



Vancouver School District

School Plan for Carnarvon Elementary

Year 3 (2016-2017)

1. GENERAL SCHOOL STORY:

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

Carnarvon Elementary School is located on the west side of Vancouver. We enroll approximately 420 students, and have an extremely dedicated staff and parent partners. Our school is on one level, and is wheelchair accessible. We are fortunate to have one of Vancouver's only universally accessible playgrounds on our school grounds. Our vision of success in learning for each student is articulated in our mission statement. We strive to create a safe learning environment so all students can learn and contribute to the community.

We support learning in all dimensions: academic, artistic, physical, social as well as emotional. We pride ourselves in the high level of curriculum enrichment we are able to provide through the joint commitment of staff, parents and community partners, as well as having a highly interactive music program. Carnarvon students come from many different cultural backgrounds. We currently have 55 students who are English Language Learners (ELL). Twenty-seven of our students have ministry designations for their special needs including Learning Disabilities, Autism, and Physical or Chronic Health Disorders. Eight of our students are International students, temporarily relocated from other countries and studying in Canada for at least one year. Eleven of our students are of Aboriginal ancestry. Enrichment opportunities enable our students to learn beyond the curriculum and work towards our Mission Statement. Some of our enrichment opportunities include:

Academic – math competitions, guest speakers on curricular topics, numerous field trips

Artistic – Artist in Residence (visual arts, drama), school wide concerts/performances, and ongoing visual art displays in the school, as well as professional and visiting artist performances.

Physical – School teams: cross country running, volleyball, basketball, track and field.

School Clubs: Quidditch, 100 KM club, animal awareness club, after school programming.

Curricular opportunities: primary skating, Gym Sense gymnastics program, badminton program, various dance programs, and in class Action Schools programs.

Social – Numerous leadership and service opportunities include: school safety patrol, buddy classes, library monitors, office monitors, assembly leaders, student daily announcers, ball monitors and special awareness projects to raise funds or donate items to charities such as Terry Fox, SPCA, Red Cross and Children's Hospital.

Emotional – Saleema Noon sexual education program/internet safety program (alternate years), Safe-Teen program, school-based counselling programs. We include regular reminders in daily messages which highlight how we can 'take care of ourselves, others and this place' which represents our school Code of Conduct.

Two years ago, a group of teachers began an inquiry group around the question, “How can we help the students in our school community achieve in Math?” Classroom and resource teachers were surveyed and a few consistent themes emerged. It was found that many of our students did not feel that they were strong or capable in math and were uncomfortable persevering when questions were initially found to be difficult. It was noticed that students as young as five years old, in Kindergarten, did not see themselves as being capable in Math.

Last year, this topic was chosen by the staff as one of the school goals with a particular focus on how student attitudes towards math affect their skill development and progress. The goal, “To explore ways to foster and promote a growth mind-set towards math and improved math skills” was initiated in conjunction with an inquiry book group on Carol Dweck’s book, “MindSet.”

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Teachers and support staff began working with students using mind-set language with students. Students from Kindergarten to Grade 7 were surveyed regarding their attitudes towards Math and the results of these surveys were tabulated. The Intermediate students also had the opportunity to express “why” they felt the way that they did for their answers. Over the year, primary and Intermediate staff worked with the following activities and strategies with their students:

- Teacher inquiry book group, “Mindset” by Carol Dweck
- Use of positive mind-set language with students and positive reinforcement
- Teachers used growth mind-set language when working with students (focusing on effort and application of strategies, constructive feedback, “When something is hard that’s your brain growing”)
- Staff emphasized the importance of learning rather than grades
- Staff modelled language and “think alouds” in Math to promote a growth mind-set
- Goal oriented activities with a focus on personal progress rather than just results
- Gauss Math problem-solving practice and Gauss contest
- Coordinated with the “Garden Project” – used the garden as a place to observe and “do” Math activities
- Staff discussed and used Growth Mindset language with students
- Staff modelled mistakes as learning opportunities and encouraged students to do the same
- Staff worked on improving students’ understanding of math processes through work with games, manipulatives, drawing and thinking aloud in addition to computation work
- Students developed and presented games for the Math Fair
- More homework completion
- Some improvement in willingness to work through challenges in math
- Open-ended problem solving activities
- Games to consolidate and apply new math knowledge
- Pair-share and cooperative learning to promote student involvement and participation
- Non-verbal problem solving – process vs. product

3. WERE WE SUCCESSFUL?

- Outline results

- The Inquiry book group is helping to transform the way teachers talk about Math concepts and learning with students
- Students are improving in their willingness to experiment and take risks in Math but this is an ongoing area of development
- Students need more work with explaining Math thinking rather than first giving an answer
- There is a change in language and dialogue in the classroom - i.e. "I can't do it YET" as opposed to "I can't do it"
- There is an overall improvement in problem solving skills and risk-taking
- Math Attitude Survey (including questions that focus on mind-set) – results below:

