

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.

Lord Beaconsfield Elementary School

MISSION STATEMENT

The Lord Beaconsfield staff recognizes children's individual differences by endeavoring to provide academic and cultural activities enabling students to meet their intellectual, social, emotional and physical potential.

2015-2016 GOALS

1. To develop core literacy competencies across the curriculum focusing on reading comprehension, written and oral language skills.
2. 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?

Lord Beaconsfield Elementary is situated in Renfrew Heights, a single-family residential area, near the intersection of Nanaimo and 22nd Avenue. Lord Beaconsfield currently enrolls 250 students from diverse backgrounds. The majority of our students are bilingual and have a working grasp of two languages – English and another language. There are sixteen language groups represented. Lord Beaconsfield supports three district programs (SEAD, Home Learners and Alderwood).

The school has a strong connection to the community. Cedar Cottage Neighbourhood House plays a role in the school by providing student programs at lunch, as well as, morning and after school care until 6:00 pm daily. The Gladstone Family of Schools offers many after school programs to students. The Lord Beaconsfield school community also has connections to UBC, Trout Lake Community Centre, Renfrew Community Centre, One to One Reading and the Renfrew Public Library. Lord Beaconsfield offers an active extra-curricular sports program before and after school. There is also a band program. Lord Beaconsfield students demonstrate a strong sense of community and responsibility. They take an active role in supporting organizations such as the Vancouver Food Bank and are involved in an annual fundraising activity for Terry Fox. Beaconsfield students are responsible, respectful and ready to learn as outlined in the school code of conduct.

Parents in our community have a wide range of educational backgrounds and income levels. They value school programs, activities and projects. Through active fundraising during the past seven years the Parent Advisory Council built two new playground and built a beautiful community garden. Each June, the Lord Beaconsfield PAC puts on an outstanding Spring community event.

In May 2012 Ms. Mary Filleul, of VSB District Learning Services, facilitated an appreciative visioning workshop with parents and the staff. The goal was to refocus the school goals for the next three years. It was felt that all forms of literacy (e.g. technological, financial and scientific) need to be included in the primary goal. Spring 2016 is year 3 of this goal

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. To develop core literacy competencies across the curriculum focusing on reading comprehension, written and oral language skills.
2. 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: Strategies used to support the development of literacy competencies included:

- Summative and cumulative assessments
- Use of assessment tools (RAD, DRA, School Wide Write and Benchmark Assessment, behavioral assessment, anecdotal observations, KTEA)
- Participation in inquiry groups: Daily Five, New Curriculum and PBIS
- Authentic experiences to support literacy development (Growing Chefs, Arts Umbrella Outreach, performances, Storytellers, Project Opera)
- Word work and word walls
- Continued use of early intervention strategies (Reading Recovery, Leveled Literacy Intervention, small group pull-out based on the Kindergarten protocol)
- Writers workshops
- Buddy class work
- Technology (apps for writing, Book Creator, EPIC, RazKids ...)
- Small group support aligned with classroom curriculum
- The use of Daily 5 K – 4
- Informed decision making about professional development
- Platooning and team-teaching with all teaching staff
- 1 to 1 readers (volunteers)
- Integration and reverse integration
- Use of district literacy teacher to support student in the gray area
- Use of Aboriginal Education Enhancement Worker to establish connection to school and community
- Class screening in the fall
- Support from district itinerant staff
- Use of vulnerability assessment

Goal 2: Steps did we take that built knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions and cultures among all students:

- Integrating Aboriginal content into the curriculum across grades
- Aboriginal Acknowledgement in the daily morning announcements and assemblies and newsletter
- Participation in the Grade 7 Honouring Ceremony

- Use of Aboriginal literature in the classroom
- Co-facilitating in-class workshops with the support of Aboriginal parents in the community
- Elder visit
- Lunch n' Learn with Aboriginal Cultural Consultant
- Ongoing support from our Aboriginal Education Enhancement Worker (button blankets, stories, door painting)
- Commitment to acknowledging Aboriginal lands and education at the community and early learning levels (Ready, Set, Learn, Welcome to Kindergarten, etc.)
- Aboriginal art projects in class
- BCTF pro-d on dispelling myths
- Attending Aboriginal festivals (First Nations Dance Festival)
- Pow Wow Workshop

What was the evidence of success for each student?

Goal 1:			
Percentage of students Meeting, Fully Meeting and Exceeding in literacy competencies over the past three years of this goal:			
Grade	Spring 2014	Spring 2015	Spring 2016
K	66% (6% exceeding)	55% (19% exceeding)	55% (0% exceeding)
1	78% (0% exceeding)	66% (0% exceeding)	71% (0% exceeding)
2	74% (0% exceeding)	94% (0% exceeding)	77% (10% exceeding)
3	40% (6% exceeding)	84% (0% exceeding)	49% (11% exceeding)
4	77% (21% exceeding)	52% (0% exceeding)	83% (0% exceeding)
5	19% (5% exceeding)	57% (5% exceeding)	35% (6% exceeding)
6	53% (0% exceeding)	31% (0% exceeding)	66% (29% exceeding)
7	52% (6% exceeding)	57% (7% exceeding)	76% (33% exceeding)

Trends:

- Aboriginal Students: Disaggregating the data for our Aboriginal population there has been an increase in the number of students M, FM and E in literacy competencies from 36% to 44%.
- More and more students are exceeding expectations
- As Reading Recovery is longer at the school the intermediate students are showing growth in literacy competencies
- Supplementing resource time with the district literacy teacher as EI in grade 3 is reduced supports learning in literacy for vulnerable students

How did we communicate and celebrate student success

Beaconsfield has a variety of ways to celebrate success:

- Students highlighted in the newsletter
- Student led, goal setting conferences and report cards
- Updates to families through phone calls, letters and emails
- Sharing at professional development days and PAC meetings
- Classroom initiatives include: class newsletters, regular communication with families through notes, phone calls, bulletin boards, displays and so on
- Mini Science Fair
- Winter Celebration
- Project Opera
- Sports teams, dance program, choir
- School dances
- Grade 7 leaving ceremony
- Class store
- Raz Kids online reading parent component
- Integration of students from district programs
- Inquiry celebration
- Talent show
- Inviting parents to the classrooms
- Primary home reading program that encourages children to share literature with their parents (supported by PAC for prizes)

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:

- A) Continue with the current goals as outlined in our reflections for 2015-2016 with the amendment:

'To develop literacy competencies focusing on written and oral language skills.'