

Vancouver School Board

SCHOOL PLAN

2011-2012



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.

Sir Richard McBride Annex

May 2011

MISSION STATEMENT

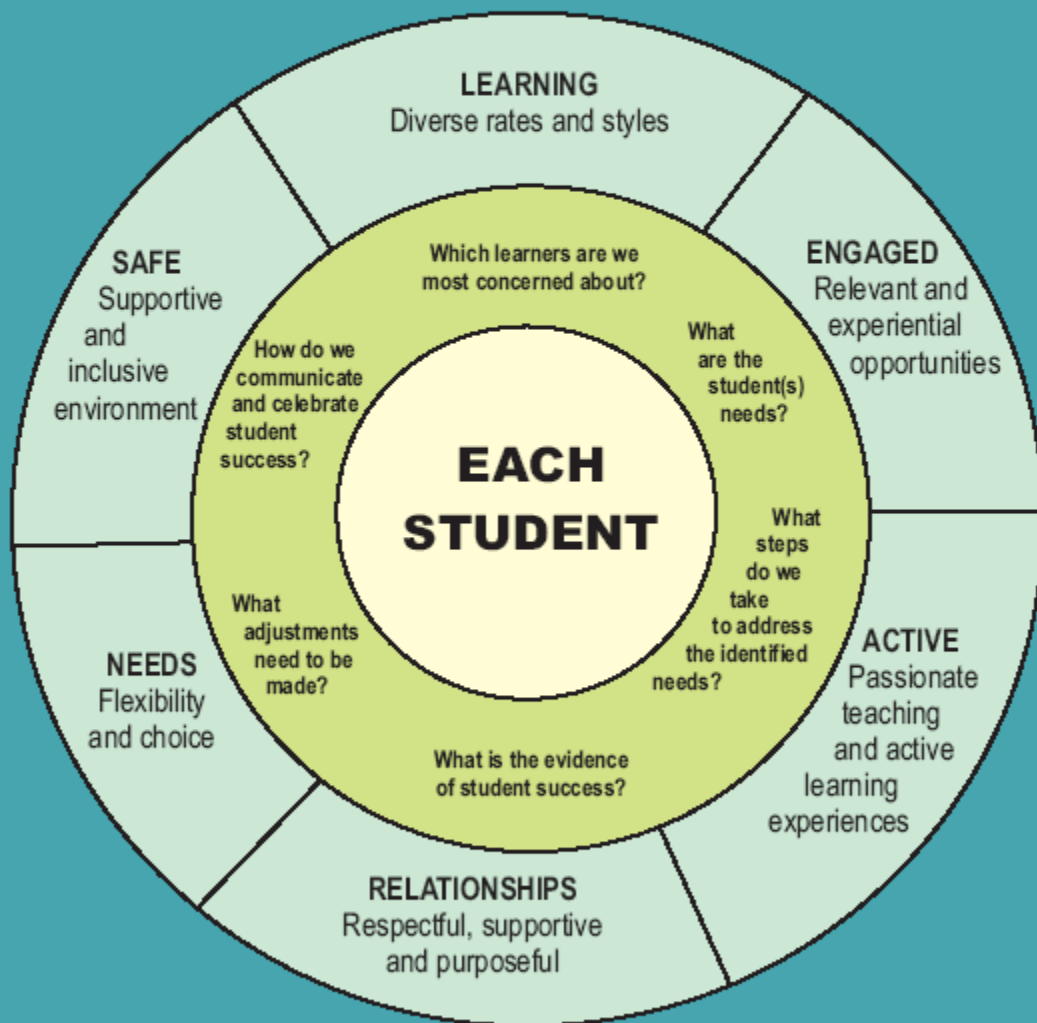
To facilitate each child's development to the maximum of his/her potential in the following areas: aesthetic and artistic, emotional, social, intellectual, physical and social responsibility

SCHOOL GOAL

Goal 1:

- To further develop students' ability to demonstrate a greater understanding of how to "Solve Problems in Peaceful and Reflective Ways"

ASSESSMENT FOR LEARNING: SUCCESS FOR EACH STUDENT



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?

