

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.

Pierre Elliott Trudeau Elementary School

MISSION STATEMENT

Together We Are Better...

We believe that we are in a partnership with families and that parent, child, and school; all play a role in the development of children as responsible members of society.

We provide a safe, supportive and stimulating environment for learning that will enable students to become well-rounded learners and citizens

2015-2016 GOALS

1. Numeracy Goal: 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
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?

Pierre Elliott Trudeau Elementary School was renovated and reopened in 2003 as a kindergarten-grade 7 school. Located in the south-east area of Vancouver near Marine Drive between Fraser and Main Street, our families reside primarily in single-family homes with their extended family members. Many families also have relatives in the immediate area giving our school a strong, stable community base. In 2015-16 our population was approximately 280 students. We also have some vibrant community sponsored pre-school programs that support children as well as build parent/caregiver skills in school readiness and English language development. These programs provide young children and their families with an introduction to Vancouver, school and a learning environment.

Many of our students have a first language other than English. They comprise of approximately 55% of our school's population with 19 language groups are represented. The most prevalent home language other than English are Punjabi, Tagalog, Hindi, Tamil, and Cantonese. The aboriginal population is approximately 4% and approximately 6.5% of students have a Ministry Designation that represents their particular learning styles. All students are enrolled in a regular class.

Our school's diverse, exciting cultural population supports our belief in global citizenship and the interconnections of the world. We believe our students demonstrate an enthusiasm for learning, social responsibility, leadership, literacy and mathematics. We would like our kindergarten students to build relationships, engage in all learning activities, develop self-regulation skills and social-emotional awareness. We also would 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. We hope that school opportunities will provide students with skills to be respectful, compassionate and responsible world citizens. We are 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.

We always working to provide strategies and learning opportunities that support student's success and diverse learning needs. 2015-16 was our second year as a 'Reading Recovery Program' school for some of our grade one students. Our resource teachers and school support workers work with all staff to create the best programs for students. We offer noon hour programs/clubs, extra-curricular teams, John Oliver Community School's afterschool programs, and additional library time outside of instructional hours. Our library hours provide additional time for reading, project work and enjoyment of resources. Our school emphasizes reading, nurturing literacy skills and mathematical literacy skills, and being global citizens who demonstrate social responsibility and personal success.

Trudeau's parents, caregivers and community volunteers are very supportive and committed to the Trudeau children and the school community. Our PAC members and parents are highly valued. They always support opportunities to enrich student learning at school.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. Numeracy Goal: 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
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?

Numeracy Goal steps taken:

- o Continuing to discuss and build common math student language and vocabulary
- o Using technology to address different learning styles/needs to maximize student learning and success
- o Carole Fullerton's Math Professional Development for all staff
- o Some staff participating in a math inquiry group
- o Modifying and adapting lessons to accommodate each Trudeau student
- o Using strategy sharing sessions on an on-going basis to further develop math concepts
- o Continuing to provide opportunities for staff to see the available math manipulatives, resources and theme tubs
- o Generating a wish list and potential purchase list for manipulatives, resources and theme tubs to support continuous math learning to be shared among staff
- o Continuing to use math journals, math dictionaries, and math projects as a way to 'show what you know', personal reflection, and expansion of math concepts
- o Building and updating math strategy packages/resources for identified students that address their learning styles and continuous math knowledge
- o Continuing buddy math learning opportunities (e.g. younger and older classes/students, learning pairs, etc.)
- o Continuing to recommend students to the Learning Buddies: after-school Math program one day per week throughout the school year (2 intake groups each year)
- o Providing 'real world' math and applications (e.g. charity support initiatives, sports statistics, money, discounts, etc.)
- o Using the B.C. Performance Standards to guide lessons, and use this information to further direct teaching/lessons for students
- o Expanding our fiction and non-fiction resources/books for the library
- o Reviewing student progress during School Based Team, resource teacher(s) and grade group, support staff and other specialty staff meetings
- o Collecting and comparing mathematics data from second term report cards to track student success, improvement and developing knowledge
- o Developing opportunities for student self-assessment and reflection of their mathematical strengths and challenges
- o Providing various opportunities for students to 'show what you know' in alternate ways (e.g. sharing with families, buddies, peer groups, using technology)

particularly for the English Language Learners

Aboriginal Enhancement Goal steps taken:

