

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 KITCHENER ELEMENTARY SCHOOL

#### MISSION STATEMENT

At Lord Kitchener we value the development of the cognitive, academic, creative, emotional and physical competencies needed in order to succeed as citizens of the global community.

#### 2015-2016 GOALS

**Numeracy Goal:** To improve the numeracy skills of all students, especially those who are minimally meeting or are not yet meeting the learning expectations, in mathematics problem solving.

**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 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 to support 21<sup>st</sup> Century learners. 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 453 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. Currently, 18% of our students are English Language Learners. 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, drama productions, junior and senior strings classes and various musical performances. The staff is committed to working together with the parents to support student learning.

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

### What were our goals?

Numeracy Goal: To improve the numeracy skills of all students, especially those who are minimally meeting or are not yet meeting the learning expectations, in mathematics problem solving.

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?

#### Aboriginal Education goal

##### Student Experiences

- Sheryl Sewepegaham (music/drumming) – whole school
- First Nations Food and Medicine lessons – Earthbites – whole school
- Reorganization of indigenous collection in the Library to be integrated rather than a separate collection – whole school
- Choral and Music repertoire includes First Nations content – whole school

##### Intermediate Classes

- Incorporating Aboriginal content literature into Language Arts
- Co-presented *Clothing and Tools Used by Inuit* by student and teacher
- Read aloud together *Fatty Legs* – exploring residential schools and their impact with a focus on relating it to their own schooling and making personal connections
- Literature Circles – novels describing Aboriginal children in residential schools
- Textiles and Art lesson tied into how people lived historically
- Musqueam Cultural Centre field trip
- First Nations – eminent person project
- Squamish Lil-wat Cultural Centre facilitators – medicine pouch workshop
- First Nations Dance Festival (MOA) visit
- First Nations Art Elements – incorporating prominently seen shapes and features into a fish used for the Intermediate concert
- Social Studies – looking at the “other side” of the story when teaching “Explorers”

##### Primary Classes

- Incorporating Aboriginal stories into Language Arts
- Roy Henry Vickers art and author studies
- Integrated lessons on Aboriginal traditions, customs, games, inventions
- Cedar – Tree of Life (MOA)
- Legends – symbolism of animals – write your own legend

- Incorporated Haida style art work into owl study
- Hiwus Feasthouse @ Grouse Mountain field trip
- Art project inspired by Roy Henry Vickers (Raven Stole the Sun)

#### Professional Development for Staff

- Cultural Journey and Squamish Lil'wat Cultural Center visit
- Musqueam Cultural Center & cultural tour
- Inquiry Group 2016 – Aboriginal content through Art instruction

#### Aboriginal Art installations in progress

- Joe Campbell & Gloria Peter (application for Betty Wellburn grant – *hold*)
- Irving Sparrow – Welcome carving for the school entrance

#### Community Awareness

- *Learning for All* bulletin board

#### Personal & Professional Development (individual staff)

- Vancouver Writers' Festival
- Professional reading including authors: Wab Kinew, Joseph Boyden, Richard Wagamese, Thomas King
- Royal Winnipeg Ballet – Going Home (Truth and Reconciliation)
- Visit to Vancouver Art Gallery First Nations Gund exhibit
- Professional Development – First Nations music

### **Numeracy Goal**

#### Student Experiences

- Familiarizing students with the vocabulary and language of math – whole school
- Problem Solving Day every week or biweekly – working in groups and presenting to class
- *Destination Imagination* – participation in classroom activities incorporates Math problem solving

#### Intermediate

- Problem solving strategies are practiced and then students write about their learning in math journals
- Starting with algebraic equations students create word problems to illustrate the equation and then solve these problems
- Solve web-based math problems with SMARTboard interactive workspace
- Asking "*How do you Measure a...*" students contribute their ideas in groups and present their thinking to the rest of the class

#### Primary

- Students make up math problems and then the class solves the class solves the problems
- Math and Literature – read a story (includes a math concept) which includes a math problem. During discussion students learn how to solve the problem.
- Real life math problems with students featured in the problem as a way to build

- student engagement. The students then discuss how the problem can be solved.
- “Which One Doesn’t Belong?” activity with sets of numbers and discussion about student responses

**Professional Development**

- Sharing of web-based “video” problems – resources
- Professional Day Workshop – Math for Diverse Learners presented by one of our teachers for the staff
- Sharing of Math problem solving ideas from the VSB Primary Piazza

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

The classroom teachers included a comment about the progress of their students in mathematics specifically in problem solving each term on the report cards. The second term report card (December through March) was used to track the progress of the students by grade.

Term 2 Report Card Data: Problem Solving in Mathematics (number of students)

<b>Grade</b>	<i>Not Yet Meeting</i>	<i>Approaching</i>	<i>Meeting</i>	<i>Fully Meeting</i>	<i>Exceeding</i>	<i>Total Meeting</i>
<b>7</b>	1	2	11	25	19	95 %
<b>6</b>	2	6	15	22	17	87 %
<b>5</b>	-	5	15	24	12	91 %
<b>4</b>	3	2	10	23	22	91 %
<b>3</b>	-	4	36	-	14	93 %
<b>2</b>	-	4	40	-	11	92 %
<b>1</b>	-	6	50	-	1	91 %

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

- We used our Professional Development Days, Curriculum Implementation Day and opportunities for collaborative planning to ensure that teachers have on-going conversations about how their plans for instruction are enhancing student learning in mathematics problem solving and in expanding student understanding of Aboriginal histories, traditions, cultures and contributions.
- The learning successes of our students were monitored and shared with the staff, students and the parents of the PAC.
- Updates and information on student progress in meeting our two school goals were posted on the school’s website and included in school newsletters.

## 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:

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

The staff reviewed the report card data showing how Lord Kitchener students are progressing in their ability to solve math problems. Teachers will continue to explore the redesigned curriculum with a focus on teaching critical thinking and problem solving strategies. The goal is for our students to demonstrate their understanding of mathematics in order to solve problems using a variety of strategies and to communicate their understanding in diverse ways. The teachers will have cross grade discussions to better understand how problem solving strategies are developed from Kindergarten through Grade 7.