

Vancouver School Board

# SCHOOL PLAN VAN HORNE

## 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 Wm. Van Horne Elementary

#### MISSION STATEMENT

Our goal is to develop a desire in all students to embrace lifelong learning and to strive to assist them in achieving their full potential within an inclusive environment that provides meaningful academic and social learning opportunities through a range of instructional strategies.

### 2015-2016

1. To improve student achievement in the area of Reading Comprehension
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?**

The Sir William Van Horne Elementary School community is located in a diverse, stable neighborhood in the Oakridge - South Slope area of Vancouver. It enrolls 398 students in 16 divisions from Kindergarten to Grade 7.

Van Horne is a community of learners that takes pride in developing both curricular and core competencies to support development of each child. Students are challenged to excel in all areas of learning including technology. This year Van Horne students participated in Robotic and Destination Imagination Competitions.

Staff work collaboratively to discuss students' needs and to best support literacy. Van Horne is a V.S.B. Early Intervention school. Kindergarten and Grade 1 students receive small group and one to one (Reading Recovery) support from the resource team for literacy skills. Our resource model for English Language Learners and Learning Assistance Support provides opportunities for differentiated levels of assistance and small group instruction. The use of technology for special needs students is an important aspect of our program. The resource program is thoughtfully organized to provide qualitative instructional time to the students.

The school offers a number of musical opportunities for students. A large Intermediate and Primary Choir practices regularly and performs in and outside the school. Van Horne has a long running Strings Program, which includes Intermediate students in grades 5-7. This program traditionally holds winter and spring performances.

Van Horne has a strong extra-curricular program sponsoring teams at the Intermediate level for cross-country, volleyball, basketball, badminton and track and field. Van Horne parents play an integral role in sponsoring our sports.

Van Horne sponsors variety of student leadership opportunities: Student Council, Playground Leaders, Safety Patrol, PA announcers, student-led assemblies, and Library Monitors. Projects as Terry Fox Run and Walk for Cancer Research to are an important part of student leadership.

We are fortunate to have a highly dedicated and committed PAC. The PAC continues to support new initiatives including sports and technology. We appreciate our PAC's ongoing support.

## **PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW**

### **What were our goals?**

1. To improve student achievement in the area of Reading Comprehension
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?**

#### **Goal 1: To improve student achievement in the area of Reading Comprehension.**

##### **Staff Reflections for 2015 - 2016**

- We continued to implement **VSB Early Intervention program** such as - team lunch meetings, Reading Recovery instruction, leveled intervention support (small group) for K / 1 students and updates to the primary leveled bookroom. A primary grades "Daily 5" school based inquiry.
- A revised Resource model of service delivery was implemented during the first weeks of school. Some changes included all resource teaching loads included student case management responsibilities, student pull out groups were selected homogeneously and a second Reading Recovery Teacher was added.
- Primaries - continued Guided Reading and Home Reading Practices
- Project-Based Learning to promote personalized learning to engage all as well as reluctant readers (Historica Fair, Wonder Fair)
- Explicit teaching of strategies to decode, chunk
- Reading Groups/Buddy Reading/Journal Responses
- Great use of Library Resources/explicit teaching by the Librarian
- Use of multiple intelligences to support reading including oral/choral
- Deliberate - several reading opportunities throughout the day
- Promoting reading of a variety of texts/genres
- Adaptation made for students to build on their success-read, draw/tell
- Strong communication with parents - to encourage family reading times
- Small group and individual reading programs including levelled books
- Teacher Librarian - collaborated with classroom teachers to purchase a variety of genres identified by students

