



# Vancouver School District

## School Plan for Graham Bruce Elementary

### Year 3 (2016-17)

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## 1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)
  - Graham Bruce is a highly multicultural (23 first languages) school of about 230 students. It is an Enhanced Services Level 3 School.
  - The school has a strong multi-layered literacy program which includes Reading Recovery and a Literacy Enhancement teacher.
  - 2015-16 Goal was to improve performance in numeracy for all students.
  - The school has a large number of community sports, recreation, and arts programs for students provided by the Windermere Community schools team.
  - The numeracy goal was chosen because teachers noticed that student skills in numeracy were low (including low FSA scores) and that lack of basic skills was hindering progress in Math.

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## 2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year
  - Targets included improvement in FSA results and start of the year testing (Vancouver Island Net “Beginning Grade x” test).
  - After school Math Buddies program for at-risk students.
  - Resource Teacher support for students who are struggling with Math.
  - Grade 3-7 students used xtramath.org, an online program that reinforces basic skills.
  - Examination of instructional practices and learning resources being used.
  - Examination the new Math curriculum during curriculum implementation days
  - Before school help with Math.

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## 3. WERE WE SUCCESSFUL?

- Outline results
  - FSA results in Math have improved significantly over the last few years (participation rate was low this year weakening this as a data source – Grade 7 – 49% participation rate Grade 4 – 33% participation rate)  
Grade 4 numeracy went from 4% not meeting, 9% exceeding (82% participation rate) in 2014/15 to 0% not meeting, 63% exceeding (79% participation rate) in 2015/16  
Grade 7 numeracy went from 5% not meeting, 26% exceeding (73% participation) in 2014/15, to 0% not meeting, 41% exceeding (59% participation) in 2015/16
  - Anecdotally, teachers have noted improvement in basic skills and overall Math skills.
  - Before school help was effective in the fall and winter, but was suspended in the spring due to lack of interest.

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## 4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
  - School goals shared at February PAC meeting.
  - School goals are on the website.
  - Input from PAC on draft school plan goals.
  - Communication with students regarding goal should be set for September.

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## 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?
  - Look at specific areas of strength and weakness from start of the year testing and design strategies to improve in identified areas.
  - Make sure that beginning and end of year data is compiled and centrally available.
  - Implement primary assessment tools.
  - Make sure that data is easily available to teachers at the start of the year.
  - Test new Resources (e.g. Maximizing Math, Achieving Mastery of the Basics)



*District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.*

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

- Include numbers of students, grade levels, etc.

We have 12 Aboriginal students. The distribution is as follows: K- 3 students, Gr. 1- 2 students, Gr. 2- 1 student, Gr. 5- 1 student, Gr. 6- 3 students, Gr. 7 – 2 students. They come from a wide range of indigenous backgrounds – Lax-k'walaams, Upper Nicola, Ross River Dene, Heiltsuk, Metis.

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## 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.
  - Lessons on Seven Sacred Teachings and Medicine Wheel to all classes
  - Group work with classes on aboriginal culture
  - Making bannock and teaching about its history with all classes.
  - Acknowledgement of traditional territories and welcome signs at the front entrance
  - Bulletin board in the front hallway with student projects and events.
  - Staff invited to Aboriginal ProD events

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

- List continuing and new initiatives

- Continue with cultural teachings for all classes.
- Aboriginal day proposed for next year. This would involve bringing in people from the outside community and activities for students.
- Have staff and older students watch the documentary Eighth Fire and discuss.
- Discussion of aboriginal goal at PAC meeting
- Celebrate orange day.
- Continue to acknowledge traditional territories at assemblies. Use indigenous student speakers.

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## 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

- Survey knowledge and attitudes among staff and students as a baseline for future work in this area. Record data.
- Improved outcomes for Indigenous students.
- Anecdotal – improved communication with parents of aboriginal students.