



1. GENERAL SCHOOL STORY:

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

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 and 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 and dance programs. 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. The school enrolls approximately 350 K- 7 students with a broad mix of multicultural and multilingual families. 43% of our families speak another language in addition to English. About a quarter of our students are English Language Learners. This cultural mix helps to keep the energy in our school vibrant and full of life. The goals for the 2016-2017 school year were:

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.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year
 - Oppenheimer has a fabulous student body consisting of energetic and excited learners. A number of our students have benefited from increased social-emotional learning strategies both within the classroom setting and in particular in the whole school recess and lunch time play settings.
 - Ready Bodies Learning Minds and Incredible Flexible You program were used by resource teachers
 - Using the RTI model and new testing and assessments allowed the resource teachers and classroom teachers to target students' needs
 - Use of graphic organizers in all curricular areas

3. WERE WE SUCCESSFUL?

- Outline results
 - Through school wide assessments 3 Step Write, DIBBELS, KTEA, in particular the introduction of the DIBBELS test conducted by the resource team, we were able to identify key students requiring support and thus adjust resource teacher timetables to best meet the needs of the students.
 - The Ready bodies, Learning Minds and Incredible Flexible You programs run by a resource teacher have been incredibly successful programs as the programs have taught the students a number of key strategies to help them be successful in the classroom and whole school environment.
 - Mindfulness strategies used in classrooms

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
 - Formal Parent-teacher or Student-led conferences as well as informal conferences and meetings throughout the year
 - Display of students' work in classrooms and display cabinet
 - Student morning announcements on social responsibility
 - Peer helpers during recess and lunch time
 - Teachers recognizing specific students for their academic achievement
 - Principal invited by teachers to attend class oral presentations throughout the school year
 - Term reports recognizing students' learning
 - daily assessments (observations and conferences)
 - daily self-assessments/reflection
 - immediate, descriptive on-going feedback (teacher/peer feedback)
 - messages at PAC meetings
 - messages in school newsletter

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?
 - Dates set for next school year wide assessments (3 Step Write, DRA, Dibbels)
 - staff education, focus groups, professional reading about practice, intervention and Assessment for Learning
 - SAC meeting, staff meeting, SBT, Pro-D meeting discussions regarding student needs, strengths and challenges
 - For the next school year we will look towards establishing a new and refined school growth to meet the ever-changing needs and strengths of our learners



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 currently have 14 Aboriginal Learners in our school population, or 4% of our students in Grades 2-7.

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.
 - Territorial acknowledgment at weekly assemblies
 - Classroom teachers integrated aboriginal cultural awareness into their units of study wherever possible.
 - Class field trips highlighting Aboriginal content and learning
 - purchase of Aboriginal content primary guided reading sets
 - purchase of Raven Tale DVD's
 - AEEW supports students in classroom and teachers with lessons

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

- List continuing and new initiatives

- territorial acknowledgement at weekly assemblies
- increasing library collection to specifically target and identify Aboriginal content books
- Aboriginal student cultural performances and assemblies to be held at various points throughout the year
- Access Aboriginal Education Department school presentation for staff: “How to Integrate and Enhance Aboriginal Content and Culture into your Existing Curriculum”
- Discussions with staff at staff meetings, and during Pro-d re: “Shared Learnings: Integrating BC Aboriginal Content K-10”
- Discussion with parents at PAC meetings highlighting our learning

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

- AIMS completion each school term with SBT
- improved attendance and punctuality for all students
- improved academic marks
- For some of our 'at risk' aboriginal students, the administration, teachers, support staff and AEEW, monitored 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.
- anecdotal observations by CTs, RTs, SSSWs, parents and students
- students seeking out opportunities to incorporate Aboriginal content in their learning
- Aboriginal Grade 7 students participating in Grade 7 Moving Forward Celebration