



Vancouver School District

School Plan for Lord Kitchener Elementary

Year 3 (2017)

1. GENERAL SCHOOL STORY:

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

The original Lord Kitchener Elementary School opened in the Dunbar neighborhood of Vancouver in 1914. Following a process that engaged the parents, staff and children in discussions about learning and school design, a striking seismically upgraded new school that incorporates the original 1914 frame school building was opened in October 2012. The design of the new school enables students and staff to work together in a school environment that is bright, innovative, modern, visually stimulating and physically accessible. The school is comprised of five learning communities. Each community features a cluster of classrooms and a learning common, a space where students and staff can meet and work together.

There are 464 students from Kindergarten through Grade 7 enrolled at Lord Kitchener School, a vibrant and caring community where the staff and students work together to foster an environment that is based upon respect. The school Code of Conduct was revised in January 2015 with language contributed by the students to help guide the behavior of students, staff and parents when we are together at school. Our school Code of Conduct reminds us to *Think with Your Heart as a Learner, as a Friend and as a Citizen.*

Our school community includes families from a rich diversity of cultural backgrounds and our students speak a variety of languages. Our students do very well in all aspects of the curriculum and many of them meet or exceed the Ministry of Education expectations in academic areas. Lord Kitchener has a Parent Advisory Council that is actively involved in many ways to support the school and community.

The staff of Lord Kitchener is a dedicated group of educators who are passionate about engaging students in relevant, active learning experiences, while maintaining high expectations for each student's academic and social development. The talents of the staff are evident in the strong student participation in extra-curricular sports, strings club and choir. The staff is committed to working together with the parents to support student learning.

The current school goal: *To improve the numeracy skills of each student, especially those who are not yet meeting and minimally meeting expectations, in mathematics problem solving* was a continued focus which started in 2013-2014 School Plan.

2. WHAT DID WE SEE?

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

The 2017/2018 school year, second term Report Card data shows that over 90% of all students *Meet* or *Exceed* Expectations in the area of Math Problem Solving with the exception of Grades 1 and 2. In both these grades, there were ELL students who were *Approaching* expectations, likely due to the fact that problem solving requires a moderate to high level of English Language comprehension to be able to understand the problem and in turn, demonstrate the problem solving process either orally or in written form.

Throughout the year, Lord Kitchener students engaged in math problem solving and problem solving in general with the introduction of Applied Design, Skills and Technology. Destination Imagination continued to be offered in our school, with both the Primary and Intermediate teams earning spots in the top three of their age categories in the regional competition. Students at all grade levels were involved in creating their own math problems to solve as well as engaged in learning and using a variety of math problem solving strategies.

3. WERE WE SUCCESSFUL?

- Outline results

The 2017/2018 school year, second term Report Card data shows that over 90% of all students *Meet* or *Exceeds* Expectations in the area of Math Problem Solving with the exception of Grades 1 and 2. See Indicators and Data.

This year, staff has noticed and wants to nurture the shift towards more student centred learning and students learning together. Peer to peer learning is powerful and given the choice to pursue their own interests as well as mode of presentation increased student engagement. Also, the direct teaching of “growth mindset” was very powerful. Anecdotal reports by teachers indicate that students are more empowered to persevere and to believe that they can acquire any skill set.

4. HOW HAVE WE SHARED?

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

Learning successes of our students were monitored and shared with the staff, students and the parents of the PAC. In addition, we highlighted student successes on the morning announcements, on the school website and in the school newsletter.

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?

Lord Kitchener staff have decided that the data indicates the Math Problem Solving goal has been achieved and while no longer explicit in the school plan, continues to be an area of the Math curriculum and therefore, will continue to be taught.

Staff have engaged in discussions about focusing on an aspect of social emotional learning / social responsibility, which is included in many facets of the Personal and Social Core Competency in the BC Redesigned Curriculum. The specific facets of the Personal and Social Competency that apply are: self-regulation, solving problems in peaceful ways and contributing to community and caring for the environment.

The hunch, based on the number of issues in the classroom, on the playground, and referrals to the school office and counselor, will be further explored by gathering preliminary data. At several SAC meetings, time was dedicated to the discussion of the Inquiry Question for the FESL.

The conversations focused on the students who have social difficulties with peers, those who seem disconnected from school, how to foster healthy relationships among students and staff, as well as the theme of *Take care of Yourself, Others, this Place* which ties into our school Code of Conduct. Staff have noticed that many students can articulate what to do but do not seem to be able to put it into practice.

