

Vancouver School District

School Plan for Annie B. Jamieson

Year 2 or 3 (2017) of 3 Year Plan, 2016 - 2017_

1. GENERAL SCHOOL STORY:

Dr. Annie B. Jamieson Elementary School is located just south of Oakridge. The school grounds sit adjacent to Tisdall Park on the west side of Vancouver. The school enrolled approximately 480 students during the 2016 – 2017 school year. 194 students, or 40 percent of our population, speak English as an additional language and receive English language support. Although 17 different languages are spoken at the school, Mandarin is the most predominant first language of our ELL students. A number of our families have one parent working and living in Asia. Jamieson school hosted 8 international students in the intermediate grades.

There is strong parent involvement at Jamieson. The PAC is very active with 12 parents on the PAC Executive. Many other parents participate by volunteering for hot lunch, field trips and helping during special events. The PAC runs a hot lunch program 3 days a week to raise funds to support programs offered at the school. Hot lunch offerings meet the guidelines for food and beverage sales in B.C. Schools.

Jamieson is home to the District Mandarin Bilingual Program for students in Grade 4 – 7. Currently, there are 128 students enrolled in the program. Students learn to communicate in Mandarin in a variety of situations and learn reading and writing skills using Chinese characters. The core curriculum is taught in English with daily Mandarin instruction.

At Jamieson we are very proud of our Strings Program. Strings is provided through the prep schedule for all students in Grade 4 – 7. This year approximately 298 students participated in Strings playing either the violin, cello or bass. This is the largest elementary Strings Program in Vancouver. This year Jamieson won Gold in the CBC Music Challenge in the Middle School Category. This was a national competition. The Orchestra performed at several events including: the Learning Forward Conference, Music Monday, the Elementary Night of Bands and the Kiwanis Music Festival. The Senior and Junior Strings held both a Winter and Spring performance for families.

Jamieson offers a range of sports and extra-curricular activities. These include Junior and Senior Boys Basketball, Senior Boys and Girls Volleyball, Cross-Country, Ultimate Frisbee and Track & Field. Other activities focus on Social Responsibility and Leadership and include: Playground Buddies (peer helpers) and School Safety Patrol, Student Announcers and Library Monitors. Additionally, Jamieson works closely with the Community Link programmers to provide after school programs including: Piano Lessons, Fun with Thread and cooking classes. These programs are very popular with students and families.

Jamieson Elementary is fortunate to be granted Ministry funds for seismic upgrade. In the 2016-2017 school year, district and school staff have been preparing to move the school to South Hill Elementary, a temporary home while the school is under construction. Much planning and preparation has gone into the move. We are on schedule to move in the second week of July and will begin the 2017- 2018 school year at our new site.

Our Jamieson School code of Conduct is based on a foundation of respect: Respect for Self, Respect for Others, Respect for the Community. We have held several assemblies over the course of the year to reinforce our core beliefs and provide opportunities to show case student success.

Jamieson staff are committed to fostering student academic growth and achievement and work with parents as partners in education. Staff actively work to support school goals through professional dialogue and professional development.

2A. WHAT DID WE SEE?

Jamieson students and their families are focused on academic achievement and this is reflected in the academic success most of our students enjoy at Jamieson. Teachers see parents as partners in education and communicate informally and formally on their child's progress on a regular basis. There is a high degree of parent involvement and many of our students receive tutoring outside of school hours and participate in various extra-curricular activities both inside and outside of school. The focus on critical thinking has been positively received at Jamieson and teachers continue to work together to implement many of the strategies learned through extensive in-service with Roland Case and the Critical Thinking Consortium. Students impress us with their ability to examine issues, reflect on their learning and work with their peers to extend thinking. This was evident in problem-based math tasks, Historica projects, green initiatives, student movies and the Entrepreneur Project. The new curriculum's focus on Critical Thinking has been a good fit with our school goal. The new reporting guidelines on self-assessment has brought teachers together to look at ways students might reflect and self-assess critical thinking.

After 2 years focusing on Critical Thinking, teachers have gradually begun to switch their focus to students who are not making the academic progress we hope for. Early primary teachers identified through SBT and through formal and informal assessment children who are not achieving grade level academic expectations. In Grade 1, 14/45 (or 31%) of students had NM or A in LA in the second reporting period. Further, 40% of Jamieson students speak English as an Additional Language and receive Resource Support. Teachers have noticed more students coming to school with Social Emotional Challenges that interfere with their ability to learn. As a staff, we have begun to explore how best to support students Social Emotional Learning and to investigate interventions for students who struggle to learn to read.

During the 2016-17 school year teachers were involved in the following professional development opportunities:

Professional Book Club

9 teachers and a District Behaviour Strategies Consultant read *Calm, Alert, and Learning: Classroom Strategies for Self-Regulation* by Stuart Shanker. Teachers met 5 times over lunch with different members of the group bringing lunch and dessert to share.

Cross District Teacher Inquiry

4 teachers participated in 'What the PHA? - Phonological Awareness and Phonemic Awareness'. This Inquiry gave teachers an opportunity to reflect on their literacy program and to strengthen practices that support diverse young learners in their classrooms. As a result of the Inquiry, the school purchased 2 BenchMark Assessment Kits. In addition the PAC provided funds to purchase one Levelled Literacy Kit. The Resource Team has been learning to use the Kit by visiting more experienced users in other schools, participating in pro-d opportunities, reading and watching webinars.

