

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.

DAVID OPPENHEIMER ELEMENTARY SCHOOL

MISSION STATEMENT

We will provide a caring community that encourages each child to become a socially responsible citizen with a passion for life-long learning.

2015-2016 GOALS

1. Social Responsibility Goal: To further develop and enhance the level of caring, safety and respect in the Oppenheimer community
2. Literacy Goal: To continue refining our work in the area of collaboration and assessment for learning in the area of literacy
3. Aboriginal Cultural 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?

David Oppenheimer Elementary School is located in a culturally diverse community and is characterized by a history of excellent teaching, successful traditions, and strong parental support. Oppenheimer teachers and support staff bring a vast array of gifts and specializations to the learning community. The staff is committed to innovative teaching. Oppenheimer is known for its strong academic program, combined with high quality arts & music/band instruction, and its athletic programs.

Through the generosity of the Parent Advisory Council and creative fundraising, Oppenheimer students continue to enjoy enriched programs such as winter skating, spring gymnastics, dance, B.C. fruit, vegetables & milk. A most sincere appreciation of our generous PAC for bringing technology into our classrooms through the purchase of interactive Smart Boards for each classroom, and a portable iPad cart for student use.

Who are our learners?

The school enrolls approximately 350 K- 7 students with a broad mix of multicultural and multilingual families. 58% of our families speak another language in addition to English. The dominant ethnic family group speaks Mandarin and Cantonese with roughly 26 other languages spoken in other households. About a third of our students are English Language Learners. This cultural mix helps to keep the energy in our school vibrant and full of life.

What is our vision of success for learning for each student?

Our primary goal focuses on enhancing the level of care and respect towards self, others and property throughout the school community. Current research confirms that a safe and balanced learning environment directly correlates to strong academic skills for children.

Besides a healthy learning environment, we, as educators also feel strongly that assessment for and of learning (AFL/AOL) in reading and writing skills can guide our teaching practice in order for our students to acquire a set of core foundation skills in literacy and numeracy as well as to be prepared as responsible citizens and critical thinkers heading into the 21st century.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

#1 - What were our goals?

1. Social Responsibility Goal: To further develop and enhance the level of caring, safety and respect in the Oppenheimer community

What steps did we take to address the identified student(s) needs?

During the Fall of 2015 three staff members attended a two-day conference on Making Connection, and two other staff participated in the district training session on Positive Behaviour Support (PBS) Training. The vision was to establish a PBS school-based committee at our school to address our Inquiry Question, "Within the PBIS School framework, how does Oppenheimer staff create a school-wide communication system and structure that breeds consistency and congruency in student behaviour in all school settings?".

To address our Tier 1 students under PBS, a few of the staff worked with our district Behaviour Strategy Consultant through an Inquiry Project to develop our own school-wide non-instructional location grid with specific expectations pertaining to our school code of conduct. More work is still needed to complete this inquiry project heading into 2016-2017 school year for implementation.

As for our Tier 2 and 3 students, our district learning service team has been heavily involved to guide and monitor individual teaching and support staff in their daily positive interaction.

To further strengthen our students' Social Emotional Learning, our part time resource teacher embraced PBS by teaching the following programs/strategies to our selected group of students while modeling it to support staff:

- a) Ready Bodies Learning Minds
- b) The Incredible Flexible You, a social thinking curriculum
- c) Social Play
- d) Peer Helpers, Soccer Referees

What was the evidence of success for each student?

Our RTI Tier 1 students who received the consistent training of social expectations thrived under the PBS model. A majority of our students (77% Primary & 98% Intermediate) were able to conform to school-wide expectations. However, the 23% of our Kindergarten to grade 3 students experienced a lot of challenges as conformity to one set of expectations was foreign in their repertoire. Hence, this 'tug of war' caused an erosion of inappropriate and unsafe behaviour throughout the school year. During Term 2, the district Special Education staff worked closely with the support and teaching staff in targeted teaching, so as to help our 24.4% of Kindergarten & Grade 1 students while the Principal took the other 13.5% of the Tier 2/3 grades 2 & 3 students in direct social skills teaching of peer relationship and solving social play problems.

With the implementation of the social emotional learning programs and strategies targeting the group of students in RTI Tier 2 & 3, the staff has noticed that a few of the students have started transferring the social skills learned to outside unstructured play at recess and lunch.

In summary, work is still needed to bring the Tier 2/3 students down to below 20% because according to the RTI model, 15% of students should be @Tier 2 with only 5% @ Tier 3. The following skills and strategies were identified for further pursuit heading into the school year 2016-2017 for the 24.4% of Kindergarten to grade 3 students: active

listening, self-regulation and empathy. As for the rest of the students, staff would like to acquire the necessary skills so as to embrace our special needs and 'grey area' students.

