

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.

### General Wolfe Elementary School

#### MISSION STATEMENT

General Wolfe School is committed to nurturing the development of the whole child both as an individual and as a functioning member of our community. General Wolfe strives to engage all students in activities that will foster the acquisition of knowledge, skills, and positive attitudes needed to meet the challenges of being lifelong learners and global citizens.

#### 2015-2016 GOALS

- Goal 1:** To increase student achievement through the implementation of strategies to support development of fact fluency and critical thinking in the area of Mathematics.
- Goal 2:** 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?**

General Wolfe Elementary is a neighbourhood school that is committed to educating and engaging all students. Wolfe has a culturally diverse student population of 406 students.

Our school is situated in the heart of an ecologically conscious, dynamic and well serviced community. General Wolfe is surrounded by bike routes, and the green spaces of Queen Elizabeth and Hillcrest Parks. In addition to the vibrant and diverse businesses on Main Street, we are within walking distance of the new 2010 Legacy Hillcrest Community Centre, extensive childcare options, a community health centre, and public library. We are also lucky to have an optional, parent-paid hot lunch program. We have a highly involved and dedicated PAC who support the school in a wide range of ways.

Wolfe School is committed to creating an inclusive community that celebrates diversity. The majority of students at General Wolfe speak English as their first language. There are currently 45 students who are English Language Learners. Two of our students are recognized as Aboriginal learners and there are 37 fully integrated students with a variety of Low and High Incidence special needs. Overall, our students are creative and engaged learners who are exposed to a wide variety of experiences and opportunities, both at home and at school. We are an Early Intervention School and offer Reading Recovery to identified students in Grade 1.

Our vision of success is that all students will be achieving their full potential including those working towards goals on their Individual Education Plans. Our goal is to nurture students not only academically but also as global citizens. Our hope is that we are sending students from Wolfe into the world with the literacy, numeracy, technology, and social skills needed to succeed in our ever-changing world as 21<sup>st</sup> Century learners. As well, in order to develop confident citizens, the school has an active Social/Emotional Learning program to support struggling students and build leadership skills.

Staff members are extremely committed to teaching and supporting students in all areas of the curriculum. They are passionate about providing relevant and experiential learning opportunities. Wolfe students are enriched by their teachers' willingness to volunteer their time to provide extra-curricular activities. Coaching is provided for intermediate students in volleyball, soccer, basketball, badminton, track and field, and intramural floor hockey. Cross country running is offered to students in grades 3-7 and all the children are encouraged to join and strive for improvements in their own ability level. In the Arts, General Wolfe provides grade 6-7 students with the opportunity to join the Band or Jazz Band, grade 6-7 students may join our Pop Choir, and grade 2-7 students have the opportunity to join our school choir. Our Band traditionally participates in the district wide Night of Bands. There are also staff sponsored, parent developed and lead clubs. Student led assemblies, as well as Spring and Winter concerts, give students further opportunities to share their talents with the school community. We also have a long standing school garden program where students, staff and parents work together

## **PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW**

### **What were our goals?**

**Goal 1:** To increase student achievement through the implementation of strategies to support development of fact fluency and critical thinking in the area of Mathematics.

**Goal 2:** 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?**

**Goal 1 :**We continued and further refined the steps taken in 2014-15, including:

- Incorporate resource time to provide support for those students struggling in Math.
- We revised our approach to math fact fluency mastery. After examining research, we have decided that the students who are most ready for the memorization of facts are in grade 3 and up. We are changed the focus to building procedural knowledge and memorization strategies in kindergarten to grade 2 (skip counting, 10 more/10 less, etc.) in kindergarten to grade 2, then focusing on fact fluency in grades 3-7
- Used a variety of ways to master math fact fluency, including the gradual introduction of new facts and 'overlearning' of known facts.
- Revised the focus of the 'Reflex' on line program. Although this is intended to mainly be a home practice program, time has been provided within the school day for some classes and arrangements have been made to support those without computer access at home. This year there was a focus on grades 3-5, with priority to accessing to the school's computers
- Whole school pro-d on mathematical instruction and critical thinking
- Continued to expose students to different texts/workbooks in order to further their understanding of concepts by presenting the same concepts in different formats
- Continued to provide support through mentorship, Pro-D, and grade-level discussions (math is a line item on the month primary and intermediate agendas). As well, all the Intermediate teachers developed an Inquiry group to examine the acquisition of basic facts
- Continued to purchase math manipulatives to augment classroom supplies and/or resource rooms which are lacking in manipulatives
- Continued to develop and Implement the math grade level math fact fluency targets that staff developed together.
- Integrated alternative ways of Math i.e. exploring the Math consciousness in Aboriginal communities

**Goal 2:**

- All assemblies start with Aboriginal acknowledgement
- A focus on purchasing student and teacher resources to build and extend knowledge of First Nations peoples. This was aided by the 'helpful links' section of the Ministry of Education publication "Aboriginal Worldviews and Perspectives in the classroom".
- Grade 6/7 students participated in an Inquiry based SS unit examining the experience of Residential Schools
- Focus on First Nations stories and authors in Intermediate Novel Study units
- Cross Curricular activities: the study of global human rights violations, conversations about Canadian history, grade 4 'Time Immemorial' resource, scientific inquiry incorporating traditional storytelling (for example salmon classroom projects, guided reading books, diversity of life and traditional ways to classify organisms, space unit covering the constellations from a First Nations view point, place based math activities).
- Maps placed in every classroom outlining the traditional territories of BC's First Nations Peoples with current names and pronunciations
- Poster entitled "First Peoples' Principals of Learning" in every classroom
- A student survey was administered to all students. Over half the school was able to explain why assemblies were started with an Aboriginal acknowledgement and identify the traditional territories on which we reside. Students reported that they wanted to know more about First Nations culture and celebrations.

**What was the evidence of success for each student?**

Report card data from term 2 of 2015-2016 (March 2016) indicates that out of 209 Intermediate students, only 5 Intermediate students out of 209 are achieving at a C-level, the lowest mark assigned (excluding students who are on an IEP related to math or global learning issues). All of these students either receive Resource Teacher or small group math instruction. This is an improvement in math achievement from Term 2 of last year. In June fluency information will be collected as the teachers will have implemented the mastery lessons developed this year. In the primary grades, 9 students were rated as 'Approaching Expectations' (excluding students who were ESL or on an IEP related to math or global learning issues).

**How did we communicate and celebrate student success**

- Continue to have math as a line item on Primary and Intermediate team meeting agendas
- Interactive displays of Math problems
- Sharing of math fact fluency development at goal setting conferences and open houses
- Displays of student work related to the history of Residential Schools
- Messages at PAC meetings and in newsletters

## 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) Begin to look to the following areas for development of new goals for the 2017-2018 school year, while maintaining our goal to increase knowledge, awareness acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

### Areas for Development of New Goals

Developing inquiry and critical thinking skills across the curriculum
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