

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.

Dr. A. R. Lord Elementary

MISSION STATEMENT

To develop a safe and positive school environment, with creative and challenging learning experiences for all students to achieve their potential

2015-2016 GOALS

To improve literacy skills for all students with a focus on reading for primary and non-fiction writing for intermediate. (Maintenance Goal)

To improve numeracy skills for all our students with a focus on mastery of basic skills and development of problem solving and critical thinking skills. (Main)

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?

Dr. A. R. Lord Elementary School is located in the northeast part of Vancouver close to the Pacific National Exhibition in a middle class socio-economic community, with changing demographics. Our area has not experienced high transiency; actually we have recently started to enroll a second generation of children whose parents attended Lord and whose grandparents continue to be involved now in their grandchildren's education. There are fourteen different languages spoken in our community with English, Cantonese, and Vietnamese being the most prevalent. Eight Aboriginal students and several special needs children are fully integrated into our programs. Most of our grade seven students enter Templeton Secondary where they have an outstanding record of success in academics, sports, and social responsibility. Several students have successfully applied to the Mini School over the years.

Dr. A. R. Lord's enrollment continues to increase slowly after a few years of decline due to the closing of the small building on the lower field and the "transition pains" from the misconceptions associated with reopening the building to an alternative program, Eastside. Next year will see some changes again as the program and students will be returning to Templeton; at this time, we do not know what will be done with the building. The Eastside program operated independently of the elementary school. Though there was some resistance and apprehension from a few families, this is no longer the case. The transition in reality has been smooth, positive and successful. This past year we continued to experience wonderful, collaborative efforts with some of the Eastside students and staff buddying up with some of our classes and students for various activities and special days, such as Halloween and Christmas crafts, pumpkin carving, and gardening projects. Eastside staff and students were invited to several of our assemblies and performances. In past years, Eastside students were great volunteers for our Sports Day as well.

According to our projections, we will have about 150 students from Kindergarten to grade 7 next year. This year, we were given another division, bringing us back to 7 enrolling classes. The growing 'before and after school care' program across the street at Hastings Community Centre has been a welcomed asset to our community as many young families require daycare with both parents working. This continues to contribute to our higher Kindergarten registrations, though several families have shared that the elevated cost of housing in our city is making it challenging for families to remain in our area.

The staff of Dr. A. R. Lord Elementary School is committed to collaboration in a variety of ways, including, but not limited to, primary and intermediate teams, Resource Team, School Based Team and collaborative inquiry. Technology and web resources are increasingly being utilized to enrich instruction. Our school has a computer lab, one Smart Board in a classroom, three interactive Whiteboards and a pod of new computers in the library. We were fortunate to be part of PILOT- *Professionals Investigating Learning Opportunities with Technology*. Because of this, we have a mini iPad cart with a projector and Apple TV and several new laptops. This year, we were able to ensure

that every classroom, but one, have either an interactive whiteboard or large TV screen and Apple TV. Through our involvement with the PILOT Project, almost every teacher was given an iPad mini. Furthermore, like many other schools, we now have a Mobile Teacher Workstation. These workstations are designed to replace the TV/VCR carts and support the transition to online resources. This workstation is stored in the classroom without a screen ensuring that every class has access to technology both through the iPad cart and class-based resource, including Apple TV. We will be continue to upgrade the final classroom by year end or early next year. All our teachers have committed to continue building their knowledge and skills around technology and its potential to enhance teaching and learning.

The parents are formally involved in school planning through involvement in the school Parent Advisory Council (PAC) and many informal opportunities. Additionally, parents are active participants working collaboratively with the administration and staff in organizing school events, fundraising and contributing to students' academic, social, and cultural growth.

Lord has an elevator and is wheelchair accessible. Though in the past 2 years, we have not had designated students who require this assistance.

Staff and parents share the expectation that all students will improve their learning and be successful. We acknowledge and appreciate the positive contributions of every individual in our school, district personnel, and community partner.

Dr. A. R. Lord Elementary School became an Early Literacy Project School in 2002 – 2003. We continue to have a strong commitment to Early Intervention and will be in our fifth year as a Reading Recovery school. Over the past few years, up to 2010-11 we have had a focus on healthy living which has led to increased levels of physical activity and greater awareness of proper nutrition. Many of the strategies used to enhance healthy living are embedded in the school culture.