McBride Annex is located on Vancouver's east side beside Gray's Park. The school accommodates Kindergarten to grade three students with a population of 61 students (2011 May) enrolled in three divisions. Approximately 36% of students are English as Second Language (ESL) learners.

As of May 2011, McBride Annex had 22 English as Second Language students, 4 Ministry Designated students and 1 Aboriginal student. These students require program support from the Resource Teacher, Librarian, School Counsellor, and School and Support Staff Workers (SSSWs). A dedicated staff of teachers and support staff work together to provide enriching academic, social, sports and fine arts programs for all students.

The teachers and staff of McBride Annex support the goal of Social Responsibility. There are directed Professional Development Days, meetings and a school-wide focus planned towards attaining this goal. The goal is communicated to and endorsed by the parents of the McBride Annex community. Our school demonstrates that staff, parents, and students working together create a positive learning community for all.

Parents work as active partners within the school community with a particular focus on building community and supporting school programs. In partnership with our PAC, we acknowledge and celebrate our multicultural heritage through our annual Multicultural Night. This event has been a long standing tradition at our school and is one of the school's most successful events with approximately 95% or more of our families attending. In addition, our PAC works hard to foster a strong sense of community by organizing and running a Spring Fair and volunteering in the school to support classroom programs and school initiatives. Funds raised from the Spring Fair promote school programs such as, Fine Arts, Performing Groups, Sexual Health Educational Programs, Field Trips and Sports.

Students enjoy coming to school, are excited about learning and are challenged to excel in curricular areas. Throughout the year, our students have many opportunities to demonstrate their strong leadership skills. Through the Spirit Leadership Team, students plan special school events and activities such as, theme days (Popcorn days, Crazy Hair Day, Anti-bullying (Pink) Day, Walk with Dylan and the McBride Annex Team), Earth Week Celebrations and Healthy Lunch Days. Student leadership opportunities include: reading our daily afternoon messages, conducting the music listening program, leading our assemblies, and serving on the Student, Teacher, Principal (STP) Social Responsibility Team.

School-wide initiatives create a vibrant school community and provide a variety of programs and activities for our students to participate in such as, Namibia: Ufenkenda Orphanage Fundraiser, Fast Feet Club, Ready, Set, Learn, Welcome to Kindergarten, Roots of Empathy, Sexual Health Programs and the Artist-in-Residence Program.

Our school Code of Conduct is: "Share, Care, Play Fair"

REFLECTIONS ON 2010-2011 SCHOOL PLAN

What was our goal?

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

What was the evidence of success for each student?

How did we communicate and celebrate student success?

Goal: Social Responsibility

To further empower our children with the skills and strategies to independently be socially responsible towards oneself and others.

Objective

Students will demonstrate a greater understanding of how to “Solve Problems in Peaceful and Reflective Ways” using the principles of learning.

Steps Taken to Address Student Needs

- Teacher implementation of Social Responsibility themed literature and music
- SPCA presentation on “Kindness Counts”
- Student progress discussions at parent/teacher conferences and meetings
- Increase in the library collection to include Social Responsibility theme books
- Student complete “Thinking Sheets” on “What was the problem?” and “How can you solve the problem peacefully?”
- School-wide bulletin boards focusing on “Solving Problems in Peaceful Ways” and “Caring” (bulletin board of Growing Hearts – Acts of Kindness and Caring)
- Student written and illustrated booklets relating to the Code of Conduct: “Share, Care, Play Fair”
- School-wide participation in the Burnaby Art Gallery “Social Responsibility through Storyboards” Program
- Cross-curricular teaching focusing on Social Responsibility (eg: Roots of Empathy, Mind Up Program, Virtues Project, Class Meetings, Healing Circle, Social Stories, A Family is Love, Friendship Circle)
- Regular review of the Code of Conduct with students, staff, and parents
- Celebration of school-wide themes (eg: Pink Day, Multicultural Evening)

Evidence of Student Success

- Based on our data, student improvement in the area of Social Responsibility increased by 3%. In Fall 2010, 67% of students were Meeting/Exceeding and in Spring 2011 70% were Meeting/Exceeding.
- It should be noted that a significant number of students are moving from Not Meeting to Approaching.
- Using this information as a baseline, the Social Responsibility goal needs to be explored further.

