

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.

### John Norquay Elementary

#### MISSION STATEMENT

John Norquay Elementary School will support ALL students to continue being lifelong learners and invaluable citizens in a learning environment that is supported by ALL staff, parents, guardians, and members of our community.

#### 2015-2016 GOALS

1. To focus on each student's strengths and to work together so ALL students succeed.
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

Norquay is a diverse socio-economic community on the southeast side of Vancouver. Approximately 60% of our students are second language learners, with 32 different languages being spoken at home and school. There is a multi-ethnic composition of students at Norquay, with the major cultural groups being Chinese, Filipino and Vietnamese. The school population is 620 students from Gr. K – 7 in 27 divisions. 3% of our population is of Aboriginal ancestry and approximately 6% of our students are designated with special needs. Norquay is wheel chair accessible with elevators to access our 3 floors.

Norquay has three District Programs: Senior Communications (Gr. 4 - 7); SELC (Social Emotional Learning Centre: a pilot program in its second year, designed to replace Special Remedial); and the Early Mandarin Bilingual Program (implementation 2011), Grades K – 5 (2016 – 2017 adding Gr. 6).

Norquay's Learning Support Team (LST) provides targeted intervention both in-class and in small group support with focused Individualized Education Plan support for some students. The LST works collaboratively with enrolling teachers in assessment, evaluation and reporting of student programs and progress. The team, in collaboration with all staff, develops strategies and structures to support literacy, social-emotional competencies and inclusion.

The Kindergarten Inclusion Project (KIP) continues into its 5<sup>th</sup> year. KIP involves all kindergarten students in weekly sessions with Administration, Supervision Aides, Teacher Librarian, Learning Support teachers, Support workers and often parents. These sessions support our youngest students in building community, social emotional and leadership skills.

Each year Norquay hosts the Annual Book Exchange, the Health and Wellness event and Lunar New Year (parade) events. Students lead all of our monthly assemblies and open our performances. They also learn skills and promote citizenship by participating in the Student Leadership Inclusive Playground Program, "the Nighthawks". Ready, Set Learn and Welcome to Kindergarten Programs are offered each year. Norquay has a Hot Lunch program (full pay) and a Breakfast Program (supported by the Rotary Club – 19 years of dedication to Norquay.) Norquay has a long time association with the Rotary Club and continues to benefit from the 1:1 Literacy Volunteer program.

We are part of the Windermere Family of Schools. Community Links helps to support after school programs each term and during each school break. Pre and post school daycare is available through Collingwood Neighbourhood House Child Care.

Extracurricular sports (volleyball, basketball, track & field, intramural) are offered each year. Our new (Feb. 2014) playground is multicultural, inclusive and was a major PAC initiative. Our playground and outdoor garden classroom continues to grow and is an integral part of learning for all classrooms.

We have a dedicated Parent Advisory Committee (PAC) who meet monthly and who value and encourage parental input and dialogue. PAC offers many diverse events including: waffle breakfast, Pizza days and this year, Norquay Spring Carnival. Administration runs monthly Coffee and Conversation meetings to engage family members in the education of their children. Our Aboriginal Enhancement worker meets and builds connections with families. Our families are invaluable resources and links to our community.

Norquay has a dedicated, committed and stable staff who provide an academically and

socially rich environment for our students. Their focus is always on meeting the needs of our students. Norquay is a school that develops and highlights the many talents and strengths of our students. Our teachers collaborate to develop strong academic programs balanced with specialty teaching in the fine arts and athletics. All of our programs accommodate our English as a Second Language and Dialect population and the integration of special needs students. We are committed to meeting the needs of all of our student learners and our primary aim is to build and support a community of readers who not only *can* read but *do* read. We are very proud of our school and school learning community.

Our School Code of Conduct is:

Be Kind, Be Safe, Be the Best Learner and Leader You Can Be (no matter your age)

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

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

1. To focus on each student's strengths, and to work together so ALL students succeed.
2. 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?**

