



Vancouver School District

School Plan for Queen Mary

Year 3 (2017-18) (Transition to new goals)

1. GENERAL SCHOOL STORY:

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.

Queen Mary supports the learning needs of about 350 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 just completed a 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, the "Let's Walk Queen Mary" program and the Green Team, gardening and environmental program. 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-Waututh that are home to military defense personnel and their families.

Our three goals were:

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.

2. WHAT DID WE SEE?

Literacy:

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

- In September, observation surveys were 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 tenth 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)
- 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 April 2017, with many children participating with their parents.
- Welcome to Kindergarten and screening assessment –May 2017
- Artist in Residence visits –2016/17 (Holman Wang K to 7)
- Project Chef program which focused on nutrition and Literacy skills

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 Da Vinci 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
- Revised Code of Conduct (Jan 2017) to “Queen Mary a Caring Community”—class and schoolwide focus on this goal.

Encourage and support teacher collaboration in “pods” and cross grades

3. WERE WE SUCCESSFUL?

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

- A high percentage of students are meeting to exceeding expectations
- 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 – approximately 85% 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.

FSA grade 4 & 7 results Literacy 2017

- Gr 4 writing 29/37 Meeting, 5/37 Exceeding; Gr. 7 17/21 Meeting
- Gr4 reading 22/37 Meeting, 11/37 Exceeding; Gr. 7 14/21 Meeting, 2/21 Exceeding

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 –are meeting to exceeding expectations
- Student Leadership Participants in the School Community: Leadership Team, Equipment Monitors, TEGS, Free the Children, Fundraising, Primary Monitors, PA Monitors and Office Monitors, Greeters and Assembly Leaders

4. HOW HAVE WE SHARED?

Literacy Goal:

- We continued with the same communication and celebration of student success as in previous school years 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/ Twitter
- 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)

5. WHAT ARE OUR NEXT STEPS?

The teachers have been meeting (January/February) to discuss and create a vision of our school community and they will be meeting in May and June to review our present goals and plan for new goals.

We have noticed that the new building design is creating opportunities and challenges for creating collaborative learning communities. Therefore, an important focus may be to examine the new curriculum and ways to integrate and differentiate learning to meet all learners' needs in a collaborative and inquiry based program. We will use an Inquiry process to develop an Inquiry question and plan learning experiences to develop the new goals.

Inquiry question for 2017-18

How do we build a positive, caring and supportive community of learners which celebrates diversity through personalized transformative learning?

We will reflect on our growth by: assessing student self-assessment and core competencies; sharing highlights from our class programs; holding regular full school assemblies; and developing Pro D which has a facilitator focusing on Design Curriculum.



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

6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

Queen Mary presently only has two Aboriginal students who are well supported and progressing well. We do focus on knowledge, acceptance and positive experiences for all our students in understanding our Aboriginal culture of BC.

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

Aboriginal:

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

- Supported teacher and student initiatives such as: student led assemblies with Aboriginal focus, Grade 4 Camp - Cheakamus Centre Skw'une-was Program – a cultural immersion education program developed in conjunction with the Squamish Nation Elders

8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- Continue to add new resources to the school library collections
- 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
- 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
- Prepare the Aboriginal Success Plans for current students enrolled at Queen Mary

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

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)
- Focus on Indigenous learning and embedding in lessons in curricular areas throughout the year
- Assemblies – start with Aboriginal acknowledgement and welcome
- K-7 – Music and song written with aboriginal focus – shared at assemblies