**Goal 2: Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.**

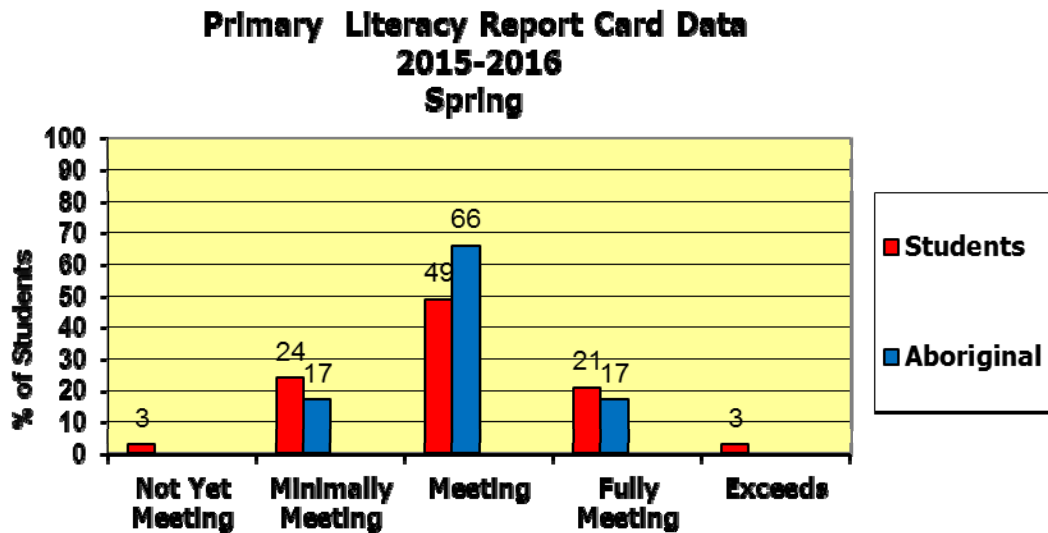
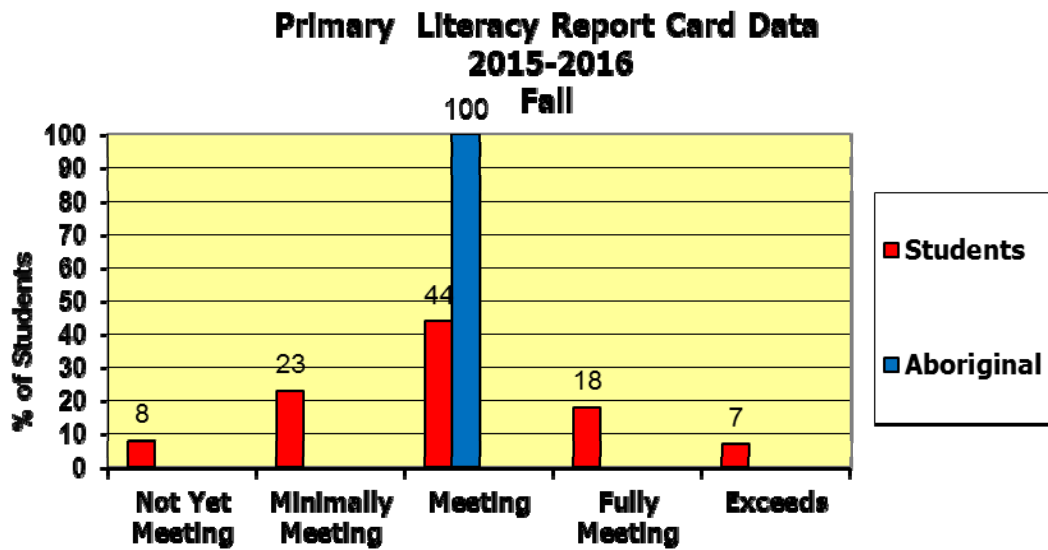
**Staff Reflections:**

- We continued expanded library recourse of Aboriginal literature
- Individual teachers Integrated Aboriginal content into curriculum
- Honored Aboriginal territories at staff meetings, workshops, concerts & assemblies
- Was granted District Grants to support Van Horne students to attend a cultural event at Grouse Mountain
- Accessed District support -Pro-D session with VSB Trudi Harris
- Shane Pointe visits - Knowledge Keeper -story telling
- Aboriginal Worker - Deborah Bell (AEEW) shared stories in different classroom/conducted art project at lunch times
- Field Trips to Fort Langley - Aboriginal/European contact
- Lunch and Learn - "Ways to integrated Aboriginal
- Use of Spirals of Inquiry/Shared Understandings as guides to teach Aboriginal content
- Educate older students on the history and traditions as related to residential schools
- This term we continued to engage in Aboriginal Education through workshop sessions and Aboriginal Knowledge Keepers who shared stories and different aspects of the Aboriginal Culture.