There is a desire to focus on teaching these important life skills explicitly – putting the “know” into “doing”; teaching the language of problem solving reviewing and teaching of class guidelines and agreements; “bucket-filling” behaviour, etc. Many ideas of school wide, cross-grade community and staff & student oriented activities were discussed, including:

- student led monthly assemblies with a “virtue” or characteristic focus
- staff member check-in with at-risk students to develop relationships
- student introductions on morning announcements (maybe through a book they like, special activity, etc.)
- random acts of kindness acknowledgements – catch them doing it well

As we move forward, staff has identified the need for a specific focus that can transfer into all areas of conduct by all members of the Lord Kitchener community.

The starting point for the 2017-2018 Inquiry Question is:

How does directly teaching kindness through community based projects foster kind and compassionate behaviour in students?

This Inquiry Question will need to be reviewed as we start Year 1 of the Framework for Enhancing Student Learning in the Fall 2017.



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

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

- Include numbers of students, grade levels, etc.

One Inuit student in Grade 7 who will be leaving the school in June 2017 for secondary school.

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.

- First Nations Food and Medicine lessons – Earthbites program for both students and staff
- Incorporating Aboriginal content literature into Language Arts
- Literature Circle novels include Indigenous content and characters
- First Nations Art Elements lessons
- First Peoples Festival experience
- resource management – First Nations teachings, customs and routines
- Together, all students read the Aboriginal Acknowledgement at the beginning of school assemblies
- Betty Wellburn application for a school wide carving project – if we are successful in receiving this funding, artist Richard Campbell will be carving with the school in the 2017/2018 school year
- Collaborative Inquiry 2016-2017 – teachers focused on place based learning in the outdoors

In comparison to the activities pursued during the 2015/2016 school year, the staff indicated that they have a higher comfort level in integrating First Nations content into the curriculum. It is certainly evident in the conversations happening in classrooms around residential schools, the impact of resource management on First Nations communities, the symbolism of animals and their “human” characteristics as well as the influence of the First People’s Principles of Learning in the Core Competencies.

Lord Kitchener was fortunate to have two First Nations women as teacher candidates this year who brought their stories, customs and traditions into the classroom. The sponsor teachers, students and the grade communities benefitted from their knowledge, expertise and presence in our school.

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

- List continuing and new initiatives

- First Nations Food and Medicine lessons – Earthbites program
- Incorporating Aboriginal content literature into Language Arts
- Literature Circle novels include First Nations content
- First Nations Art Elements lessons
- First Peoples Festival experience
- All students choral read the Aboriginal Acknowledgement at the beginning of school assemblies
- Betty Wellburn application for a school wide carving project – artist Richard Campbell will be carving with the school in the 2017/2018 school year

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

Anecdotal story from a parent about her child acknowledging the lands before putting on a play during a camping trip, comments by parents that it is wonderful to see students producing art in the style of First Nations artists, stories from staff about the point at which students realize the age at which First Nations children were taken from their homes to attend residential school as well as reflections from the students themselves.

Indicators and Data

2017-2018 school year, second term report card data for Math Problem Solving

Kindergarten	Male	Female	Total
Exceeds			
Meets	18	22	40
Approaching		2	2
Not Yet Meets			
Total Students			42

Grade 1	Male	Female	Total
Exceeds			
Meets	20	15	35
Approaching	2	4	6
Not Yet Meets			
Total Students			41

Grade 2	Male	Female	Total
Exceeds	5	4	9
Meets	26	20	46
Approaching	2	4	6
Not Yet Meets	2		2
Total Students			63

Grade 3	Male	Female	Total
Exceeds	4	14	18
Meets	22	15	37
Approaching	1	3	4
Not Yet Meets	1		1
Total Students			60

Grade 4	Male	Female	Total
Exceeds	14	7	21
Meets	18	18	36
Approaching	3	2	5
Not Yet Meets			
Total Students			62

Grade 5	Male	Female	Total
Exceeds	8	15	23
Meets	15	22	37
Approaching	2	1	3
Not Yet Meets	1		1
Total Students			64

Grade 6	Male	Female	Total
Exceeds	4	5	9
Meets	19	19	38
Approaching	3	1	4
Not Yet Meets			
Total Students			51

Grade 7	Male	Female	Total
Exceeds	14	19	35
Meets	16	15	31
Approaching		2	2
Not Yet Meets			
Total Students			68