

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 James Douglas Annex

May 2011

MISSION STATEMENT

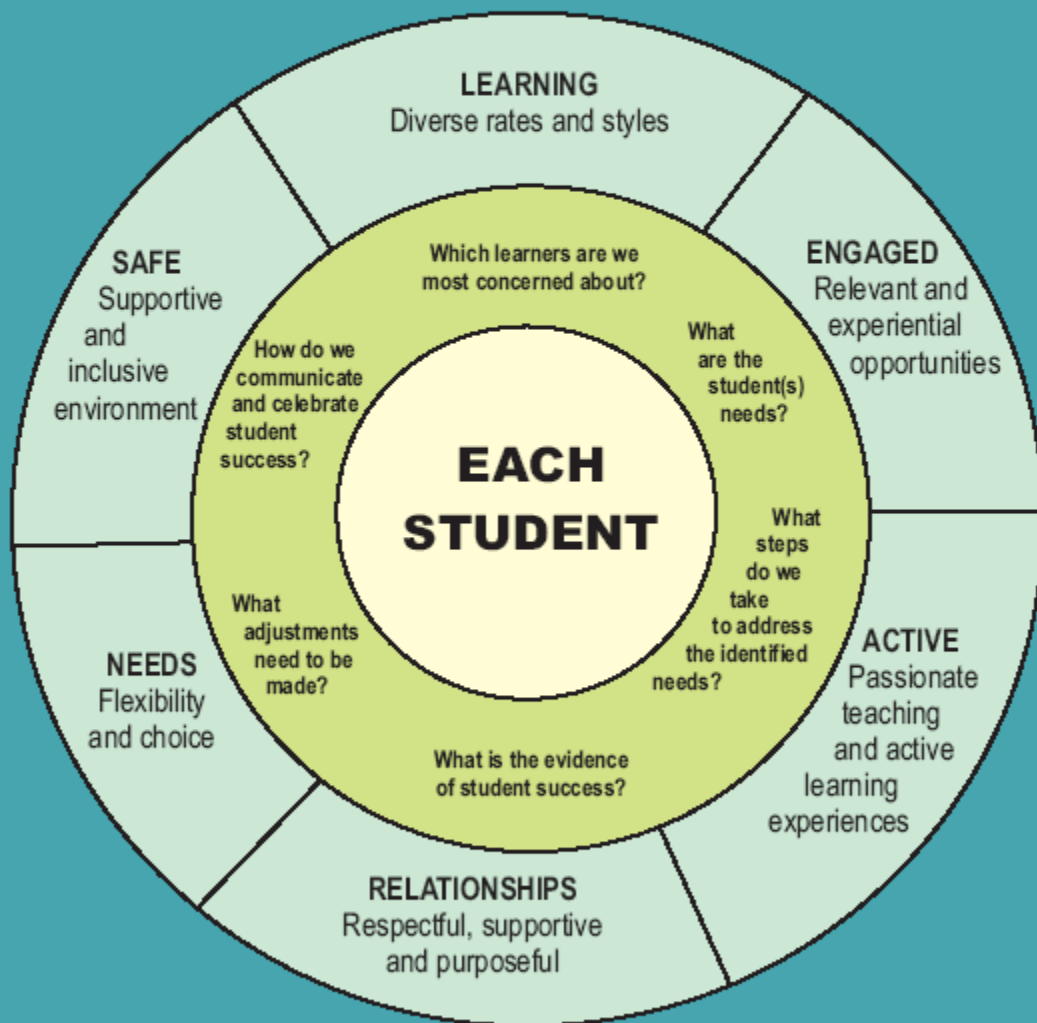
Nous encourageons les étudiants à acquérir les connaissances, habiletés et attitudes requises pour devenir membres responsables d'une communauté multiculturelle. Tous ensemble, nous créons un environnement sain, courtois et respectueux pour permettre aux étudiants de développer leur plein potentiel la vie durant.

Our students are challenged to acquire the knowledge, skills and attitudes needed to be responsible citizens in a multicultural society. We are working together to create a safe environment where all can develop their individual potential and become life-long learners.

SCHOOL GOAL

- **Goal 1:** To ensure each classroom has a well balanced literacy program in order to provide students with the opportunity to read, write and speak independently and in group settings every day.

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?

Sir James Douglas Annex is the single-track French Immersion annex of Sir James Douglas Elementary School which is located a few blocks away. The expected enrolment for September 2011 is 203 students in grades K to 3. The school population is representative of a significant number of cultural groups and of a variety of socio-economic backgrounds. There continues to be a large diversity of cultures as well as languages spoken at the Annex. Our students speak at least 25 different languages at home and come from over 16 different countries. There are 3 students whose families have identified themselves as First Nations. There are 7 students who have been identified as students with Special Needs designations.