- Continuing to support cultural initiatives that celebrate Trudeau's Aboriginal families and students including family and student presentations of storytelling, cultural teaching and celebrations
- Continuing to share Professional Development opportunities and field trips that highlight Aboriginal education and culture
- Continuing opportunities for family connections and community outreach (PAC support, kindergarten welcome, Sports Day, community supported family drop-in program for pre-school age children in our community, etc.
- Continuing student leadership opportunities (e.g. public speaking, school service, school initiatives, etc.)
- Continuing to expand the non-fiction and fiction book collection about Aboriginal culture, traditions, people, stories, etc.
- Aboriginal Enhancement Worker's on-going contact with our families, lunch culture club to celebrate Aboriginal heritage, providing curricular support and resources
- Continuing to build family connections and community outreach that link a wrap-around support network
- Continuing to develop greater field studies opportunities that highlight Aboriginal culture, art, etc. including the Museum of Anthropology, Vancouver Airport, V.S.B. Knowledge Keeper: Shane Pointe, Artifact Museum, etc.
- Students celebrating their cultural artifacts that represent their background and cultural heritage
- Learning about the importance of oral culture and storytelling and how this influences student learning style and demonstration of learning in different ways
- Continuing to foster in-school mentorship opportunities and learning from/with staff

What was the evidence of success for each student?

Numeracy Goal evidence of success:

- Students who were not meeting or minimally meeting expectations were:

	2014-2015	2015-2016
Grade 7	24%	
Grade 7	26.9% (grade 6)	15.3%
Grade 6	10.8% (grade 5)	17%
Grade 5	19% (grade 4)	20%
Grade 4	24% (grade 3)	31%
Grade 3	16% (grade 2)	27%
Grade 2	14% (grade 1)	20%
Grade 1	22% (grade K)	6%
Grade K		20%

- Although some data appears to indicate more students not meeting or minimally meeting expectations, when further disaggregation is completed it indicated that:
 - Most students who were not meeting or minimally meeting expectations represented students who had a Ministry of Education designation

outlining their learning needs and strategies or were new to our school this school year; previous results did not include these students

- Many students who were not meeting or minimally meeting expectations went on extended family vacations and have often done this for more than one year; this results in a cumulative loss of mathematic instruction time and skill development
- A significant number of Trudeau's students (k-7) mathematic learning is also impacted by their developing English language skills; as beginning English language speakers many concepts rely heavily on vocabulary and language skills to interpret questions/concepts

Aboriginal Enhancement Goal evidence of success:

- Satisfaction Survey Results indicate that 86% of grade 7 and 92% of grade 4 students recognize that they are being taught about Aboriginal people
- All students have experiences that highlight Aboriginal culture and heritage by participating in a program, field study, literacy activity, etc.
- Continuing to review and build celebrations of Aboriginal awareness through displays, sharing knowledge, etc.
- Continuing school based team meetings, case conferences, and provisions for a wrap-around service whenever possible (including AEW, counsellor, RT, Case Manager, SLP, etc.)
- Continue building family connections and community outreach opportunities

How did we communicate and celebrate student success

Communicate and celebrate Numeracy Goal by:

- Sharing students report cards each term with parents and guardians
- Sharing and celebrating during goal setting conferences, student-led conferences, and parent meetings
- Celebrating student success with notes home, learning celebrations, student-led conferences, individual student acknowledgements
- Providing opportunities for students to share their learning in class presentations, displays, newsletters, celebrations or with other classes
- Sharing student's personal portfolios of mathematic work at parent/ student/ teacher conferences
- Continuing to discuss students' performance at School Based Team meetings, staff committee meeting, PAC meetings, etc.
- Displaying work on bulletin boards, in newsletters, on the school website, and in their classroom
- Continuing to share updates and information with parents meetings
- Inviting special guests to visit classes and comment on student math success as appropriate

Communicate and celebrate Aboriginal Enhancement Goal:

- Acknowledging and celebrating student learning in class presentations, displays, newsletters, and celebrating with other classes
- Inviting guests to speak to classes and the school community about their knowledge (e.g. Shane Pointe: Knowledge Keeper, Aboriginal Enhancement Worker, etc.)
- Highlighting performances that celebrate and acknowledge Aboriginal culture and heritage
- Continuing to have opportunities for 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

- Aboriginal Enhancement Worker continues to liaise with classroom teachers, resource teachers, administrator, staff members, SBT members, and families
- Continuing to expand the fiction and non-fiction resource collection in classroom and library

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.