#### **Educating the Mind: Literacy & Learning:**

- Class reviews which focus on overall strengths, concerns and goals for each classroom leading to decisions/plans to support student learning
- Increased resources available for both guided reading and home reading programs, early interventions, read alouds, Mandarin Literacy resources, intermediate bookroom literacy sets.
- Professional development days for teachers: more staff worked in grade groups to discuss and share successful strategies and challenges experienced in teaching of reading and writing.
- Use of reading & writing performance standards as a reference for instruction, assessment, discussions among all staff, and reporting to staff, students and parents.
- Continued to purchase high interest books at all levels and showcasing new books and authors via reading promotion events, newsletters, bulletin boards, blogs and on the school website.
- Access and build background knowledge as a key focus in pre-writing activities and to improve **comprehension** – experiential model (field trips, presenters, partnerships with outside agencies such as Science World, Arts Umbrella , etc...)
- Continue a focus on strengthening the **common thread of literacy practice** in K-7 classrooms - via structures and professional learning conversations throughout the year. This process begins with our assessment practice.
- Learning Communities & Inquiry (the focus on collaboration continues)
- Preschool Initiatives: WTK, Ready Set Learn Readers, Strong Start, VPL and Windermere Hub partnership
- Student writing portfolios – writing samples 2 to 3x year, performance scale assessment and descriptive feedback for students to support growth
- Writing: working in grade group teams to establish baseline, to plan and monitor and create a longitudinal collection of samples over the years. All students have

literacy folders which support the assessment, tracking and growth for each child. These folders follow the students from year to year.

- Established regular meeting and collaborative times for primary/intermediate teams
- Continued building of a school wide community of readers through book promotion activities
- Support of community of readers - literature circles, read alouds, book clubs
- Continued early intervention practice – one to one, small group and guided practice
- Continued opportunity for rich learning experiences to support language acquisition, background knowledge building and oral language (ie. performance groups, artists in residence, field trips...)
- Parent workshop series to support shared language & collaboration
- VPL visits/relationship with librarian at Collingwood branch

#### **Educating the Heart: Social Emotional Learning:**

- Adoption of pilot Taxi Dog SEL program to focus on promoting social and emotional competence, resiliency, and school success in children during the early elementary school years (kindergarten through third grade).
- Bringing school code of conduct to life – all students revisiting and revising the goals – what do these look like? Feel like? Sound like throughout our school?
- SEL book bins to support language and learning – literature based approach
- Inclusion of SEL as part of learning support delivery in conjunction with classroom teacher.
- Student self reflection – learning logs, goal setting
- SEL Program implementation included: Zones of Regulation, Roots of Empathy, Acts of Kindness, Second Step, Ready Bodies, Learning Minds and collaboration with Area Counselor and YFW to support aligned classroom practice
- Working with Norquay's SELC staff in promoting best practice at the universal level (all kids) as well as in smaller groups as needed
- School assemblies to support implementation and shared language & practice
- Kindergarten Inclusion Program
- Student Leaders and SL Inclusion Project with Centre For Ability
- Parent workshop series to support shared language & learning

#### **Collaboration/Community:**

- *Throughout our learning and inquiry conversations this year, as a teaching community, we continue to recognize the importance and positive impact of professional conversations centered on student learning and achievement. We continued existing conversations and collective responsibility structures and incorporated new structures to examine student learning, and plan collaboratively.*
- Class reviews to build a sense of team between all staff and to promote inclusion; student learning becomes everyone's concern
- Grade groupings around the implementation of SEL teaching & resources
- Parent workshop series to support home/school connection and shared language
- Materials -- continued to allocate funding towards the purchase of technology, guided reading books, non fiction collections, classroom libraries, professional learning materials and library books in both English and Mandarin
- Lunch and Learns: for staff to share expertise and learning with colleagues (technology, SEL, special education, assessment, curriculum...)
- Primary, Intermediate Team teaching accentuated strengths, opening our minds by looking at other's practice
- Coffee and Chats between admin, staff, PAC and community members to help bridge home and school. Working to reframe PAC to support multiple ways to work with school

- School garden expansion
- Growing Chefs
- Windermere After School programs

### What was the evidence of success for each student?

#### Literacy:

- School-wide writes 3x yearly marked collaboratively (grade groups and learning support team meetings to discuss identified areas of concern and plan for instruction accordingly)
- Ongoing formative assessment to guide instruction and practice.
- Tracking of writing growth
- Tracking of Primary reading growth through DRA assessment – included in student writing/literacy portfolios
- School wide: increase of library circulation
- Excitement about sharing, power in knowing that you know someone else well enough to pass on a favourite book.
- DRA assessments
- Class Reviews information
- Review framework to analyze school goal/staff direction throughout year through SCM/SM/Pro D meetings
- Daily formative assessment (observations and conferences)

#### Social Emotional Learning:

- Anecdotal classroom reporting of increased student awareness of self & others
- Use of Social Responsibility standards & exploration of new Core Competencies
- SBT involvement: continuation of Learning Support Teachers, Teacher Librarian, SSA, AEW, Supervision Aide
- Formal weekly SBT meetings **F3** structure: **Fast** (efficient & preparedness), **Focused** (strengths & concerns ) **Fundamental** (student learning and action plan)
- KIP: Anecdotal evidence from CT's and Sup. Aides-increase in positive/inclusive behavior. Kindergartners (Kippers knowing/playing with each other and various staff members beyond their classrooms). Increased use of SEL language regarding awareness of emotions

