



Vancouver School District

School Plan for Renfrew Elementary

Year 3 (2017-2018)

1. GENERAL SCHOOL STORY:

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

Renfrew Elementary School is a long established 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. Our enrollment is approximately 440 students comprised of: 280 students in the neighbourhood program and 10 students in the District Primary Special Remedial program and 150 students in the Kindergarten to Grade 5 District Montessori Program (which will continue to expand to Grade 6 next year and Grade 7 the following 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, South Asian (Indian), 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 and Literacy Support from the One-to-One Literacy Society.

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 Kindergarten 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 enrolling over 50 students that is run by Collingwood Neighbourhood House.

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.

Our Goals are:

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.

2. WHAT DID WE SEE?

- Outline indicators and targets
 - Outline support and activities throughout the year
- Literacy/Numeracy: Staff focused on personalized learning in meeting our literacy and numeracy goals by combining foundational skills and competencies in: critical thinking, problem solving, collaboration and leadership, communication and digital literacy, personal and social responsibility, creativity and innovation, global and cultural understanding.
 - Support throughout the year was provided by establishing criteria and making the learning visible. Students are learning to communicate their individual strengths and areas of challenge. Explicit strategies are being introduced to develop inquiry skills and technology is utilized to demonstrate learning.
 - Monthly Intermediate and Primary Meetings
 - School-Wide Assessments: 3 Step Write, ELL Fall and Spring Write, Intermediate Comprehensive Approach to Reading Strategies (C.A.R.S) and RAD, Primary DRA or Benchmark Assessment
 - Students have started to understand and be exposed to common language about learning. Common rubrics and scope and sequences of skills are being established school-wide with the establishment of school writing rubrics.
 - Active listening skills are being explicitly taught using a variety of strategies.
 - Skills are being taught not in isolation, but rather literacy and numeracy are integrated within projects and authentic real world application (i.e. Student Vote, Earth Day, Salmon Release, gardening, caterpillars...)

3. WERE WE SUCCESSFUL?

- Outline results
- Report Card Data in both Literacy and Numeracy was collected to see how many students were Not Yet Meeting Expectations (NYM), Approaching or C- or less. This data was collected for all Learners in our Neighbourhood and Montessori Program.
 - The data revealed:

In Literacy

Term One 69 students or 16% fell into the category and in Term Two 64 students or 15%

(The grade levels where most concern occurred were Grade One and Three)

In Numeracy

Term One 33 students or 8% fell into the category and in Term Two 34 or 8%

(The grade levels where most concern occurred were Grades One and Four)

- We hypothesized that this might have something to do with ELL levels and vocabulary development. When taking a close look at our aboriginal population within our Neighbourhood and Montessori Programs we have 7 of our 12 students and the remaining 5 are in our District Class. All but one of the students is struggling to meet expectations.
- As a school we are consistently able to help the vast majority of students meet expectations in literacy and numeracy. Teachers noted improvements in formal and informal reports and discussions. Students also provided formal and informal feedback on their level of engagement and enjoyment of learning activities.

4. HOW HAVE WE SHARED?

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

All progress and achievement in goal areas is shared through:

- conferences
- social media – tweets, school website, class blogs, Fresh Grade
- PAC meetings and Parent information nights
- Assemblies
- Bulletin Boards
- School Newsletters

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?

- We have started to come together as a staff to put structures into place to build in collaboration time for not only ourselves as a staff but are exploring ways of building greater cross-class opportunities for students.
- We recognize for a renewed commitment to have a more targeted focus and commitment to share and examine progress throughout the year biweekly in smaller groups and monthly as a larger group.
- We are looking to become more deliberate in our use of language and making learning visible for our students



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.

- We have 12 aboriginal students in our school from Grade 1 to 5. Seven of the students are in our school programs and 5 are in our Primary District class. All but 2 students: 1 in our neighbourhood program and 1 in our Montessori program, are struggling to meet grade level expectations. 10 students are working below grade level. Half of the students are designated with learning differences. Two students arrived half way through this school year. We monitor their progress and provide additional supports as required.

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.

Aboriginal Cultural Enhancement: Renfrew school celebrates diversity and recognizes cultural identity. We continue to focus on aboriginal ways of knowing. We continue to acknowledge formally each day the unceded traditional territories on which we work and play. Introduced into our regular practice are: traditional artistic techniques, increased number of fieldtrips and hands-on experiences building connections and relationships with aboriginal culture, purchasing more aboriginal focused resources and increasing the circulation of the resources by staff and student borrowing out of the library, individual professional development and working with our school AEW.

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

- List continuing and new initiatives

We continued our traditional Aboriginal welcoming during our Daily Morning Announcements and at school Assemblies and recognizing we are on traditional unceded territories. Our teachers and AEW will continue to facilitate the following initiatives:

- Artistic initiatives (welcome art, drumming, classroom cultural experiences)
- All gatherings, Assemblies and our Daily Morning Announcements start with Aboriginal greeting
- Experiential learning opportunities that build connections and relationships with Aboriginal culture
- 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 Aboriginal Success Plan for students in grade 3,4,7
- Aboriginal Education professional development—Lunch and Learn session
- focus on Aboriginal Principles of Learning
- creating more connections with our aboriginal community

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

Aboriginal Cultural Enhancement activities are shared and communicated through assemblies, newsletters, displays and through formal and informal student reports. Positive attitudes and experiences are also communicated by students in self assessments.