

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.

Ecole Laura Secord Elementary School

MISSION STATEMENT

L'école Laura Secord Elementary is committed to creating a safe and nurturing environment in which all learners can develop their intellectual, social, emotional, physical, and creative potential in preparation for lifelong learning and success

2015-2016 GOALS

1. Literacy: Improving student achievement in non-fiction writing (writing to communicate ideas and information) in English and French (French Immersion)
2. 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?

L'Ecole Laura Secord Elementary offers both French Immersion and English programs and enrolled 635 students in 2015-16. Early Immersion classes are offered from Kindergarten through Grade Seven and Late Immersion Classes in Grade Six and Seven. English classes are offered from Kindergarten through Grade Seven. 40% of 2015-16 students attended the English program, 53% were in Early French Immersion, and 7% were in Late French Immersion.

Laura Secord is situated in a diverse socio-economic area located at the corner of East Broadway and Lakewood. Many students speak a language other than English in the home: In the 2015-16 school year, 31% of our English program students were designated ELL and received additional English Language Learning support. 25 of our students were of Aboriginal ancestry and 30 had Special Needs designations from the Ministry of Education.

Laura Secord is an Early Intervention School in support of our Literacy Goals in both French and English. With the implementation of the Early Intervention model, there is a reading recovery program both in the English and French Immersion programs. Our goal is success for all students with a particular focus on providing as much support as possible in the early literacy years.

Secord students enjoy a rich array of curricular, co-curricular and extra-curricular activities run by staff and by our very active PAC. These have included Grade 7 camp, Grade 7 French Immersion Quebec Exchange, after-school programs, clubs, sports teams, lunch programs, special events and days, field trips, performances, strings program, and more.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. Literacy: Improving student achievement in non-fiction writing (writing to communicate ideas and information) in English and French (French Immersion)
2. 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?

Literacy (Non-Fiction Writing) Goal:

- School-Wide 3-step Write with data collation, analysis, and staff discussion to determine targets.
- Pro-D day on non-fiction writing strategies (Adrienne Gear)
- Increased staff awareness through discussion and focus
- Rubric use for student self-assessment
- Scaffold development of writing process
- Modification and adaptation of strategies and student expectations
- Integration with other curricular areas (math, socials, science)
- Variety of writing activities for students: poetry, raps, readers theatre, essays, writers' workshop, procedural writing, persuasive writing,

Aboriginal Enhancement Goal:

- Support from AEEW
- Acknowledgement of Aboriginal Territories on website and hallway monitor weekly events, also as opening to all assemblies
- Direct connections between studies of other civilizations and cultures and Canadian First Nations
- House teams (Aboriginal theme)
- Presenters at school: storyteller, VSB Elder in Residence
- Aboriginal Food Guide
- First Nations self-regulation posters
- Field trips (Museum of Anthropology, Residential Schools Survivors' visits)
- Increased resource & book collection, both French and English
- Workshop on climate change led by Aboriginal Youth

What was the evidence of success for each student?

Literacy (Non-Fiction Writing) Goal:

- Results of school-wide write
- Report card results
- Increased library circulation
- Successful library book club (non-fiction picture books)
- Increase in Library team teaching
- Increasing reading levels in primary (DRA scores, Reading Recovery)

Aboriginal Enhancement Goal:

- Greater staff awareness generally regarding curricular integration of aboriginal content and perspectives
- Increased student awareness of aboriginal culture and contributions
- Students able to verbally express relationships between environment and culture
- More resources (guided reading books)
- Thoughtful student questions during field trips (MOA) and with presenters
- Gr 4 potlatch

How did we communicate and celebrate student success

Literacy (Non-Fiction Writing) Goal:

- Displays of student work
- Sharing/publishing of student work with parents and school community
- Inclusion of student work in school newsletter
- Class book of non-fiction writing
- Students reading to admin
- Student portfolios
- Writing centres as part of student-led conferences
- Sharing writing with parents
- Various non-fiction writing projects
- Student presentations (readers theatre, etc)

Aboriginal Enhancement Goal:

- Displays of student work (bulletin boards, display cases, newsletters)
- Grade 4 potlatch
- Aboriginal dance and traditional culture presentations
- Presentation of student skits (legends)
- Mask display

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:

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

- Return to/Continuation of focus on non-fiction writing
- Self-regulation (MindUp, "Ready Bodies, Learning Minds", consistency in behavioral expectations)
- Information technology literacy (internet safety, critical thinking skills) and curricular integration
- Fiction reading
- Math/Numeracy (basic facts/skills, problem solving, centres-based learning)
- Assessment For Learning (rubrics, metacognition)
- Community building
- Healthy living & Fitness
- Hands-on / Project-based Learning (Science, Math)
- Social Responsibility / Student leadership
- Critical thinking

During our school planning day, staff listed the following ideas (activities, resources and structures) for consideration and possible implementation to achieve the Aboriginal Education Enhancement goal:

- Identify resources available to students, teachers, school (contacts, print material, multimedia, on-line, speakers, performers, community events, etc)
- Library: Index of Aboriginal titles. Increase collection.
- Aboriginal storytellers and cultural performers (dances, ceremonies, etc)
- Pro-D: Seeking assistance for teachers for Ab content, with methods/styles of Ab Ed integration into curriculum. Practical information that can be integrated respectfully. Historical background and current context. Teaching with cultural sensitivity.
- How to convey the ways current society benefits from First Nations (thought, art, technology, resources, land)
- Work with VSB staff (resources, lunch and learns, etc)
- Develop teacher comfort and familiarity with content and themes. Address teacher sensitivities to making sure Ab Ed is delivered well and respectfully.
- Using technology in Ab Ed
- Integration of Ab Ed in Fine Arts (dance, music, drama, arts)
- Need for French speaking resources and speakers
- Field trips (Squamish, Whistler)
- Access to Reconciliation resources/information
- Provide context for students by accompanying Aboriginal territories acknowledgement at assemblies with videoclips on First Nations groups or with meaning behind message (ie define "unceded").
- Elders in school
- Connections with annual Earth Day activities
- School Aboriginal focus day
- PAC / parent involvement
- Encouragement of a First Nations field trip or related activity each year