

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. George M. Weir**

#### **MISSION STATEMENT**

**To create a safe, accepting and challenging learning environment that provides all students with opportunities to build self-confidence to reach their potential and to value learning.**

#### **2015-2016 GOALS**

**To create a learning environment that engages the learner by:**

1. Becoming a personally and socially responsible citizen
2. Developing skills in the communication and thinking competencies enhanced by technology
3. Aboriginal 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?**

Dr. George M. Weir Elementary School is situated between East 44<sup>th</sup> Avenue and East 45<sup>th</sup> Avenue, just north of the Killarney Community Centre and park, and Killarney High School. Student work displayed in classrooms and hallways reflect the pride of our students, staff and parents. Weir has a library, a gym with a stage, an Activity room, a playing field, separate Primary and Intermediate Adventure Playgrounds, and a large blacktop area with basketball hoops and games for students.

Weir has a projected population of 435 students from Kindergarten to Grade 7. The home languages represented are predominately Cantonese, English, Mandarin, Punjabi, and Vietnamese. Other languages represented are: Tagalog, Hindi, Japanese, African, Arabic, Persian, Russian, Spanish, Tamil and Thai. Approximately 35% of students are receiving ELL support. We have a small First Nations population of approximately four to six families. A number of special needs students, supported by School and Student Support Workers, are fully integrated at all grade levels.

The staff are committed to the academic, social, physical and emotional development of all students. We strive to provide a supportive learning environment in which students demonstrate growth in each of these areas. We also believe that in order to succeed, students should be strong readers and writers, so there's a focus on early intervention with leveled reading groups for all students. Weir hosts annual "Ready, Set, Learn" and "Welcome to Kindergarten" events to promote school readiness for three, four, and five year olds. An important school-wide focus is on technology and Weir is at the forefront of many technological endeavours such as "Bring Your Own Technology" and "Fresh Grade" as staff have been involved in many Inquiry groups together to further their knowledge in these areas. Teachers regularly use Smart Boards and Document Cameras, and all classes have access to 60 school iPads and each teacher has his/her own iPad for planning. Inquiry based learning has become part of every classroom program. We are dedicated to developing well-rounded students in a challenging, caring and healthy environment which has led to a strong emphasis on developing social responsibility. Student leadership in this area is recognized through opportunities to plan and present monthly social responsibility/student recognition assemblies.

Weir values student leadership and has students committed to school, community, and global leadership initiatives. School leadership opportunities include: Primary, Office, Library, and Lunch Monitors. Many intermediate students are involved in our Strings Program and perform a number of times throughout the year. The Killarney Community Link Team offers an in-school Big Buddies program and after-school Homework Club, Arts & Crafts, and Games. "More Sports" offers after-school sports activities. Weir is involved in district Track & Field. A Heritage Chinese Language program is offered twice weekly after school.

The Weir Parent Advisory Committee has a strong core leadership and encourages

parent involvement through morning PAC Meetings and volunteer opportunities such as the Fruit and Vegetable/Milk Program, Hot Lunch Days, and Sports Day. The ongoing, meaningful support by parent volunteers and PAC throughout the school year contribute greatly to the positive school climate and enriched school experience for all Weir students. Over the past two years, the focus of their fundraising has been on providing iPads for student use and the replacement of the Primary Playground. Their hard work and dedication are greatly appreciated!

## **PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW**

### **What were our goals?**

To create a learning environment that engages the learner by:

1. Becoming a personally and socially responsible citizen
2. Developing skills in the communication and thinking core competencies, enhanced by technology

Aboriginal Cultural Enhancement:

1. To increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

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

The following initiatives were continued or implemented:

Focus on Digital Safety

Reading Recovery and Early Intervention programs and strategies continued

Classroom Assessment as well as: DRA/Vernon/Woodcock/3-Step Write/Cold

Writes/ Fountas & Pinnell Benchmark/Vancouver Island Math Diagnostic

Student global leadership and buddy reading

Before-school Math Homework Club

Regular Primary & Intermediate Teacher Meetings

Opportunities for increased experiences in supporting differentiated learning through access to digital technology school-wide

Continued focus on personal and social responsibility through monthly Assemblies

Classroom emphasis on our School Code of Conduct, daily announcements, Performances, and monthly recognition of academics, work habits, effort, and social responsibility  
Continued collaboration between enrolling and resource staff throughout the School year to review student progress and needs  
Weekly review of student needs at School-Based Team Meetings  
Regular communication with parents as well as Term Conferences

### **What was the evidence of success for each student?**

Improvement noted through comparison of fall and spring assessment data  
Improved demonstration of social responsibility and Code of Conduct  
Increased positive Report Card comments  
E Portfolios  
Positive feedback from parents  
Students becoming more self-directed and independent learners  
Recognition at monthly assemblies  
Improvement in Reading Recovery/Early Intervention assessments and data  
Increased positive student self-assessment

### **How did we communicate and celebrate student success**

Acknowledgement/Recognition/Celebration in classrooms  
Parent/Teacher and Student Led Conferences  
Monthly Social Responsibility and Recognition Assemblies and Concerts  
Classroom newsletters, School Newsletters/Website/Twitter site/KidBlog  
School Updates shared at monthly PAC Meetings  
Year-end Assembly and Grade 7 Farewell Ceremony  
Digital Portfolios such as Fresh Grade and Showbie

## **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:

Begin to look to the following areas for development of new goals for the 2016-2017 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.

## **Areas for Development of New Goals**

2016 – 2017 School Goals:

To create a learning environment that engages the learner by:

1. Becoming a personally and socially responsible citizen (continued from 2015-2016 Goals)
2. Developing skills in mathematical language, concepts and applications for computation and problem solving with inquiries enhanced by technology and physical manipulatives.

(Activities and strategies supporting Goal 1 will be continued from the 2015 – 2016 School Plan with a focus on continuing monthly social responsibility assemblies, incorporating having classes model and present some of the “I Can” statements from the new curriculum’s “Personal and Social” Core Competencies and recognizing students who demonstrate these competencies.)

Goal 2 will be a new direction and focus for implementation. Staff are investigating opportunities for Staff Professional Development in this area by bringing in a guest speaker who will also be booked to work within classrooms and present demonstration lessons. The focus will be on inquiry based learning and the use of manipulatives. Through the use of student’s personal technology and school iPads, students will be given opportunities to work collaboratively on math inquiry projects. Opportunities will be investigated in using math manipulatives and an application called “Explain Everything” for students to present their inquiry projects. Teachers will collaborate on planning their teaching strategies based on the new curriculum. A focus on acquiring and implementing resources to support these strategies will begin in the fall. As parents of Weir students have indicated strong support for this focus in the coming year, we will look into including them in this initiative through Parent Workshops and/or Family Math Nights. Data on our progress will be collected throughout the school year after each Term’s Reporting period in order to assess our progress; areas where students have made improvement, areas needing a continued focus. Information from this data will be used to inform the next steps we will take as we continue to implement this goal. At this time, as we focus on the new curriculum and this new goal, we see this as an area of priority and focus for the next two years.

