

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.

#### **Renfrew Elementary School**

#### **MISSION STATEMENT**

The school will provide a positive and supportive learning environment that values and respects the self-worth and uniqueness of each individual. In the 21<sup>st</sup> century, students in a multicultural society will learn the necessary academic, social and technological skills to their maximum potential.

#### **2015-2016 GOALS**

- 1. Literacy and Numeracy- To continue to improve Literacy and Numeracy skills for K to Grade 7 students where students will engage in personalized learning activities, with a focus on authentic, real world application.**
- 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?**

Renfrew Elementary School is an old and well-respected school that has been a part of the Renfrew Collingwood neighbourhood for approximately 90 years. Many of the local residents attended Renfrew as young children and their children or grandchildren now attend our school. It has a majestic view from the top of Rupert hill across to the North Shore mountains. The enrollment is about 300 students in the neighbourhood program and 10 students in the District Primary Special Remedial program and 140 students in the Kindergarten to Grade 5 District Montessori Program ( which will continue to expand to grade 7 by adding one higher grade each year).

In addition to Canadian-born students, we are fortunate to have students from throughout the world. The many ethnic groups and cultures that are part of the Renfrew School community include Chinese, British, Vietnamese, Filipino, Italian, Greek, First Nations, Indo Canadian, Croatian and Russian. The school has a multicultural population with numerous different first languages represented. For approximately half of our students, English is not their first language. Although our parents are very supportive of the school, the language barrier causes difficulty in communication and inhibits active parent participation. Our PAC continues to grow to fully represent our parent population. Renfrew is part of the Windermere Family of Schools. After School Programs (WPC) are provided at Renfrew by Windermere High School Leadership students. We also have Math and Reading Buddies programs supported by UBC. A Chinese language program is also offered after school.

Renfrew teachers and staff are dedicated to meeting students' needs; academically, emotionally and socially. In addition to the classroom teachers, Renfrew resource teachers support the needs of our ELL students, our students with special needs and provide extra academic support to students struggling in a specific area. The SSSWs (School and Student Support Workers) provide extra support with Ministry designated students. Renfrew offers an extensive music program from Grade 1 to Grade 7, which includes music instruction and a school Choir. There are many team sports, school wide activities, intra-mural sports, clubs, and outdoor recreational programs at every grade level. In addition, Renfrew offers an extensive leadership program for the Grade 6 & 7 students.

Renfrew has a Before and After School Care Program run by Collingwood Neighbourhood House. We have expanded this program twice and now have over 50 students enrolled.

Our School Code of Conduct is:

- Take care of Yourself
- Take care of Others
- Take care of the surroundings and the environment

Our intention, as a school community, is to provide a safe, engaging and dynamic setting in which all children can learn to their full potential. Renfrew students and staff are proud of their school.

## What were our goals?

1. **Literacy and Numeracy-** To continue to improve Literacy and Numeracy skills for K to Grade 7 students where students will engage in personalized learning activities, with a focus on authentic, real world application. (Guided by the new BC Ed Plan)
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?

### ***In aligning with the new BC Ed Plan our teachers and staff focused on Personalized Learning in meeting our Literacy/Numeracy goal.***

Personalized learning combines the “how” and “what” of learning. A personalized approach recognizes that there are still core requirements and expectations. A strong focus must remain on foundational skills – reading, writing, oral language and numeracy – and there will still be a required body of knowledge in various subjects or disciplines. However, with personalized learning there will be increased emphasis on competencies.

**By applying their skills and knowledge in new, often interdisciplinary situations** learners developed competencies such as: Critical thinking and problem-solving; Collaboration and leadership; Communication and digital literacy; Personal and social responsibility; Creativity and innovation; Global and cultural understanding.