Aboriginal Enhancement Goal

Teachers have been working individually and collaboratively to integrate Aboriginal perspectives in their teaching. Aboriginal content has been woven through classrooms through stories, art, critical thinking activities, the content areas. This goal has been supported in the library through the purchase of

Aboriginal literature and Strong Nations Readers. This year we have begun most of our assemblies with the Aboriginal Acknowledgment.

2B. WHAT DO WE NEED TO RE-ADJUST?

Jamieson teachers are committed to maintaining their focus on implementing the new curriculum. They believe the new curriculum supports the intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep and lifelong learning. Teachers continue to search for ways to use technology to engage students and as a means for students to share their learning. Critical thinking is embedded in the new curriculum and will continue to be integrated in classrooms. A concern for our most challenging students has surfaced over the 2016 – 2017 school year. Teachers have expressed a desire to address the differences in performance among particular groups of students, most notably Aboriginal students, ELL learners and students with special needs. Our new goal will reflect a desire to continue to expand our knowledge of Social Emotional Learning and its role in student achievement and to implement practices that support students lacking early literacy behaviours, skills and strategies.

Teachers are committed to maintaining the Aboriginal Goal.

1. INQUIRY QUESTION (PREVIOUSLY KNOWN AS “GOAL”)

1. What are ways to support our lowest achieving students?
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

2. WHAT IS YOUR NEW PLAN?

1. Social Emotional Learning (Year 1)

- continue the Professional Book Club Book Club with a focus on Emotional Learning
- Participate in the BCTF workshop *Exploring the Connections between Classroom Practice and Self-regulation*. This workshop is booked for Dec. 1, 2017
- Purchase new Second Step Kits
- Participate in professional development opportunities provided by the District

2. Early Learning Initiatives (Year 1)

- To begin the process of implementing Collaborative Literacy Intervention (CELI)
- For district staff to present the model to all Jamieson staff at a staff meeting in the 2016-2017 school year.
- To begin to implement some of the practices associated with the model – regular primary meetings, data collection of student reading levels, guided reading.
- District support to implement best practice in classrooms – District Inquiry projects (similar to the phonological awareness one held this year), after school workshops - Primary Piazza, support with purchasing resources, and District Literacy Mentors.

3. Aboriginal Enhancement Goal

- Continue to integrate Aboriginal perspectives and content in the classroom through all areas of curriculum
- Provide school-wide experiences through performances and guest speakers
- Insure we include the Territorial Acknowledgment at all assemblies
- Establish an Aboriginal foot print in the school through permanent art and school-wide displays.

3. WHAT SUPPORTS WILL WE NEED?

- District support provided by Literacy Mentors and Behaviour Strategies Consultants.
- Opportunities to participate in Teacher Inquiry Projects.
- Professional Development Funds to purchase books and attend workshops

4. HOW WILL WE KNOW WE'RE SUCCESSFUL?

- Formally monitor student progress to reduce the numbers of students NM or A in Language Arts.
- hold regular primary meetings to address challenges and respond to student progress
- Monitor student response to SEL strategies through observation

5. HOW WILL WE SHARE?

- Provide opportunities at staff meetings for teachers to share their learning
- Communicate teachers learning intentions to students in an age appropriate manner
- Communicate school goals to parents in monthly newsletter
- Showcase student successes in assemblies, newsletters and through the school Twitter account
- Insure the PAC is informed of teacher initiatives and that they receive updated reports on teacher and student progress
- Show case student learning in the hallways

6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

At Jamieson we have 1 Aboriginal student in Grade 2. The progress of this student is closely monitored through the regular reporting process as well as SBT. District Support has been requested and received. The Aboriginal Enhancement Teacher has been involved and has attended SBT to investigate additional academic and social/emotional supports as well as provided programming during school breaks. This student receives resource support 4x a week in a small group. The classroom teacher and administration work in collaboration with the family to mutually support each other.

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- Purchase of Aboriginal authored levelled readers
- Enhanced Aboriginal titles in the school library
- Teachers to share resources and strategies; plan lessons and engage pedagogical dialogue
- Staff have attended district Aboriginal Pro D at Britannia Secondary
- Alex Wells, Hoop Dancer, tentatively scheduled for June all school dance workshop and performance
- Teachers at Jamieson understand that they have a responsibility to respond to the district calls to action and the new curriculum regarding Aboriginal Education

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

School wide Professional Development (for example: BCTF workshops in Aboriginal Education)
Understand and integrate the First Peoples Principles Of Learning in meaningful and authentic ways
Invite guest speakers and performers into the school
Invite district staff into classrooms to enhance knowledge of history and culture (Trudi Harris, Loretta Williams, Shane Point)

Legacy art work for the new school site

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

Critical conversations in intermediate classes regarding Aboriginal perspectives and history

Aboriginal titles regularly signed out by staff and students

Teaching staff regularly embed Aboriginal histories, perspectives, and ways of learning of the educational experience of all students

The Aboriginal student at our school is supported and well integrated; excellent attendance; arrives at school every day willing and ready to learn