

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.

### Chief Maquinna Elementary

#### MISSION STATEMENT

**To enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to foster life-long learning and experience success in future life pursuits.**

#### 2015-2016 GOALS

1. To improve students' oral and written reading comprehension across the curriculum Kindergarten to Grade 7.
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?**

Chief Maquinna school has 225 students in Kindergarten through grade seven. The neighbourhood is culturally diverse and we have twenty different first languages and seventeen different birth countries enrolled at the school. Many parents and grandparents, who are caregivers for their grandchildren, do not speak or read English fluently.

Staff members find the Chief Maquinna parent community supportive and appreciative of the work that they do. Staff members value the support that parents and family members give to the students. Staff members support additional activities related to sports, music, and fundraising for charity. There is a strong sense of belonging and social responsibility at Chief Maquinna Elementary.

As a school team, staff members are committed to collaborating with one another. For example, staff consistently engage in focused discussions about literacy, school traditions, and social responsibility initiatives. Dialogue among staff is supportive, and action-oriented.

Many students at Chief Maquinna demonstrate strong leadership skills. During our weekly assemblies students take initiative for set-up and clean up, playing introductory music as students and guests enter the gym and doing spoken presentations. Field studies at all grade levels consistently focus on curricular learning and often address social responsibility and global issues.

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

**What were our goals?**

1. To improve students' oral and written reading comprehension across the curriculum Kindergarten to Grade 7.
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?**

The strategies and structures being planned to address needs of identified learners are:

- Student review meetings to examine evidence of student learning closely. Enrolling staff worked closely with Resource Team to compile evidence, mark information, and group students into ability groups.
- Bi-monthly School-Based Team meetings; consistent team-planning & teaching; consistent resource team scheduling adjustments
- Most teachers have been part of the Collaborative Inquiry Research Process for the past several years- researching new ideas and differentiated instruction. On-going collaboration around literacy; reviewing/analyzing evidence gathering tools and discussing results related to student learning, use of resources such as, "reading power" strategies, "Daily Five" strategies, "writing strategies" as outlined in Book Club books read throughout the 2013-2014 school year and

beyond: *Marvelous Mini Lessons & The Write Genre*, 'evidence gathering tools' as outlined in book, *Voices of Experience Series of 3 Books* by C. Politano, J. Paquin, K. Gregory, and C. Cameron)

- Consistent team-teaching with the Teacher-Librarian, staff support one another with literacy: modelling lessons, identifying a future focus. Teachers try new teaching strategies and report back to determine "what worked?"; "what didn't work?", "what do we need to pay attention to?"

For the 2015-2016 school year many staff read Stuart Shanker's book, *Calm, Alert and Learning*.

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

Assessments and evidence of student success will be:

#### Goal 1.

- Report card comments, ELL Language Matrix (Fall and Spring) Writing samples; ESL Matrices; Annual Plans for ESL students
- Student self-reflections/evaluations; teacher reflections and participation in focused discussions during regular: book club meetings; model lesson observation debrief times; ongoing discussion about literacy assessment results, leveling literacy books so that there are a variety of 'just right' books available for all students Kindergarten to Grade 7
- BC Performance Standards; Developmental Reading Assessment (DRA) for Primary; Reading Assessment District Testing (RAD) for Intermediate grades; Reading A to Z; FSA results and the CTBS raw scores
- Individual Education Plans (review of goals; parent/staff involvement; review of assessments to meet goals; adjustment of goals). Use of Resource team teacher assessments (phonological awareness batteries; general reading diagnostic testing materials). Use of a variety of teacher tracking of movement through leveled books during 'home reading experiences' (e.g., Home Reading logs)

#### Goal 2.

- Teacher generated class-based assessments that reflect curriculum taught; all classrooms support rich language experiences
- Report card comments
- Collaborative meetings with Resource teacher, Classroom teacher and Aboriginal Enhancement Worker
- Aboriginal Student Success Plans for all Aboriginal students (AIMS website)

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

Student success will be communicated and celebrated through:

- Ongoing weekly announcements, presentations, and presentations/performances at assemblies; in-class announcements; report card comments; parent-teacher conferences.
- Sharing of "student work" portfolios at conference times or at informal parent visiting times; consistent sharing of successes informally in each classroom.
- Having students as part of parent meetings about their learning (e.g., when considering special program placements for the next year, include the student themselves as one way of celebrating their hard work).
- Bulletin board displays; show case displays; student-led displays around the school and in the gym for special events (e.g., cards delivered in the

- neighbourhood, 'food drive' display for Thanksgiving assembly; displays for themed assemblies)
- Student sharing within the class, at assemblies and during music listening which is introduced by students
  - Traditional acknowledgement of Aboriginal People at assemblies
  - A first Nations carver, James Harry worked on a project with all students in the school, the finished piece will be mounted at a ceremony including the current Chief Maquinna and dancers from the Gold River area in June 2016
  - Student responses and extension activities related to Aboriginal Literature will demonstrate Aboriginal knowledge, awareness, appreciation and respect Student participated in and reflect upon school-wide Aboriginality themed initiatives and projects
  - Updates and information shared at monthly PAC meetings, through school newsletter

## **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**

- Self-Regulation - (Social Responsibility, Zones of Regulation)