

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.

GRAHAM BRUCE SCHOOL

MISSION STATEMENT

To provide a learning environment that is safe and respectful so all students can achieve their full potential as lifelong learners and become responsible, contributing citizens in our ever-changing society.

2015-2016 GOALS

1. Numeracy Goal: To continue to improve student performance in Numeracy for all students.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

GRAHAM BRUCE SCHOOL COMMUNITY CONTEXT

Graham Bruce Elementary School is located in the Collingwood/Renfrew neighborhood of Vancouver, British Columbia. Collingwood Neighborhood School is the annex of Graham Bruce School and both schools belong to the Windermere Family of Schools. Graham Bruce School has a culturally vibrant and diverse population of approximately 217 students. Graham Bruce School has 9 divisions of students in Kindergarten to Grade 7. All of our classes include English Language Learners, aboriginal students and students with special needs. Our vision of school success at Graham Bruce involves supporting all students to reach their highest potential. We value diversity and equality, while providing students with needed support. We encourage all students to be actively engaged within their classes and school. Our vision involves developing educated, literate, socially responsible citizens and life-long learners who are able to think critically and creatively.

Bruce parents and caregivers support their children and assist Graham Bruce School in a variety of ways and through Parent Advisory Council (PAC) activities. They assist with the provision of buses for field trips, performing arts and school wide activities such as Rollerblading and Hip Hop Dance Instruction. The PAC proudly hold an annual Spring Carnival which builds community and fundraises for our school. Our PAC worked collaboratively to build a new Primary Playground for in April 2015.

Bruce educators and support staff work with dedication, individually and collaboratively, to promote progress and growth for all students. They actively encourage student engagement; attendance in school and involvement with extra-curricular activities and programs during school breaks. Literacy is promoted literacy across the curriculum. Teachers utilize iPads, computers, document cameras and Smart Boards. Our students have access to a computer lab and an exceptional library which are maintained by our school staff. Graham Bruce staff coordinate student leadership opportunities such as Student Spirit Leaders, Project SMILE, We Day, Student-Led Events and Recycling. Team sports are coordinated by staff for intermediate students such as cross-country, volleyball, basketball and track and field. Graham Bruce is involved in the Intergenerational Landed Learning Farm Program at UBC, Growing Chefs and Books for Me! Finally, staff offer a Friday lunch program a few times a month, the Vancouver School Board (VSB) Lunch 2 Go Program to select students and provide the BC School Fruit and Vegetable Nutritional Program to all students in Kindergarten to Grade 7.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. Numeracy Goal: To continue to improve student performance in Numeracy for all students.
2. Aboriginal Enhancement Goal: 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. Numeracy Goal

Classroom Instructional Practices:

- All teachers made a commitment to examining instructional and assessment practises in numeracy this year.
- Teacher resources by Carole Fullerton were purchased for primary teachers.
- Classroom teachers (Grades 3-7) and Resource Teachers increased class time and focus to increase student fluency with basic math facts including utilizing digital resources and iPad technology.

School-Wide Approaches:

- Some Resource Teacher support (traditionally focused on literacy) was allocated to support students with numeracy. In particular, students in Grades 3-7 were provided with support to improve fluency of basic math facts.
- Classroom teachers and Resource Teachers initiated the use of digital resource xtramath.org on iPads with students in Grades 3-7.
- A new Math Help Program was implemented to mornings a week before school this year to support students with numeracy (Tuesday and Thursday mornings).
- Time was spent by teachers during Professional Development and Curriculum Planning Days studying the new BC Curriculum with respect to numeracy.

2. Aboriginal Enhancement Goal

Classroom/Library Instructional Practices:

- Teachers familiarized themselves with changes in new BC curriculum and began adjusting units to reflect the inclusion of aboriginal content, knowledge and ways of knowing.
- Aboriginal content continued to be taught in classrooms during some school library periods, mostly through stories.