Grade	Fall 2010	Spring 2011
Kindergarten	55%	84%
One	79%	50%
Two	59%	61%
Three	90%	90%
School-Wide Average	67%	70%

2011-2012 SCHOOL PLAN

Based on our assessments and evidence, we are adjusting and refocusing our School Plan to continue to address the needs of the identified learners by:

GOAL #1

- To further develop students' ability to demonstrate a greater understanding of how to "Solve Problems in Peaceful and Reflective Ways"

Objectives

- Students will identify problems as they arise in a variety of contexts
- Students will demonstrate knowledge of a variety of ways to "Solve Problems Peacefully"
- Students will choose and then implement strategies to "Solve Problems Peacefully"

What steps are we planning to address the needs of the identified learners?

i.e. What strategies and structures do we believe will lead to student success (LEARNS)?

- In the Fall, review Code of Conduct "Share, Care, Play Fair" with staff, students and parents
- SBT class reviews each term to identify at-risk learners and to provide support (eg: Counsellor, Resource, Classroom Teachers, YFW, SSSW)
- Engage students in role playing activities to teach each objective (eg: in the classroom and at Social Responsibility Assemblies)
- Implement school-wide Social Responsibility Programs (eg: Saleema Noon Sexual Health Education Workshop, Lets Talk About Touching (LTAT), CARE Kit, Roots of Empathy, Mind Up)
- Continue to increase the library collection to include more Social Responsibility theme books
- Staff will use common language to teach and reinforce positive problem solving strategies
- Staff will teach students to formulate questions and to use asking questions of themselves as a self-reflection strategy
- Post and discuss "Solving Problems in Peaceful Ways Chart" to guide student discussions and assist students in identify the problem and implementing problem-solving strategies
- Book social responsibility theme-based performances
- Engage students in the exploration of the phrase "Talk, Walk, Tell an Adult"
- Professional Days to focus on Social Responsibility

What will be our assessments and evidence of student success?

- Baseline and Post Data using Social Responsibility Performance Scales
- Anecdotal Comments and Observations (Assessment for Learning)
- Pedagogical documentation

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

- Ongoing collaboration with staff members including supervision aides
- Ongoing collaboration with families whose children are not yet meeting or minimally meeting expectations in “Solving Problems in Peaceful Ways” (parent/teacher meetings, home/school communication plan, Counsellor, YFW, Multicultural Worker, SWIS support)
- Monitor progress at SBT and adjust programmatic needs

How will we communicate and celebrate student success?

- Display school-wide Social Responsibility theme-based projects in the hallways (eg: kindness quilt) and posters (in the gym)
- During Social Responsibility theme weeks (eg: kindness week) have students read a message over the PA from each classroom on ways that students have “Solved Problems in Peaceful Ways”
- Bulletin Board displays focusing on Social Responsibility initiatives and school code of conduct “Share, Care, Play Fair”
- In each classroom or on the classroom doors display the class signing of the Social Responsibility Contract
- Launch Social Responsibility initiatives and showcase class/student Social Responsibility projects at Assemblies
- Special Day Celebrations to demonstrate tolerance, respect and an appreciation for diversity and our environment (eg: Multicultural Night, Pink Day, Earth Week)
- Weekly Social Responsibility Assemblies lead and run by student leaders

How will we engage all members of the school community to ensure sustainability of student success?

- School newsletter and PAC meetings will be used to communicate Social Responsibility goal, initiatives and class projects
- Before school announcements outside to parents and students highlighting upcoming events
- Continue work with community partners to enhance school goal through Fine Arts

Sir Richard McBride Annex

Submitted by School Planning Council

	(Name)	(Signature)
Vice Principal	Nancy Paget	_____
Parent	Shannon Jones	_____
Parent	Kiki Yee	_____

Date _____

Recommended Approval by Superintendent

Superintendent Steve Cardwell _____

Date _____

Board Approval

Board Chair Patti Bacchus _____

Date _____