

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.

Lord Nelson Elementary

MISSION STATEMENT

We believe that learners can explore their potential and experience success in their own way. Our school strives to accommodate all learning styles to encourage students to become assured, caring, responsible lifelong learners.

2015-2016 GOALS

GOAL: Inquiry Based Learning

- a. How can we teach students to formulate powerful inquiry questions?
- b. How can we provide strategies and supports for students throughout the process of developing questions for inquiry?

GOAL: Aboriginal Cultural Enhancement

How might learning about Aboriginal Legends (through reading, writing and listening to Legends as well as nature-based approaches) support our greater understanding of Aboriginal Cultures?

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?

Lord Nelson Elementary School was built in 1911 in a diverse community in the Northeastern section of Vancouver near Nanaimo Street and East 1st Avenue. Together, with our regular enrolling Kindergarten to Grade 7 classrooms and 1 district special education program for students with Autism, we have a total of 430 students. We are host to both Out of School Care and Strong Start Programs. With the Vancouver School Board and McFarland Marceau Architects we are in the process of seismic renewal. We are slated to begin our new build in July 2016.

Although most of our students are from English speaking homes, 25% of our students are designated as English Language Learners (ELL). The most common additional languages spoken in our community are Cantonese, Vietnamese, and Mandarin. Other languages represented in our community include: Italian, Portuguese, Tagalog, Armenian, Bulgarian, Spanish, Hebrew, Farsi, Punjabi, Hindi, and German,

Adults and children at Lord Nelson care about each other. In addition, teachers overwhelmingly identify that they are proud of students' accomplishments, both in academics and in the area of social-emotional learning. The strengths of our school are: home-school relationships, our ability to meet the needs of diverse learners and our ability to provide opportunities and programs that enrich student learning. Although we have a strong common language in instructional reading and writing strategies we are focusing on the re-designed curriculum, with a focus on inquiry learning. It is the hope of our staff members that students identify themselves as global learners who view education in a positive way.

We are committed to continuing our assessment practices in the three core areas of learning, reading, writing and numeracy to ensure growth and development for our students. For the purpose of the 2016-2017 School Plan, we will continue to focus on Inquiry Based Learning and Aboriginal Education.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

GOAL #1: Inquiry Based Learning

- a. How can we teach students to formulate powerful inquiry questions?
- b. How can we provide strategies and supports for students throughout the process of developing questions for inquiry?

GOAL #2: Aboriginal Cultural Enhancement

How might learning about Aboriginal Legends (through reading, writing and listening to Legends as well as nature-based approaches) support our greater understanding of Aboriginal Cultures?

What steps did we take to address the identified student(s) needs?**Goal #1 and Goal #2**

- KWL
- school wide testing
- group discussions
- observations
- parent surveys
- October goal setting conferences (talking to parents)
- reading and writing conferences
- student files/file review with resource teachers
- talking to last years teacher
- lots of observation and way more listening and reflecting before interjecting
- have the students write assessments for peers
- self assessment written, scores, picture
- three stars and a wish - parents, students and school community
- brainstorm questions
- teaching of open-ended vs. closed-ended questions
- assess student strengths and challenges as a learner
- "kid watching" - watching carefully and taking notes
- class survey
- children brainstorming
- pre-test (accessing prior knowledge)
- formal written and oral assessments (DRA, words their way, woodcock)
- through games...ex. Categories
- show me your learning then revisit
- reflections /journaling
- Kindergarten intake interviews with parents in Sept.
- acting as scribe for those who have difficulty writing
- asking parents verbally during first conferences
- conferring with past teachers
- looking at past report cards
- meeting with resource teacher
- curriculum leadership team looking at new BC Education Plan
- provided Pro-D opportunities
- staff mentoring

What was the evidence of success for each student?

Goal 1:

- presentations
- personal connections
- higher participation
- more student engagement
- productive collaboration
- understanding what a proper inquiry question looks like
- student generated criteria
- able to write good inquiry questions
- scaffolding for students (strategies) are successful
- students showing that they are able to use the strategies
- able to formulate more inquiry questions on current projects
- more class discussions about inquiry
- paying more attention and making connections to the world around them
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Goal 2:

- making personal comments/wondering/inquiries
- KWL charts
- acknowledgements at assemblies
- pen pals - skypeing and writing
- art projects
- printmaking
- soapstone carving
- greater appreciation/ interest for Aboriginal culture
- discussion and awareness of each student's own culture and background and connections to aboriginal culture
- more community participation within the school and classroom
- higher student participation in classroom discussions
- more student engagement and motivation
- more background knowledge about aboriginal culture
- being able to implement elements of aboriginal culture in their story writing
- more aware of aboriginal beliefs that they share with their own

How did we communicate and celebrate student success

Goal 1:

- shared their questions
- worked in different groupings to share ideas
- used questions to direct learning
- displayed project work around inquiry
- brainstormed ideas and discussed which questions were "thick" or "thin"
- self-assessment of inquiry questions
- reminded students about valuing process over/as well as product
- shared in pro-d
- term end reviews

- iPad projects
- hallway displays
- buddy work
- posted inquiry question in class for students to see
- recipe day/ healthy eating day

Goal 2:

- sharing stories
- writing class stories
- publishing stories
- displays
- sharing with buddies
- Art projects
- songs
- artifact sharing
- set criteria
- one on one conferences
- school assemblies
- sharing with parents
- term end reviews
- iPads projects
- hallway displays
- buddy work
- pen pals in Haida Gwaii

Results of FSA

| | Reading | | | Writing | | | Numeracy | | |
|---------|---------|----|----|---------|----|----|----------|----|----|
| | NYM | M | EX | NYM | M | EX | NYM | M | EX |
| Grade 7 | 0 | 24 | 15 | 6 | 32 | 1 | 9 | 27 | 3 |
| Grade 4 | 8 | 23 | 4 | 4 | 28 | 1 | 7 | 25 | 2 |

Based on 35 grade 4 students for Reading, 33 for Writing and 36 for Numeracy

Based on 39 grade 7 students

Nelson Test Results for 2015 - 2016

| | Reading | | Writing | | Math | |
|------------|---------|----|---------|----|------|----|
| | NYM | M | NYM | M | NYM | M |
| Grade 7 | 7 | 36 | 2 | 34 | 13 | 30 |
| Grade 6 | 3 | 33 | 1 | 33 | 4 | 28 |
| Grade 5 | 8 | 52 | 1 | 53 | 11 | 49 |
| Grade 4 | 3 | 46 | 0 | 46 | 4 | 44 |
| Grade 3 | 5 | 53 | 8 | 49 | 3 | 57 |
| Grade 2 | 0 | 48 | 5 | 42 | 0 | 48 |
| Grade 1 | | | 14 | 44 | 1 | 58 |
| Grade K | | | 3 | 61 | | |
| Aboriginal | 0 | 5 | 0 | 9 | 0 | 5 |

* Aboriginal student achievement is included in our total numbers. Numbers are separated to provide information for our Success Plans.

Based on the following Assessments;

- Quick Write
- Woodcock Reading
- KTEA Brief, Standardized Math Assessment

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.