### **Objectives:**

- Students are learning to demonstrate the connections based on authentic, real world personalized learning
  - Teachers, at the various grade levels, are beginning to have a common understanding of personalized learning with a focus on competencies such as: Critical Thinking and problem solving; collaboration and leadership; communication and digital literacy.
  - Students are starting to understand what is expected in their writing or math personal projects and will start being assessed based on new competencies
  - Students will start to understand and use a common language when working on their personalized writing or math projects using the ‘core competencies’
- Teachers will Continue to:**
- Use a variety of strategies to ENGAGE students in their writing (personalization)
  - Review and implement a Renfrew-based writing rubric that outlines expectations and focus for writing at each grade level thus enabling students to understand what is expected and how they will be assessed in writing
  - Start to revise rubric using new competencies outlined in BCED Plan
  - Help students communicate their individual strengths and areas of challenge in writing using both self-assessment and teacher assessment (examine new strategies in BCED Plan)
  - Explicitly teach active listening skills using a variety of strategies

- Engage in teacher collaboration regarding strategies to engage student writing and math through personal project based learning
- Use a variety of strategies to teach the project based skills
- Maintain our Renfrew Library as a hub of the school for Literacy and Technology and personalized learning
- Focus on authentic and real world learning for our struggling students

The teachers used Pro D days to examine strategies of differentiated instruction and personalization to focus on the learning needs of all students (BCED Plan)

### **Our Aboriginal goal:**

Renfrew School celebrates diversity and recognition of all cultures and continues to focus more on our Aboriginal cultures. We continued our traditional Aboriginal welcoming at school Assemblies and recognizing we are on traditional territories. Our Aboriginal Enhancement worker and our teachers have facilitated the following initiatives:

- Artistic initiatives (welcome art, drumming, classroom cultural experiences)
- All Assemblies start with Aboriginal greeting
- Experiential learning opportunities that build connections and relationships with Aboriginal culture. Enhancement teacher initiated Wednesday Aboriginal lunch and crafts. Aboriginal students bring a friend
- Provision of additional support (focused Aboriginal student support blocks, focused Language skills and math skills and enrichment for Aboriginal students)
- Achievement celebrations (Grade 7 Honouring ceremonies, recognition ceremonies)
- Student leadership opportunities (community, school service, school initiatives)
- Building family connections and community outreach (PAC support, Welcome to Kindergarten, Ready-Set-Learn, parent and student focus groups)
- Instructional strategies and accessing cultural resources. Our Librarian has purchased more Aboriginal focused material based on VSB lists.
- Continue to complete Connections Tool for each Aboriginal student and Aboriginal Success Plan for students transitioning to Secondary
- Anti-racism professional development—Lunch and Learn session

Participation in the Aboriginal Education Professional Development Day and focus on Aboriginal Principles of Learning.

Through the activities above monitor the success for our Aboriginal students by:

- Improved results in student achievement as assessed on report cards (two times per year)
- Update and review meetings and Informal teacher reports and discussions with Classroom teacher and Aboriginal Enhancement Worker
- Feedback on how much students enjoy Aboriginal activities focusing on reviewing curriculum bias in all subject areas and looking for new resources that positively show Aboriginal and all cultural groups

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

- Teachers noticed improved results in student writing and numeracy as assessed on report cards (two times per year)
- Informal teacher reports and discussion based on teacher classroom knowledge
- Informal student feedback on how much students enjoy personal learning activities

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

##### **Literacy and Numeracy Goal:**

- Student led parent conference
- Display student writing/ math on bulletin boards and class and school blogs
- Publish student writing and math problems in class newsletters
- Acknowledge writers at student assemblies/ student presentations at assemblies
- Invite guest authors to the school
- We will work towards Writing/ Math show cases-- Personal Projects Night
- Continue with commitment to make the Library the hub of Renfrew School

##### **Aboriginal Goal:**

- Work with the Aboriginal Enhancement worker and District consultants to actively involve Aboriginal Families
- Discuss school issues and student progress
- Promote an understanding of Aboriginal history, learning, culture and celebrate it throughout the school year

## **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.