

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.

Sir Wilfred Grenfell

MISSION STATEMENT

Sir Wilfred Grenfell Elementary School is a safe and caring learning community that values **every** student and supports each of them in reaching their full potential.

2015-2016 GOALS

GOAL 1: Literacy - To improve student achievement in Oral Language

GOAL 2: 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?

Sir Wilfred Grenfell Elementary is situated in East Vancouver and has a population of approximately 395 students. The school is ethnically diverse with the majority of students learning English as an Additional Language. The school integrates and supports children with a variety of learning needs and talents.

To support the diverse learners Sir Wilfred Grenfell has a wide range of programs that are available before, during and after school. In addition to the extra-curricular activities offered by staff, Grenfell students are able to access the programs offered by the Windermere Family of Schools Community Link Team and Collingwood Neighbourhood House. Our Parent Advisory Committee supports the school through fundraisers and by organizing various school community events.

Grenfell School is proud to work in conjunction with our community partners to offer programs such as on-site Childcare (before and after school) and StrongStart for preschool age children.

The Grenfell staff is committed to collaborative planning, goal setting and assessment in an ongoing effort to work together and share our knowledge and resources in order to create a safe, caring and inclusive learning environment in which every learner can reach their full potential.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

GOAL 1: Literacy - To improve student achievement in Oral Language

GOAL 2: Aboriginal Cultural Enhancement - To increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

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

Goal 1:

- Formal and informal assessments of student engagement and oral language skills using rubrics, report card data, curriculum resources and other tools
- Assessment of language structure and grammar
- Notes and observations during “Show and Tell”
- Observations of ELL students who were not engaging in conversation
- Listening to students’ output, conversation and pronunciation during games, activities, discussions and presentations
- ELL assessments, IEP goals
- Identification of students who hesitate to participate or who try to be “invisible”
- Student self-identification

Goal 2:

- Classroom discussions on the importance of First Nations virtues, such as patience and respect, within Aboriginal in culture
- Responses to First Nations stories, picture books, myths and legends in class

What was the evidence of success for each student?

Goal 1:

- Students are better able to express themselves clearly
- Enthusiastic participation in Readers’ Theatre, done with “Book Creator”
- Increased participation in performing simple puppet plays in front of the class
- Students who were hesitant and participated very minimally are speaking more to other classmates and sharing more ideas in small groups, using “Showbie” to share oral language with parents
- Oral assignments, work in plays (“Story Theatre”) etc. were assessed and students showed growth and increased confidence.
- Increased number of students have become more confident and are easier to understand in speaking French in French class
- Teacher, self and peer-assessment

Goal 2:

- Students have been actively engaged in First Nations content and activities
- Students have become more interested in and aware of the importance of salmon to Aboriginal people
- Greater awareness of aboriginal culture and stories
- Class discussions and written responses about Aboriginal legends
- Students writing questions that show they are curious - eg. “Why have Aboriginal people been treated differently?”

How did we communicate and celebrate student success

Goals 1 and 2:

- Assemblies, school and class newsletters, website, art work displays
- Verbal feedback – eg. “Good question! That shows you were listening and understanding!”; “Nicely done. I like how you said...so we could understand!”
- Teacher Learning Inquiries – sharing with colleagues in school and at District Celebration
- Oral presentations using “Explain Everything”
- Report cards and parent-teacher conferences – review and reflection of goals with students
- Class projects and presentations – eg. digital literacy, family histories, drama workshops
- Student-made button blankets and other aboriginal artworks on bulletin boards and in Display Cases.
- Class Field Trips and Staff Pro D to Grouse Mountain Hiwus Longhouse– shared experience afterward through discussion and writing (both students and staff)
- Release of Salmon Fry - discussion about the different uses of salmon for Aboriginal people
- Button blankets and legends turned into scripts for plays
- Class visits from Musqueam Elder Shane Pointe, the VSB’s Knowledge Keeper / Elder in Residence
- Acknowledgment of Aboriginal Awareness through bulletin boards, sharing knowledge and student work

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.