

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 Mary Elementary

MISSION STATEMENT

Queen Mary Elementary School's mission is to build a respectful community of lifelong learners. We work towards becoming caring, accomplished and co-operative citizens. We aim to provide an enriched environment in which children are encouraged to think, question, create and wonder.

2015-2016 GOALS

1. Literacy Goal: To improve student learning and acquisition of literacy skills with a focus on writing
2. Building Community Goal: To build community by strengthening student engagement in the new school environment
3. 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?

Queen Mary supports the learning needs of 328 students in the residential community of West Point Grey. It is an established community with a rich and interesting history and an evolving ethnic and socio-economic diversity in a stable area of Vancouver.

The school is located next to Trimble Park and is within walking distance of a small business community on West 10th Avenue. First established in 1914, the school consisted of four connected buildings. It is now in the process of a Ministry of Education funded seismic project (hybrid) that includes the 1914 heritage building and a new education center, multipurpose space and gym.

Parents are active supporters of school programs. They volunteer in many ways such as supporting student safety through Safe Arrival and the “Let’s Walk Queen Mary” program, which is coordinated by parents to encourage parents and students to walk to school and to help reduce traffic congestion. Parents help promote classroom activities and extra-curricular programs such as sports. They have also been active in a variety of other school community functions and fund-raising initiatives to enrich the classroom and school facilities.

The school’s catchment area includes the Jericho Lands formally owned by the Department of National Defense and recently acquired by Musqueam, Squamish, and Tsleil-Wauthuth that are home to military defense personnel and their families. Increasingly, Queen Mary is accommodating students from a wide variety of neighborhoods and backgrounds as well as international students (18 students throughout K-7 in 2015/2016).

In updating our school profile (April 2016), we take note of the following: Queen Mary has seen a decrease in the number of English Language learners (currently approx. 80 out of 344). We have 9 Ministry designated students requiring SSA (School Support Assistant) support, in addition to 22 students who have a Ministry designation (e.g. Learning Disability and/or Gifted designation), but don’t qualify for SSA support. There are also a number of students who are struggling both academically and / or behaviorally, and either don’t qualify for Ministry designation criteria or are awaiting assessments for designations.

Our three school goals for 2015-2016 Literacy (writing focus), Building Community and Aboriginal Cultural Enhancement, aim to ensure that all students receive a well-rounded education and are given a strong foundation for becoming critical writers, as well as knowledgeable and appreciative about Aboriginal culture in a positive new community. Queen Mary is known for the many programs and activities that enhance student learning and foster positive social, emotional and physical growth.

The school maintains high expectations for responsible student behaviour based on

principles of safety, respect and responsibility. The basic skills of respect and responsibility require empathy, hard work, consistency and common sense. It is our vision that our students feel connected to home, to school, to community, and to the world, and that they take pride in themselves and in their citizenship. Queen Mary is friendly, welcoming, and inclusive. Everyone is expected to demonstrate a sense of community and cooperation.

Queen Mary staff has committed professional educators who are dedicated to delivering all aspects of the provincial curriculum to all of the students. It is our vision, with respect to our Literacy Goal (Writing), that students develop competency in writing, as well as an appreciation of the writing process, through carefully constructed strategies and structures, from K – 7. Experiencing a wide variety of writing genres, integrated into all subject areas, will create confident writers who make connections to their world through writing.

In the past four years, Queen Mary staff have been engaging in rich conversations about teaching and learning in the context of a 21st Century Education, the new British Columbia Education Plan and working in a new school designed for professional learning teams.

Our school goals will continue through the Phase 2 construction maintaining and strengthening learning, engagement and building on our positive community as we look forward to the completion of our new school. The focus is to further explore and implement the Core Competencies of Communication, Critical and Creative Thinking as well as Positive Personal and Cultural Identity.

Further information will be made available on the VBE website or the Queen Mary website on the process and information of the completion of our new school in January 2017.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. Literacy Goal: To improve student learning and acquisition of literacy skills with a focus on writing.
2. Building Community Goal: To build community by strengthening student engagement in the new school environment.
3. Aboriginal Enhancement Goal: 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?

