting or exceeding grade level expectations
81 students not meeting or approaching grade level expectation

Writing:

November 2015:

78 students meeting, fully meeting or exceeding grade level expectations
118 students not meeting or approaching grade level expectations

March 2016

88 students meeting, fully meeting or exceeding grade level expectations
108 students not meeting or approaching grade level expectations

Goal 2:

Learning Readiness:

During the school year students have shown progress in social responsibility, self-regulating their bodies and readiness for learning.

November 2015:

146 students meeting, fully meeting or exceeding grade level expectations
50 students not meeting or approaching grade level expectation

March 2016:

166 students meeting, fully meeting or exceeding grade level expectations
30 students not meeting or approaching grade level expectation

Goal 3

Aboriginal Cultural Enhancement:

Our school community has had many opportunities to enhance their learning of Aboriginal Culture.

- Aboriginal Acknowledgement at assemblies and staff meetings by both Aboriginal and non-Aboriginal students and staff
- Achievement celebrations - Grade 7 Honoring Ceremony
- Participation of Aboriginal day at Trout Lake on June 21st
- School Aboriginal Day –Students drumming, dancing, Art, cooking and celebratory assembly
- Building family connections and community outreach (PAC support, Welcome to Kindergarten, Ready Set Learn, StrongStart, cooking programs, Wishing Tree Store)
- Aboriginal parent support on PAC
- Grade 7 articulation – transition into Secondary School
- VSB Transition Teacher support for Grade 7's entering Secondary School
- AEEW supported Aboriginal students in Math and Literacy K-7 in their classrooms
- AEEW supported student attendance – connects to families, phone calls home
- Provided Parent Coffee support group once a week – parent workshops, cultural activities
- AEEW Provided classroom cultural programming K-7
- AEEW had Aboriginal Boys and Girls leadership groups
- Provided opportunities for our students to learn Aboriginal dancing, drumming, storytelling, and art with community support
- Purchased Strong Nations Books
- Aboriginal Success Plans – track Grade 4,6, and 7 student academic success

Grades 4, 6, 7 Aboriginal Achievement in Core Areas

School	Students	Grade	Numeracy		Reading		Writing		Attendance to April 30, 2016
			Term 1	Term 2	Term 1	Term 2	Term 1	Term 2	
Queen Alexandra	83	4	1/7	1/6	1/7	1/7	1/7	1/6	7.09%
		6	2/11	1/10	1/11	1/11	4/11	4/10	11.89%
		7	3/4	3/4	4/4	4/4	4/4	4/4	9.00%

The results are expressed as ratios with numerator representing meeting, fully meeting and exceeding core areas and the denominator the # of students in each grade.

How did we communicate and celebrate student success

- Family/student teacher conferences and report cards
- PAC meetings
- Staff Meetings
- Family Morning Coffee Meetings
- Teachers discussed student achievement in reading, and writing at literacy meetings. This will included opportunities to look at individual successes, class strengths and school-wide literacy progress.
- Individual student progress and class progress will be discussed by the teachers, and shared with students and parents throughout the school year.
- Hallway displays of student writing and visual art projects allowed students, parents and teachers to see the progress of our authors and artists.
- School newsletters, Website and PAC meetings will provide information outlining the progress of our students in reading and writing.
- Arts Celebrations – twice annually
- Grade 5/6/7 annual play – student researched, written and performed at Vancouver Technical Secondary school for our families of schools and our school community

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.