Dr. A.R. Lord School benefits from working in partnership with neighbouring schools through the Templeton Family of Schools, (CST) and the Hastings Community Center. The YFW has worked collaboratively to teach various Social Responsibility programs, such as Second Step. This year we have benefitted from the wealth of experience from our district Aboriginal Enhancement Worker who supported us in working towards our goal of increasing the knowledge, awareness and appreciation of Aboriginal cultures and traditions as well as supporting our Aboriginal families. Every student benefitted from the lessons, workshops and projects delivered collaboratively by the AEW and the classroom teachers. The School Counselor works collaboratively with all school staff to implement specific programs and/or lessons that promote student belonging, community building, student leadership, peaceful problem solving and healthy social-emotional development. As seems to be the case with greater society in general, we have noticed a significant increase in students and families requiring more support and resources in this area, especially with anxiety. All staff have had some training with the *Zones of Regulation Program*; many others also employ other programs/strategies. We have resources to support various SEL program such *Zones, Second Step, Mind Up, Maxi the Taxi Dog*, etc.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

- 1.To improve literacy skills for all students with a focus on reading for primary and non-fiction writing for intermediate. (Maintenance Goal)
- 2.To improve numeracy skills for all our students with a focus on mastery of basic skills and development of problem solving and critical thinking skills. (Main)
- 3.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.Literacy (Maintenance goal):

We continued with the effective strategies from past best practice including, but not limited to:

- Balanced literacy instruction including reading, writing, listening and speaking.
- Solid reading instruction in the classrooms using best practice, for example guided reading/individual reading conferences
- Effective use of resource team staff to work with students not yet meeting, approaching or minimally meeting expectations in reading, writing and/or language arts.
- One on one reading program with trained volunteers
- Reading Recovery teacher trained on staff & Early Intervention strategies
- APPS to further support our literacy goal, especially APPS for struggling and ESL learners
- Resource Teacher mentored several SSSWs to use RR strategies and specific Apps with Special Needs students
- AFL – Assessment FOR Learning – strategies along with periodic DRA assessments(& Benchmarks)
- Use of leveled books for regular classroom reading
- Use of leveled and library books for home reading, grade K, 1, 2, 3
- Simplified the management of home reading by providing book bags/folders for each child in primary.
- Regular collaboration with the teacher-library/resource teacher: teaching note-taking, avoiding plagiarism, study skills, research-based projects in the curricular areas (science, socials studies), employing technological tools
- Visits to the public library
- Daily reading in classrooms with direct instruction
- Daily writing in classrooms with direct instruction
- Daily silent reading
- Daily “read aloud”: teacher as reader to be a role model of quality reading and increase motivation and engagement in books both fiction and non-fiction
- Regular reading conferences – teacher one on one with students

- Book talks by teacher and librarian to promote interest in a variety of genres
- Noisy family reading time in the morning in some primary classrooms
- Promotion of reading a series of books and different genres by teachers and volunteer reading mentors
- Reader response activities
- Book of the Week – bulletin board display with activities
- Puzzle of the “Fortnight”
- Drama Circles
- Readers Theatre
- Penpals
- Buddy reading, pairing primary and intermediate classes
- Integration of writing and literacy into other curricular areas (Social Studies, Science)
- Use of North Van ‘Reading 44’ and other resources that support best practices in teaching and learning, including A –Z readers, See & Write, Star Fall, FastForward
- Teacher directed professional development
- CAFE (Comprehension, Accuracy, Fluency, Expand vocabulary) Strategies for reading development
- “Work of the Week” activities to develop vocabulary
- Participated in the Chocolate Lily Project

2.Numeracy (Main) Goal:

- Staff participated in numeracy Pro-D including full day with Carole Fullerton and the Maquinna staff, and half day JUMP Math
- Individual staff participated in other professional development: Reggio math, after school workshops.
- All staff involved in numeracy-based Collaborative Inquiry – involved: on-going staff conversations about resources they are using and strategies they are employing and how this is affecting their students’ learning
-support through colleague mentorship – demo lessons from peers at school and from other schools
-collaborative time to discuss both student progress and strategies, new ideas, resources, etc.
- Staff continue to build their skills and knowledge using technology to enhance our school goals
- Support from VSB personnel – Audrey, IT mentors
- Small groups supported by SSSWs
- Targeted support from the resource teachers for math
- Students collaborate and work together to not only solve problems but to also explain their thinking and learning from one another
- JUMP Math workbooks to support development of basic skills ordered for gr.2-7 – 5 teachers were accepted and will be supported next year by JUMP Math’s National Book Fund – this includes commitment to take part in on-going professional development
- Enrichment options were explored, ie Ken Ken, Sudoku, other challenge-type puzzles, various apps, etc.