Summary from 2015-2016

Literacy:

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

- In September, observation surveys completed on all Gr 1 students new to QM and all students identified at risk at the end of Kindergarten
- The District provided .3 FTE for the **Reading Recovery Program** to our school since March 2012. This is our ninth year of providing the Reading Recovery program to our early learners.
- One to One Reading Volunteers support students at risk
- Vital role of the Teacher-Librarian working with teachers to identify and support all students
- English Language Learner (ELL) support
- School and Student Support Assistant (SSAs) support in the classroom and playground for designated and vulnerable students
- Individual Education Plan (IEP) strategies (adapted and modified)
- Provisions for students who are exceeding expectations or identified as gifted (e.g., District pull out, home reading, support for library book selection and research, open ended learning activities)
- Use of Vancouver Board of Education (VBE) literacy mentors in classrooms as needed
- Purchase of Library/Literacy resources
- Continued involvement in the Literacy Program as school wide maintaining best practice. QM is currently operating as VBE Early Intervention Literacy School
- Kindergarten teachers have also completed a Phonological Awareness checklist with students as part of the VBE Early Intervention data collection.
- Timetables for primary classes are prioritized to protect uninterrupted literacy instruction in the mornings, as much as possible
- Resource team met 2x per month to discuss programming and support for K-7 students.
- Ready, Set, Learn event in March 2016. 32 children participated with parents.
- Welcome to Kindergarten and screening assessment – May 2015 and May 2016
- Artist in Residence visits –2016 (Holman Wang K to 7)

Summary from 2015-2016

Building Community:

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

- All learners (students and teachers) are part of a learning community with up to five classes grouped together to allow for personalized learning and use of the DaVinci and Art space.
- Each community will have the opportunity to work together for flexible scheduling
- Flexible groupings can be devised with the members of the team working with various student needs
- Opportunities for professional learning teams to link new core competencies and curriculum to support all learners including those identified who may need extra support
- Encourage and support teacher collaboration in “pods” and cross grades

Summary from 2015-2016

Aboriginal:

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

- Continue to create links between Aboriginal oral traditions, and language arts, social studies, fine arts, through district Aboriginal Consultants and invited guests
- Continue to have School Assemblies which include the traditional welcoming, performances, share student projects
- Continue to invite guests to share Aboriginal histories, story telling and traditions (e.g. Anastasia Hendry – Aboriginal Artist in Residence, Henry Charles - Musqueam Speaker, Aboriginal Greeter and Native Historian, Shane Pointe – Knowledge Keeper and Elder in Residence, Don Fiddler – District Principal of Aboriginal Education and Trudi Harris – Aboriginal Education Cultural Coordinator)
- Support teacher and student initiatives such as: student led assemblies with Aboriginal focus, Grade 4 Camp - Cheakamus Centre Skw'unc-was Program – a cultural immersion education program developed in conjunction with the Squamish Nation Elders in the Fall of 2015.
- Continue to add new resources to the school library collections
- Support fine arts links with Aboriginal culture (e.g., soapstone carving, mask making, aboriginal art, school performances)
- Support student participation at the Museum of Anthropology and other related field trips
- Support for teacher professional development session at Musqueam Cultural Center in September 2015 (e.g., Musqueam Historical Tour, visits to archaeology sites and changes to the land over time)
- Access the Teacher Librarian's book list of possible resources for teaching Aboriginal culture (monitor checkout of resources student/teacher)
- Support ongoing instructional strategies related to Aboriginal culture and access cultural resources
- Provide and support student leadership opportunities such as school service and student centered initiatives
- Continue with participation in the Aboriginal Education Enhancement Initiative
- Prepare the Aboriginal Success Plans for current students enrolled at Queen Mary
- Continue with ongoing discussions about how to increase recognition of Aboriginal students in student leadership roles and possible other school wide experiences for next year

What was the evidence of success for each student?

