



# Vancouver School District

## School Plan for Pierre Elliott Trudeau Elementary

### Year 3 (2016-2017)

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## 1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Pierre Elliott Trudeau Elementary School was renovated and reopened in 2003 as a kindergarten-grade 7 school. It is located in the south-east area of Vancouver near Marine Drive between Fraser and Main Street. Many families have relatives in the immediate area giving our school a strong, vibrant, stable community base.

Our school offers a variety of academic, physical and social programs that support students and their families. In addition to our school programs, there is a very strong, ongoing link with community organizations such as Pacific Immigrant Services, One to One Reading, Books for Me, and Learning Buddies. We have other community and school-based volunteers offering their time and expertise in our school to further support student learning and success. We are also fortunate that our John Oliver Community Team organizes or provides various programs for our students at lunch and after-school (e.g. dance, arts and crafts, Geering Up science, sports, etc.).

Our school has a diverse, multi-cultural population with approximately 55% of our families speaking additional languages. Within our school, we have 19 different language groups represented. They include: English, Punjabi, Tagalog, Hindi, Tamil and Cantonese. In addition, we have an Aboriginal population that represents approximately 4% of our school. Some of our students have a Ministry Designation that represents their particular learning style. At Trudeau, all students are enrolled in regular classes.

The rich, diverse, exciting cultural population supports our belief in global citizenship and the interconnections of the world. This is a foundational piece of our school that was celebrated in our school wide performance, 'We are One' in May 2017. We maintain that our students demonstrate an enthusiasm for learning, social responsibility, leadership, literacy and mathematics. For our beginning kindergarten students, we would like them to build relationships, engage in all learning activities, develop self-regulation skills and social-emotionally awareness. We would also like them to increase their awareness of the world by using literacy and hands-on learning experiences. In our grade 1-7 classes, emphasis is placed on increasing awareness of math in our world and to develop an increasing passion for learning, becoming fluent, proficient readers, writers, and speakers of English. It is our hope that our school provides students with skills to be respectful, compassionate and responsible world citizens. We are very proud of our multi-sensory room for students to work on their individual educational goals. We value our school as a safe, caring, and exciting learning place for students and their families.

During the 2016-2017 school year our goals were:

- To increase the level of more competent and confident students in mathematical literacy, attitudes and number sense with particular attention to our students not meeting expectations

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

These goals evolved from our evidence, observations, feedback and experiences to build an even stronger learning foundation for students. The focus on mathematics has allowed us to increase students' understanding, experiences, and connections using numbers in various contexts, seeing patterns, and broadening their vocabulary. From kindergarten to grade 7, we use age appropriate materials, concepts and resources to build student skills. We have noticed that mathematical learning provides our students with opportunities to expand their problem solving skills as well as provide them with various opportunities to work in groups on a variety of projects. Our second goal, has an Aboriginal focus and continues to generate rich conversations among members of the school community as we learn more about their history, tradition, cultures and contributions. We continue to gain more insight by focusing on the impact that our Aboriginal people have had and continue to have within our school and the greater community. We acknowledge that this area is always evolving as the school community becomes more acquainted with the history, traditions, cultures and contributions that have been made throughout time.

## 2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Mathematics Goal targets:

- To increase the level of competent and confident students in mathematical literacy, attitudes, and number sense particularly those students not meeting expectations

Mathematics goal indicators:

- Overall teachers and school staff are noticing greater interest in playing mathematic games during free time. There has been more use of the games taught in class; some games are used to reinforce basic math concepts.
- The school and staff are sharing the impact of extended family vacations for student learning particularly as it becomes more cumulative over the elementary school years with parents/families.
- School based second term report card data has indicated improvement at all grade levels for math achievement and success; students not meeting grade level expectations are most prominently beginning English Language Learners or students who have a specific individualized program.
- Students who have a first language other than English are using technology and translators to better understand the mathematical vocabulary and concepts and are becoming more successful as they link first language with their mathematical learning.
- Technology is being used more frequently to address different learning styles/needs.

Mathematics Goal support and activities throughout the year:

- Math learning buddies after-school program
- Small group instruction provided for specific learning needs in all grades
- Building common mathematical language throughout the grades
- Lessons that teach, reinforce, review, and reteach math concepts
- Resource teachers working with groups of students who are having difficulty with a concept
- Math games/activities are available for on-going practice; students are using some games as home activities with their families
- Math vocabulary is being discussed and expanded throughout the grades
- Using School Base Team expertise and other school professionals to brainstorm ideas for student success in mathematics
- Continue to modify and/or adapt lessons to accommodate and maximize student success and learning
- Continue to provide opportunities for staff to see the available math resources/ manipulatives/ theme tubs to support math concepts
- Review needs and wish list for possible purchase of new or different manipulatives, resources and theme tubs as needed to share across the grades
- Continue to use math journals, math dictionaries, and math projects as an alternate way to 'show what you know' and 'share what you know/think'
- Continue buddy math learning opportunities (e.g. younger and older classes/student, learning pairs/buddies, etc.)
- Provide 'real world' examples and application of math concepts (e.g. charity support initiatives, sports statistics, money, discounts, etc.)
- Expand the library fiction and non-fiction resources/books with a mathematical focus
- Review student progress during School Based Team, resource teacher(s) and grade group, support staff and other special focus meetings
- Develop opportunities for student self-assessment and reflection of their mathematical strengths and challenges

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### 3. WERE WE SUCCESSFUL?