- Explore/discuss individually and in groups different ways of solving the same math problem
- Focus on teaching the “language of math”
- Rainy day math puzzles and games as well as math being the focus of “puzzle of the week”
- Explored new materials & hands-on manipulatives, on-line sources, Apps
- Professional reading, ie.: “Math Work Stations”, by Debbie Dillar

3. Aboriginal Focus Goal

- Continued to embed Aboriginal content, understanding and perspective throughout the curricular areas, -Social Studies, Science, Language Arts and Fine Arts – such as – ecosystem, environment and environmental issues, author’s chair, as well as in the prescribed grade 4/5 recommended units
- Resources purchased both for student and staff professional use
- Spent part of New Curriculum Implementation day with Begbie; student teachers and staff shared work and learning about weaving in Aboriginal learning into the curriculum
- Studies and art lessons of Haida art (ie, salmon art project with Aboriginal mentor/artist)
- Intentional selection of culturally-rich school performances: Hoop Dancer Teddy Anderson who also led hoop dancing workshops for all our students
- Continued to work on making the teaching and learning more intentional. – connected Aboriginal stories with science topics (space/constellations, geology, biology, Salmonids)
- Aboriginal Enhancement Workers, (Megan) shared a great deal of her expertise, collaborating with all classes, including class presentations, storytelling and small group work
- provision of additional support through our school counselor
- building family connections and community outreach (PAC support, Welcome to Kindergarten, Ready-Set-Learn)
- Kat Norris worked with all our students preparing them for a “Friendship Dance” which started off the *Reconciliation in Action* Event (carried on at Hastings Community Centre)
- Kat Norris shared her experiences/stories about residential school; students followed-up with written correspondence
- instructional strategies and accessing cultural resources
- anti-racism professional development
- achievement celebrations (Grade 7 Honouring ceremonies, monthly assemblies start with recognition of traditional territories and this year added open hand gesture with guidance of AEW)
- Encouraged staff and community to attend Aboriginal Family Dinner Night and shared rich experience with rest of staff and students

What was the evidence of success for each student?

- Teacher report cards
- Discussion with colleagues (AFL) and parents
- Using reading/writing rubrics

- Ideas that arose from discussion of New Redesigned Curriculum
- Teacher observations
- Anecdotal reporting
- Resource, district-based personnel and SBT member involvement
- K protocol, DRA, Reading Recovery data
- On-going observations and data collection through one-on-one conferencing and small group (guided reading and math) groups
- Quizzes and tests used when appropriate/ reteaching of needed concepts
- peer and self-assessment and monitoring
- On-going guidance, discussion and support from AEW
- Written correspondence with class guests, ie. Holocaust survivor for gr.7s, Kat Norris and other students

How did we communicate and celebrate student success

At school-wide assemblies: (families and, when appropriate, community partners invited)
 -student-led or class led, themed, recognition “Special G’s” students recognized for their effort, academics, participation, leadership, school spirit, etc. each term
 -Special “Library Assembly” held to celebrate the newly organized library and recognition of the groups and individuals who made it possible (all were invited to the assembly)

- Student Council and special events to boost school spirit celebrating one another
- Environmental Club and other club sponsored events: ie Earth day assembly, after school celebration
- shared work on classroom and hallway bulletin boards
- student work shared in school newsletters
- share “Voice to Voice” project on You-tube, shared at school, district and worldwide
- Christmas/winter concert and celebrations
- student led conferences
- Pink Day celebrations as well as senior students participation in “Paint the Rink Pink”/Giants Hockey event
- after school community events: *Reconciliation in Action*
- Family Dinner/Dance Night – “Spring Fling”
- parents coming into classes to read/work with students
- Open House –Meet the Teacher Night
- Librarian’s book challenge
- on-going, regular conversations with parents/guardians
- National Tree Day Celebration
- some classes, “student of the week”
- acknowledgement of students as appropriate, ie birthdays announced, recognition of monitors: office, library, morning announcers, etc.
- inclusive talent show
- class newsletters
- PAC blog – linked to our school website
- events shared with Hastings Community Centre, preschool and out of school care ie. Square dancing session, invitations to all our events
- year end celebrations involved community
- Volunteer Tea

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:

- A) Continue with the current goals as outlined in our reflections for 2015-2016.