School-Wide Approaches:

- Aboriginal Hoop Dancer, Teddy Anderson, performed at our school and conducted all day workshops with all students in Kindergarten to Grade 7.
- Our Teacher-Librarian continued to add aboriginal resources and books to our library. This included the purchase of two copies of the children's book by Hoop Dancer, Teddy Anderson.
- Teachers, our Librarian and our Aboriginal Education Enhancement Worker continued to read aboriginal stories to classes and coordinate class wide projects/lessons.
- Aboriginal Success Plans were completed three times this year for our aboriginal learners in Grades 4, 6 and 7.
- Grade 6/7 Teachers, Resource Teacher, Area Counsellor and Principal collaboratively planned with Windermere staff and district staff to support transitions to secondary schools for our Grade 7 students.
- Focused time was spent by all teachers on Professional Development Days and Curriculum Planning Days on increasing aboriginal knowledge and awareness.
- Parents/caregivers of all students were actively encouraged to attend special events at our school and to participate in our Parent Advisory Council Meetings.

What was the evidence of success for each student?

1. Numeracy Goal

- Our focus on improving student fluency with respect to basic math facts (using different strategies such as iPads), especially in Grades 3-7, appeared to improve overall student numeracy results in 2015-2016.
- The use of iPads also appeared to improve student engagement with learning and practising basic math facts in Grades 3-7. Most students responded positively to the digital xtramath.org program which they used almost daily on iPads both at home and at school. Teachers appreciated the ability to monitor student home use of this program and students enjoyed the certificates obtained as they mastered different skill levels
- Our Foundation Skills Assessment Results (Grades 4 and 7) certainly improved in numeracy this year. In particular, we improved our results at the Grade 4 level. We were proud of the fact that a significant number of our Grade 4 students 'exceeded expectations' on the numeracy component of the Foundation Skills Assessment.
- Our goal was to overall improve numeracy results for all students this year. We were certainly able to achieve this for the majority of our students. The strategies of using iPads to engage our students, providing before school help in math twice a week and allocating Resource Time certainly assisted us with achieving these results. We do, however, have about 2-3 students per grade level that did not increase their numeracy results this year. In 2016-2017, we will need to carefully consider how to more actively engage these students with the numeracy curriculum. This will be a particular area of emphasis next year.
- Teachers and Resource Teachers are still in process with respect to selecting numeracy assessments spanning Kindergarten to Grade 7. This will also be a particular area of focus for 2016-2017.

2. Aboriginal Enhancement Goal

- K-7 students and staff appreciated the Teddy Anderson Hop Dancing performance and subsequent workshops on April 5, 2016. This was certainly a highlight of the year in terms of this goal area and well worth the cost of the event.
- *Aboriginal Success Plan* documents were used for aboriginal students in Grades 4-7 in 2015-2016 year. We embedded the completion of these documents into School Based Team. This proved to be effective especially in terms of documenting action plans and their follow up.
- Staff were highly engaged in all Professional Development and Curriculum Planning Days - learning about how to include aboriginal content and ways of knowing across subject areas and across all Grade levels.
- We will focus on how to assess whether or not we improve through our instructions and strategies, student and staff knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditional and cultures and contributions next year.

How did we communicate and celebrate student success

1. Numeracy Goal

- Teachers reported student progress on numeracy to parents/caregivers Term 1, 2 and 3 on report cards with grades and anecdotal comments.
- Teachers communicated with parents/caregivers during Parent Teacher Conferences and Individual Education Plan (IEP) meetings as well as less formal opportunities from teachers, staff and Principal (eg. by phone and in person).
- Teachers shared and displayed student work on numeracy in classrooms.
- Parents/caregivers of students in Grades 3-7 were given letters from teachers to both inform and involve them with the xtramath.org program. Students in Grades 3-7 were provided with certificates upon mastering different levels of the xtramath.org program to take home and share with their parents/caregivers.
- Numeracy will continue to be an area of emphasis for 2016-2017.

2. Aboriginal Enhancement Goal

- Classroom/library display boards showcasing student work and aboriginal books/materials were used to demonstrate students' increasing awareness and appreciation of aboriginal cultures and histories.
- Information about school events and performances, including our aboriginal Hoop Dancing were shared in school newsletters, emails and at monthly PAC meetings.
- Aboriginal Enhancement will continue to be an area of emphasis for 2016-2017.

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:

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