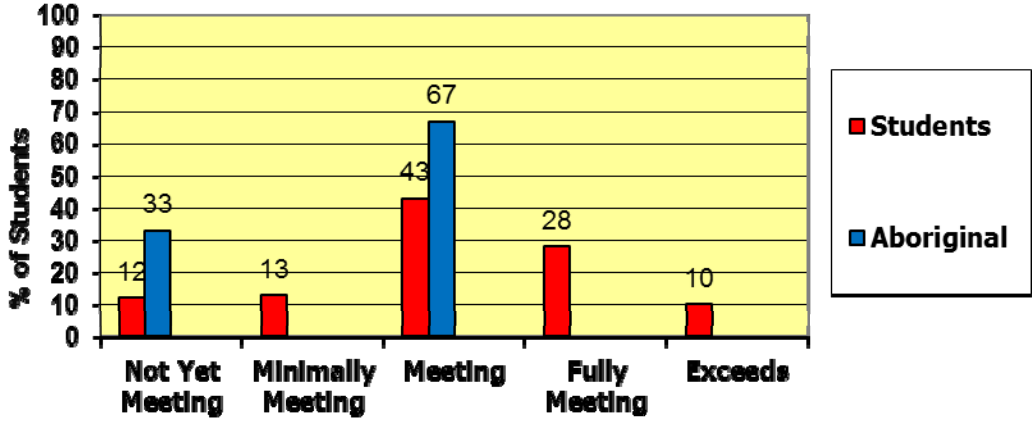
**Steps taken to meet the needs our vulnerable students included:**

- Small group support
- RBL Program
- One to One Reader
- Reading Recovery
- Roots of Empathy
- Social Thinking
- Friends
- Alert/Zones of Regulation
- Personal Space
- Care Kit
- Internet Safety
- Small group and one on one counsellor support

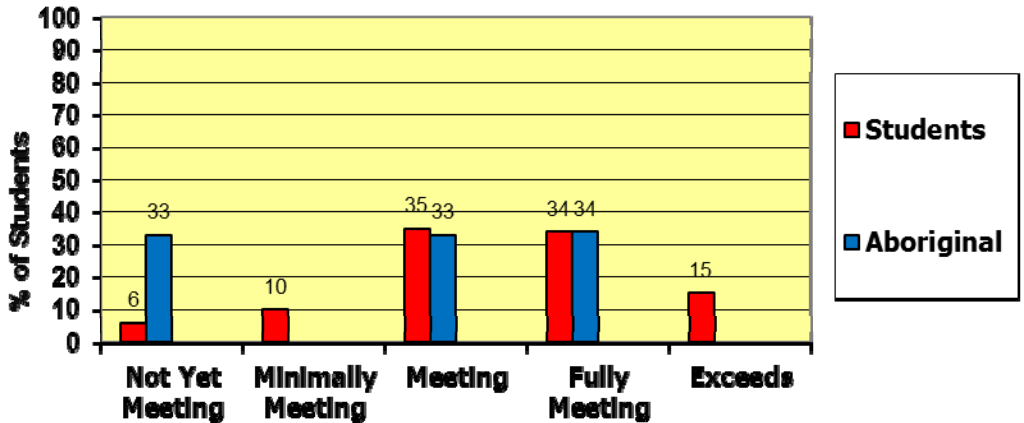
What was the evidence of success for each student?



**Intermediate Literacy Report Card Data  
2015-2016  
Fall**



**Intermediate Literacy Report Card Data  
2015-2016  
Fall**



### **Vulnerability Data – 2015-2016**

1. School projection numbers for 2016-2017, K-7 = 395
2. Projected number of students with special needs 2016-2017: 26 designated or 8% of our total population.
3. Projected Counsellor ratings of students with social-emotional needs that impact overall well-being (personal & social competency) is 10% of the total population.
4. Numbers of students receiving RBL support = 5% of the total population.
5. Numbers of students reviewed by SBT 2015-2016 = 45 or 13%

### **How did we communicate and celebrate student success?**

- Newsletters - publication of student work
- Use of website to show case work
- Contributions to School News and Notes
- Staff Meetings: both Primary and Intermediate staff sharing the learning and the impact of new strategies on learning
- Student lead conferences
- Parent Information Session at Meet the Teacher Night
- SBT Meetings: review of student work with learning difficulties
- SBT Meetings: review learning of Aboriginal Students
- Sharing School Growth Plan with School Planning Council/PAC Members
- Ongoing communication with parents
- Students sharing their Aboriginal understandings at parent teacher conferences
- Sharing of understandings at school wide assemblies/concerts
- Display of artwork and writings as related to Aboriginal Culture
- Sharing of Aboriginal initiatives at school level with PAC

## 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:

**GOAL:** 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

GOAL: To improve social and emotional well-being as an individual and within the school community (Personal & Social Competency):

- Students to develop self-awareness, understand and appreciation of self (physical and social emotional learning)
- Students to develop awareness and appreciation of others (social responsibility)