Summary from 2015-2016

Literacy:

The school was able to collect two sets of baseline data: 1) Use of the Performance Standards for Writing 2) Report Card marks for Language Arts

Performance Standards – Personal Writing – Snap Shot

- Grade 7- 87.2%, Grade 6 – 95%, Grade 5- 80.4%, Grade 4 – 87.8 %, Grade 3 – 74.5%, Grade 2 – 69.7%, Grade 1 – 91.1%, Kindergarten – 92.8% of students are meeting to exceeding expectations
- It was noted that there was a drop at the grade 2 and 3 levels from 2014-2015. This may be due to the increase in newly arrived students starting in September 2015, 18 English Language Learners in grade 2 and 2 students with Special Needs; 8 English Language Learners in grade 3 and 3 students with Special Needs as well as the increase in teacher expectations at the Grade Two and Three level.
- The Early Literacy and Reading Recovery practices continue to be maintained and support the success of our early learners from K – 2 in this area.

Report Card Marks

- Grade 7 to Kindergarten - 86% of the students are meeting, fully meeting to exceeding expectations for language arts in report card marks
- It was noted that the majority of students fall into the meeting and fully meeting categories. Queen Mary will support students in these areas, as well as those not meeting expectations. It will be a focus to move all students forward.

Summary from 2015-2016

Building Community:

- Learning communities on each level have had the opportunity to work together in their new learning pods, learning commons and professional offices
- Resource Team learning community continues to work with the professional learning teams to support student learning needs and strengths
- Demonstrated evidence of learning, flexible groupings to meet learners needs through observations of teachers, students and administration
- Social Responsibility Performance Standards- Snapshot – Grade 7 – 94%, Grade 6 – 100%, Grade 5 – 80%, Grade 4 – 93%, Grade 3 – 96%, Grade 2 – 97%, Grade 1- 97% and Kindergarten 92% are meeting to exceeding expectations
- Levels of performance were consistent in both the 2014-2015 and 2015-2016 years. The highest differences between the two years were at the kindergarten and grade one level - 5% decrease at the kindergarten level and 8% decrease at grade one for the 2015-2016 year. This may be due to the number of students who transferred to the school mid year and students new to Canada.
- Student Leadership Participants in the School Community: Leadership Team (30), Equipment Monitors (10), TEGS (50), Free the Children (10), Fundraising (12-15), Primary Monitors (10-15), PA Monitors (24) and Office Monitors (15), Greeters (15) and Assembly Leaders (24)

Summary from 2015-2016**Aboriginal Goal:**

Grade 6/7 students were surveyed – 78 responded; 77% indicated they have some understanding to know a lot about what Aboriginal means; 85% indicated they have learned a lot about the Aboriginal Culture and Traditions this year and 64% of the students indicated they can name some to many contributions from Aboriginal people. The respondents also had the opportunity to give comments of what they have learned. These comments were varied from basic answers to some detail given.

How did we communicate and celebrate student success?**Literacy Goal:**

We continued with the same communication and celebration of student success as in 2014/2015 for 2015-2016 school year because this proved effective (such as in class presentations, open houses, presentations of work in process at assemblies).

- Conferences (Parent-teacher; Student-Led)
- Meet the Teacher Night to communicate programs and expectations
- Newsletters / school website
- School assemblies

Building Community Goal:

Each learning community celebrates learner success in a variety of ways (e.g. Learning community open house, student led activities, student led assemblies, PA Announcements, Parent Teacher Nights)

Aboriginal Goal:

- Learning Communities – “Pods” shared successes and challenges during the year related to teaching (e.g., residential schools, focus aboriginal leaders and keepers of knowledge, storytelling of Anastasia Hendry Artist in Residence – regarding design and work on four button blankets for each pod)
- Grade 4 Camp – Parent and Teacher Volunteers – training session, reflections after camp – follow up lessons embedded in most all curricular areas throughout the year
- Assemblies – (e.g., December 14th blessing of the new school and school opening assembly with Shane Pointe and Don Fiddler)
- K-7 – Music and song written with aboriginal focus – shared at assemblies and presented at the Aboriginal Conference in May 2016 and Aboriginal Enhancement Agreement Signing Ceremony– June 8, 2016

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:

- A) Continue with the current goals as outlined in our reflections for 2015-2016
- **Literacy:** To improve student learning and acquisition of literacy skills with a focus on communicating information.
 - **Building Goal:** To build community by caring for the environment, solving problems, valuing diversity and building relationships
 - **Aboriginal Goal:** To increase knowledge, awareness, acceptance, empathy, and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.