How did we communicate and celebrate student success?

1. Since January 2016, our SEL resource teacher used the 'gotcha' tickets or notes to recognize those students who have behaved respectfully and played safely during unstructured time.
2. Acceptance of other students regardless of race, culture, gender and orientation through our annual Pink Day event where intermediate students made bracelets for the primary students.
3. Teachers sending students to Principal's office for recognition of improved social behaviour

#2 - What were our goals?

2. Literacy Goal: To continue refining our work in the area of collaboration and assessment for learning in the area of literacy

What steps did we take to address the identified student(s) needs?

At the beginning of the school year using the concept of AFL/AOL (Assessment For/Of Learning), staff identified those students requiring literacy support by conducting DIBELS, DRA, 3 Step Write, etc. From the list, a group of students were identified to participate in our reading lab 3 to 4 times weekly using software programs such as Read Live or RAZ Kids. Another group of students were identified to receive One-to-One Literacy support once a week. The third group of students were placed in small pull-out ability groupings for direct and intensive resource teacher support service, 4/5x daily. This process was reviewed at the end of each term, so that the resource support reflected the current term's student needs, and planning for the next term.

What was the evidence of success for each student?

Using the RTI framework, classroom teachers were teaching a school-wide literacy program using Reading Power, Level & Guided Reading, etc. for Tier 1 students. Since its inception during the 2013-2014 school year, we were able to move a small group of Tier 2 students back into Tier 1 through the use of the reading lab with some minor 'booster' or 'in class' support service, thus creating more blocks for those in Tier 3. Intensive small group 'pull out' with targeted teaching of specific literacy skills four to five times weekly became the norm for this support group.

Under this guiding principle, our staff purposefully provide intensive literacy support to 50% of our Kindergarten and grade 1 students who are either ELL, special education designated and/or the 'true grey'. As a result of this 'booster group' concept at the early primary level, we were able to reduce the literacy service by 15%, thus allowing our resource teachers to focus their time and energy with the rest of the 35% of our grade 2 and 3 students. Reading Lab has contributed to this success for our late primaries. Hence, by the time our students enter in the Intermediate program, we have reduced the

service level by another 13%, leaving only 22% of students needing service at the intermediate level (25% at grade 4/5 & 13% at grade 6/7). Based on the statistic, the RTI system that Oppenheimer resource team designed 4 years ago is having a positive impact on student learning. We would like to thank our parent community and school team for their valiant work to improve literacy school-wide. Well done and thank you!

How did we communicate and celebrate student success?

1. Parent-teacher or Student-led conferences
2. Display of students' work for all to view
3. Teachers recognizing specific students for their academic achievement
4. Teachers sending students to the Principal's office for special recognition and Principal giving out stickers (of choice) as well as writing some positive motivating comments in their writing book
5. Principal invited by teachers to attend class oral presentations throughout the school year

3 - What were our goals?

3. Aboriginal Cultural 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?

1. Classroom teachers integrated aboriginal cultural awareness into their units of study wherever possible.
2. For some of our 'at risk' aboriginal students, the administration, teachers, and support staff monitored their attendance and punctuality daily, and communicated with parents as needed. External agencies worked in collaboration, and in conjunction with our school team to ensure those students' school success.

What was the evidence of success for each student?

1. **Attendance & Punctuality:** As a result of the aforementioned collaborative efforts, these students have improved their attendance & punctuality.
2. **Academic Achievement:** Efforts were made to provide extra learning opportunities for those students during recess and lunch breaks as well as after school. Furthermore, DT CST assisted by offering a subsidized 'Activity & Homework' Club each term
3. **Food & Nutrition:** District's 'Food for Schools' program was met with success for those students and daily, they looked forward to coming to the office to pick up their snacks/lunch, always leaving with a smile/beam on their face!
4. **Connection to the Community:** Through the support of the VSB Community LINK team and DT CST office, subsidies were given to those who qualified for after school programs
5. **Cultural Awareness:** All students continued to embrace new learning and

accept our diversity of culture, in particular our aboriginal culture and history on Canadian soil. Bulletin boards displaying classroom work which demonstrated appreciation of Aboriginal histories and beliefs.

How did we communicate and celebrate student success?

1. Students' learning on display for all to view
2. Term reports recognizing students' learning
3. Acceptance of other students regardless of race, culture, gender and orientation through our annual Pink Day event where buddy class students made bracelets for their younger grades buddies.

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:

Areas for Development of New Goals

Begin to look to the '5 Core Competences' as 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.