PRIMARY/INTERMEDIATE MATH ATTITUDE SURVEY SUMMARY

QUESTION	Whole School		Primary		Intermediate	
	YES	NO	YES	NO	YES	NO
I enjoy learning math.	85%	15%	90%	10%	80%	20%
I use math every day.	78%	22%	75%	25%	81%	19%
Math is fun. (Primary)	N/A	N/A	85%	15%	N/A	N/A
Math is boring. (Intermediate)	N/A	N/A	N/A	N/A	32%	68%
I like challenging questions. (only 1-7)	64%	36%	76%	24%	55%	45%
Mistakes help me learn.	88%	12%	85%	15%	91%	9%
I learn best when my teacher tells me the exact steps to follow. (only 1-7)	78%	22%	84%	16%	66%	34%
It bothers me to get a wrong answer.	49%	51%	52%	48%	47%	53%
I am good at math.	91%	9%	94%	6%	88%	12%
I like to figure out math questions on my own. (only 1-7)	82%	18%	88%	12%	78%	22%
I can learn from other students.	81%	19%	81%	19%	82%	18%
I enjoy learning math.	85%	15%	90%	10%	80%	20%
There is only one right way to solve a math problem (Intermediate)	N/A	N/A	N/A	N/A	10%	90%
I am comfortable talking about my mathematical thinking (Intermediate)	N/A	N/A	N/A	N/A	51%	49%
I make mental pictures when I read math problems or numbers. (Intermediate)	N/A	N/A	N/A	N/A	54%	46%
Students who get better grades than me are smarter than me (Intermediate)	N/A	N/A	N/A	N/A	22%	78%

4. HOW HAVE WE SHARED?

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

- Inquiry Group reporting their findings to staff
- Math Fair – shared games/activities in other classrooms
- Bulletin board examples of Math
- Teacher included Math activities as part of Friday journal topics to generate discussion at home
- Students share problem sets with parents and work on them together
- Teachers used growth mind-set language in assessment and report card comments
- Monthly Newsletter in some classes – including a monthly quote which emphasizes a growth mind-set and includes website and video links which give information about growth mind-set
- Student-led conferences
- Reflections in Learning Logs
- Staff members shared ideas/strategies/resources amongst themselves
- Class calendar to keep parents/families updated

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?

- A "Growth Mind-Set" survey was administered in January to primary and intermediate students and data tabulated – a follow-up survey will be administered next year to find growth/progress in this area
- Areas from the survey results to work through:
 - Increasing interest level in Math at the intermediate level
 - Improving "risk-taking" in problem solving at the primary and intermediate levels
 - Finding ways to make "math thinking" a natural and comfortable part of curricular discussion for students – i.e. "talking about my math thinking" and how I came upon my answers
 - Increasing opportunities for students to work with open-ended questions in Math
 - Increasing opportunities for students to work through, learn from and attempt difficult questions in Math and being able to risk and learn from mistakes
- Areas of further development: less emphasis on marks, strategies for approaching challenging tasks, "what to do when I don't know," consolidating skills and practice, problem-solving strategies
- If students, according to the data, are doing well in Math, perhaps we will continue to extend the promotion of a growth mind set to other academic subject areas
- The staff came to a consensus that they wanted to stay with Math as a goal, continuing to focus on a growth mind-set with students, building the suggestions/concerns from students into their teaching and strategies, working professionally with the new curriculum to continue to develop a comprehensive Math program from grades Kindergarten to Seven, in the school, and increase the variety and amount of hands-on math activities for 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.

In the 2016-2017 school year, Carnarvon has had 11 Aboriginal Learners in the school – Two students in Grade 7, two students in Grade 4, two students in Grade 2 and four students in Kindergarten.

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.
 - Classes linked salmon rearing and the reading and studying of “origin” tales to Aboriginal history and culture
 - Included parents and family members on field trips related to salmon and had students share their learning with parents
 - Created in-class projects and presentations in coordination with Deana our Aboriginal Enhancement worker
 - First Nations reconciliation presentation to senior students
 - Media Literacy presentations on Human Rights, including an aboriginal focus
 - Students discussed human rights optics in class and lead formal presentations
 - Organized class field trips to the Museum of Anthropology to take part in school programs and celebrations
 - An ongoing integration of aboriginal themes and learning into all areas of the curriculum
 - Direct teaching of the First Peoples Principles of Learning
 - Use of a Vancouver Island resource developing in consultation with local aboriginal groups for a literature program in one class
 - Incorporated First People’s Principles of Learning into everyday instruction i.e.” Grandpals” program
 - “Garden Project” – incorporated aboriginal themes/concepts into the program i.e.
 - Many of the Heritage Fair projects were on aboriginal topics and issues

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

- List continuing and new initiatives

- Devote a Professional Day in 2017-2018 towards developing concrete strategies for incorporating aboriginal themes and the Principles of Learning in to the new curriculum – a workshop through the VSB Aboriginal Education department is in the process of being booked for the fall of 2017.
- Continue to find ways to incorporate aboriginal topics and issues into all curricular areas
- Continue to work with Deana Michel, our aboriginal enhancement worker, to develop both classroom-based and school-wide learning opportunities for students and staff on aboriginal themes
- Continue to bring in school-wide performances, speakers and storytellers who can contribute to increasing knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students and staff.

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

- Students were able to link their previous learning about Aboriginal history and culture to this year's activities, especially the importance of salmon to the coastal Aboriginal groups
- Many students selected Aboriginal themes and topics for this year's Heritage Fair or selected topics with a component of significance to Aboriginal peoples.
- Because this is an ongoing school goal, the students have built upon their knowledge base and background knowledge from previous years in learning new concepts.
- There is more interest shown and questions from students around aboriginal knowledge and issues
- Teachers are incorporating more aboriginal content and connections across the curriculum.
- Students have a greater understanding of residential schools, as found in discussions