#### Community/Collaboration:

- Expansion & development of outdoor classroom - School Garden
- Continued and expanded Grow a 'Kinder-Garden' garden initiative
- RBC & Rotary volunteers supporting school from connection to various initiatives/events: SOS, Sports Day, PAC mtgs, 'KIP', Book Exchange, Health & Wellness, One to One
- PAC Chair(s) -Admin prebrief/debrief mtgs (monthly commitment)
- Coffee and Chat sessions with Administration, parents/grandparents (now up to 20+ parents)
- Book Promotion & school spirit team presentations at assemblies
- Monitoring of all students through class reviews, tracking of report cards, assessment cycles and service referrals

#### Building knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions and cultures among all students:

- Lunch & Learns with AEW and/or other supports to build & incorporate indigenous classroom practice such as: cultural resources, literature based resources, incorporating 4R's (respect, responsibility, reciprocity, relevance) and what these mean in an educational context.
- Continued focus to develop our awareness and knowledge of the colonial histories and

current realities of indigenous peoples by increasing the use of accurate, authentic and relevant First Peoples' Resources. With a majority of our students being non-Aboriginal, it is very important that they follow curriculum with accurate, authentic and relevant materials to support learning.

- Continued focus on reviewing curriculum bias in all subject areas and looking for new resources that positively reflect Aboriginal and all cultural groups.
- Infusion of aboriginal themes and resources across curriculum areas (not limited to a single grade level or curricular strand)
- Building family connections and support – family connections and invitation to drop in for parents to connect with other parents and AEW.
- Student led assemblies – Aboriginal welcoming and recognizing we are on traditional territories.
- AEW supporting students through full class collaboration, small group and one to one intervention. Project based and literature based learning supported throughout the school.
- Artistic/cultural initiatives – weaving, classroom cultural connections with AEW
- Accessing cultural resources: building First Nations library collection
- AEW home visits – supporting attendance, home, health, food security connectedness
- Aboriginal Success Plans
- First Nations Story teller, dance and Theatre Company performances
- Participation in the Talking Stick Festival & First Peoples Festival
- Salmon enhancement Project
- SOS – supporting vulnerable families
- Experiential learning opportunities and performances that build connections and relationships with Aboriginal culture and ways – urban gardening,
- Provision of additional support - AEW as member of student and family support team – YFWs, Area Counselor.– one team comprised of AEW, YFW, Area counselor – supporting all students and families together.
- Student leadership opportunities – Norquay garden & chefs, Student leaders, Sports refs, patrollers,
- Building family connections and support – Ready Set Learn, WTK, Books for Breakfast, Coffee and Chat, PAC, School community celebrations and events

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

- Monthly school gatherings highlighting student learning
- Students continued to develop oral language skills by presenting at school wide assemblies, announcing the daily PA announcements, being Assembly leaders and engaging in classroom presentations
- Parent/teacher goal setting conferences & Student-led conferences - Personal portfolios shared at Parent Teacher goal setting and review conferences
- Report cards, SEL emotional competency rubrics
- Displays of student work throughout school
- School website, principal and classroom blogs, Norquay Twitter account, e-newsletters
- Review and analysis of school goal/staff direction throughout year through SCM/SM/Pro D meetings
- Ongoing communication with parents through phone calls, notes and conferences,
- PAC website, PAC Facebook page

- Variety of student leadership opportunities & annual celebration
- Book Exchange, Health and Wellness, and Lunar New Year events
- Windermere Community of Schools After School Programs
- Welcome to Kindergarten, Ready Set Learn events
- Continue highlighting SSA, AEW and Sup. Aides contribution during Pro-D and Staff Meetings
- Community Volunteer Tea
- Library Book Talks and displays of diverse cultures
- Kindergarten Inclusion Project (KIP) (Admin, TL, RT, Supervision Aides, SSA's, Parents)
- Grow a 'Kinder-Garden' garden initiative(KIP/PAC)
- PAC Chair(s) prebrief/debrief mtgs
- PAC organized Carnival celebration in May
- RBC members sponsoring/volunteering for multiple initiatives/events
- Parent Coffee and Chat – presenters/conversations around school goals and SEL
- Monthly assemblies and slide shows capturing and celebrating learning in the classrooms and beyond

## **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.