

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.

Sir Alexander Mackenzie Elementary School

MISSION STATEMENT

To provide a safe, supportive and stimulating environment for learning that will enable all students to be successful.

2015-2016 GOALS

1. To continue to improve the reading comprehension skills of our students with a focus on both fiction and non-fiction genres
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?

Mackenzie Elementary is located in an urban, culturally diverse, working-class community. The student enrollment for the 2015-2016 school year is 392 students. Thirty seven % of our student population is E.L.L., two % is Aboriginal and six % are designated students. We also have a district primary special remedial class on site. Projections for the 2016-17 school year show a slight decrease in student enrollment. It is projected that Mackenzie will have a student population of 383 students for the 2016/17 school year.

Students in our catchment area continue to enter Kindergarten with a substantial 'vulnerability rate' as reported in the Clyde Hertzman's Early Developmental Inventory (EDI). These areas of vulnerability include the social, emotional, physical, language, and communication domains. Mackenzie utilizes a systemic LAC Model that successfully reduces these identified 'vulnerability rates' in many of our students. Mackenzie is part of the VSB's Early Intervention Program that has as a focus using the Reading Recovery Program at the Grade 1 level. Our ELL students also receive excellent support in their English Language acquisition through strong collaborative efforts from both Classroom and ELL Resource Teachers.

During the 2015/16 school year, Mackenzie's Strong Start Program was offered to our school community for an eighth year. Strong Start is a Ministry of Education initiative that promotes the education programs of three and four year old students and has, as its foundation, the inclusion of parents as active participants in the daily session.

The Mackenzie staff enjoys a collaborative work environment wherein they meet regularly to discuss literacy goals, budget needs, co-operative teaching such as: platooning, resource support, and curriculum planning and assessment practices. Our 'School Based Team' meets every other week to discuss the learning needs of individual students who have been referred by classroom teachers.

Mackenzie School has been fortunate to have established strong partnerships with our parents, through the Parents Advisory Council. PAC is supportive and actively involved within the school community. Mackenzie also has strong ties to our Community Links Team and community agencies offering numerous before, lunch time and after school opportunities for our students. We also have onsite before and after school care provided by the YMCA.

Although many parents are involved in organizing and participating in school activities, communication with the parent community is greatly affected by their cultural diversity, i.e. language barrier. On the whole, the families view Mackenzie as a positive and integral part of the community.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. Literacy: To continue to improve the reading comprehension skills of our students.
2. Aboriginal Cultural Enhancement: 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?

- To have daily silent reading time in Grades 1-7 and noisy reading times in Kindergarten
- To continue to use our school wide Home Reading program
- To have the school librarian structure instructional activities with the students to enhance their comprehension skills
- To continue to provide all of our students with a multitude and variety of field trip experiences
- To purchase new reading resources
- To have students read and present at assemblies
- To have bulletin boards throughout the school that encourage reading
- To use common report card criteria at each grade that measures student progress in reading
- To include all classes in buddy reading where intermediate students will read or be read to by a primary student
- To expand the use of drama
- Enhance communication between and within grade groups and discuss the development of the new curriculum
- Broaden our use of technology especially in the use of our IPAD's in our reading program
- To purchase more resources that highlight our First Nations culture
- To coordinate resource team support by grade groups
- To prioritize our learning resources funding for reading materials
- To continue to seek financial support from our PAC assist us with the purchasing of library materials.
- To have each enrolling teacher identify the students they feel will require additional support with their reading
- To continue with the VSB's Early Intervention Program that has as a focus using the Reading Recovery Program at the Grade 1 level.
- To group students for small group study and literacy circles
- To continue with the One to One reading program

What was the evidence of success for each student?

- March 2016 Report Card Marks for Language Arts
- Criteria statements on second term report cards that measured reading achievement were used with each student in Grades 1 to 7 and then the results were used to measure success

How did we communicate and celebrate student success

- Progress was provided in our monthly newsletters and website
- Buddy groups of different grade levels in the area of reading
- Home Reading celebrations at our Primary student assemblies that acknowledged student commitment to the program and for all students in our school newsletter
- Library and classroom blogs
- Student work in the school newsletter that highlighted our student's progress in reading
- classroom and hallway displays
- in class, informal presentations for parents

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.