- Outline results

It is believed that this year, we had significantly fewer students on extended family vacations. This provided more consistency with mathematical learning and all around student achievement. In addition, our resource teachers assisted in classrooms/ group instruction to further support students and their learning needs. It was also noted, based on our second term report card data that fewer students were not meeting expectations in mathematics. Overall, we are showing continuing improvement in this goal area. We have also continued to monitor our students with specific learning needs to help them achieve their maximum learning potential and opportunities. We are very pleased with our improvement this year in mathematical success.

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## 4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

Communicate and involvement:

- Sharing student report cards each term with parents/guardians and students
- Sharing and celebrating during term 1 and 2 conferences and during parent meetings
- Sending notes home, learning celebrations, individual acknowledgements
- Opportunities for students to share their learning in class presentations, displays, newsletters, celebrations and with other classes
- Sharing learning portfolios of mathematic works at parent/student/teacher conferences
- Displaying work in the school; in newsletters, on the school website, and in the classroom
- Sharing updates and information during parent meetings
- Inviting guests to visit classes and comment on math successes as appropriate

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## 5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

During the 2017-2018 school year, we will look more carefully at our goal to assess our students, their learning needs, and the supports required. We will look at our own plans to build success for all Trudeau students. This will be a year for reflecting, learning, re-adjusting, and refining our goal. With the results and staff insights, this may be a final step that may include moving to a different goal area for the future year.

Our staff discussions will continue during SBT meetings, staff advisory committee meetings, resource and grade group meetings, special interest groups such as inquiry group topics, etc. At this time we will continue with the same goal, we are continuing to build and expand common mathematical language and opportunities for our students particularly those who are not meeting expectations and those who most need the understanding of common mathematical language and skill basis.



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

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

- Include numbers of students, grade levels, etc.

This year, we have a total of 11 Aboriginal learners at Trudeau. They represent approximately 4% of our population. The students are in kindergarten, grade 1, grade 3, grade 4, grade 5 and grade 7. They are from various aboriginal bands. We are fortunate to have this group of students and their families in our school as they bring a rich perspective to our community. We believe strongly that all our students and their families as well as our staff are one community that provides strength, perspective, culture and learning.

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

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

- Invite guests to speak to classes and the school community about their knowledge/ experiences formally and informally (e.g. Shane Pointe: Knowledge Keeper, Aboriginal Enhancement Worker, etc.)
- Aboriginal Enhancement Worker teaches drumming and cultural knowledge with our aboriginal students on a weekly basis
- Art projects that are inspired by aboriginal artists
- Continue to share professional development opportunities and field trips that highlight Aboriginal education and culture
- Opportunities for students to participate in the 'Mobile Museum' presentation and explore the artifacts available
- Highlight and acknowledge aboriginal culture and heritage in assemblies and performances
- Continue to share opportunities for families to connect and community outreach (e.g. PAC supported activities, kindergarten welcome, Sports Day, family reading, etc.).
- Aboriginal Enhancement Worker continues to liaise with classroom teachers, resource teachers, principal, staff members, SBT members and families.
- Canada 150<sup>th</sup> school-wide celebration, 'We are One', that included music, dances, and art by aboriginal artists
- Continue to expand literature with an aboriginal content
- Aboriginal content infused and highlighted in language arts, math, science and social studies

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

- List continuing and new initiatives

- Continue to have classes working with and learning from the VSB Knowledge Keeper and Aboriginal Enhancement Worker
- Continue to build our fiction and non-fiction collection of resources for our library with an Aboriginal content
- Provide opportunities for Aboriginal Performances to share with our school community
- Continue to learn the importance of oral culture and storytelling and how this influences student learning style and demonstration of learning in different ways
- Continue to foster in-school mentorship opportunities and learning from/with staff
- Continue to review and build celebrations of Aboriginal culture and heritage by participating in a program, field study, literacy activities, etc.
- Continue to encourage aboriginal connections in daily curriculum content

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

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

- All students have experiences that highlight Aboriginal culture and heritage by participating in a program, field study, literacy activity, etc.
- Students: 'we are learning lots about Aboriginal stuff'; 'it makes me think more about nature';
- Continue to review, build and celebrate Aboriginal awareness, through displays, sharing knowledge, etc.
- Continue to use school based meetings, case conferences and provisions for wrap-around services whenever possible (including AEW, area counsellor, resource teacher, case manager, speech and language pathologist, etc.)
- Continue to build family connections and community outreach opportunities
- Including opportunities for family connections the sharing of their cultural knowledge/experiences
- Continue to invite guests to share an Aboriginal perspective with classes and the school community
- Continue to have opportunities or family connections and community outreach (e.g. PAC supported activities, kindergarten welcome, Sports Day, Family Reading, community supported family programs for pre-school age children and their family members, etc.)
- Aboriginal Enhancement Worker continues to liaise with classroom teachers, resource teachers, administrator, staff members, SBT members and families