Since 1988, when Douglas Annex became a French Immersion school, its reputation in the community and in the District has continuously been one of a strong sense of community and high standards of French language and cultural development. The staff, parents and students work collaboratively to create a positive learning and working environment. What makes Douglas Annex even more unique is that students and staff all share the common goal of learning, speaking and living in French, all day, every day of the school year. There is no English instructional time at our school.

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?

Our goal for the 2010-2011 school year was to increase student understanding of science concepts through a whole school focus of providing more hands-on, experimental opportunities. There were many school-wide and classroom based initiatives this year that focused on science.

Here is a summary of the events that occurred at the school level in order to increase enthusiasm for learning about science and demonstrating how it is really everywhere you look:

- Again this year the majority of the classes have planted potatoes and are eagerly awaiting the harvest
- We brought in an afterschool program called "Mad Science" and 33 children registered for the program
- Our sports Day this is going to have a "Science is everywhere" theme
- We reorganized the science closet in order to make it known what resources we have and to make them more accessible
- We also had a bulletin board dedicated to displaying special science projects done by the students

The teachers did many hands on experiments in their classrooms and focused on bringing in special guests and presentations as well as many field trips:

Divisions 1 and 3

- went to the HR Macmillan Space Centre and the UBC museum of Biodiversity
- did many experiments that focused on space exploration and plant life
- a science bag was sent home with a different student each week with an experiment that they did with their family
- they culminated their unit of study on space by creating futuristic classrooms
- students did research projects on bats and other animals
- they planted potatoes and made little mini gardens

Division 2

- went to the HR Macmillan Space Centre, Science World and a local farm
- in Language Arts they focused on non fiction
- they planted potatoes and other plants and herbs
- a guest came from the Urban Institute of Ecology to show the students how to make nesting bags for birds

Division 4

- they planted and are watching sunflowers grow
- they did research projects on Canadian animals
- learned about the life cycle of a salmon
- did many experiments that focused on the properties of water

Division 5

- explored the water cycle
- did many experiments that focused on the difference between solids, liquids and gases
- planted seeds in different kinds of soil

Divisions 6 and 7

- OWL came in and do a presentation on owls
- a guest speaker from Science World did a presentation on static, force and motion
- a guest came from the Urban Institute of Ecology to show the students how to make nesting bags for birds
- a parent came in and did a presentation on all different types of insects
- a field trip to the Stanley Park Ecology Centre
- butterflies were grown in their classroom and then released
- they planted potatoes
- many experiments on static electricity
- they made volcanoes that erupted

Divisions 8 and 9

- butterflies were grown in their classroom and then released
- they planted potatoes
- a science day of fun where the teacher dressed up as a mad scientist and they did experiments all day

All of the activities listed above shows that all teachers focused this year on providing more hands on experimental activities and opportunities in Science. A strong demonstration of student understanding of science concepts is illustrated by 99% of the student population is either Meeting, Fully Meeting or Exceeding expectations in science (this data was collected from Term 1 and Term 2, 2010-2011 report cards).

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

- Ensure each classroom has a well balanced literacy program in order to provide students with the opportunity to read, write and speak independently and in group settings everyday

Objectives

- To support the students who are Not Yet Meeting Expectations in reading and writing in order to increase the percentage of students who are Meeting Expectations in this area by creating well established literacy programs in each classroom
- By focusing on these students in the classroom with guided reading and other opportunities for the teachers to work with the students in small groups or on a one-to-one basis we also hope to reduce the number of students who attend the Learning Assistance Centre

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

Based on data collected this year from term 2 report cards, 16% of our student population is Not Yet Meeting Expectations in reading and 5% of our student population is Not Yet Meeting Expectations in writing. This combined with a 78% teacher turn over due to health and maternity leaves this year orientated us in the direction of focusing on having a balanced and consistent literacy program well established in each classroom.

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

- create an increased level of enthusiasm for teaching (staff) and learning to read, write and speak in French (students) at our school
- provide more professional development and collaboration opportunities amongst teachers
- seek out, explore and tap in to new and stimulating literacy resources both within and outside the school
- focus on establishing a balanced literacy program in every classroom during September and May professional development days
- seek out and invite outside expertise/resources
- create a bank of available resources
- integrate existing school resources such as technology (Smartboards) and the library
- team planning, collaboration and platooning for teaching and assessing literacy
- create a new literacy staff committee to spearhead new initiatives, explore and evaluate the needs for new resources, and report back to staff
- start new school-wide initiatives in literacy
- continue existing programs in literacy such as the Daily 5 program and Reading Powers

What will be our assessments and evidence of student success?

- Report cards
- Satisfaction surveys (student and parent)
- Informal observations
- Data collection (frequency of events, attendance, etc...)
- Monthly literacy discussion during staff meetings

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)?

- Establish a literacy committee
- Teacher Collaboration (teachers will be encouraged to apply for collaboration days provided by the District to work with their colleagues on components of balanced literacy programs)
- Seek out and focus on literacy for Professional Development
- Create communication systems (web site, links, resources) between literacy committee and rest of staff
- Use supervision aides for teachers to meet more frequently in order to discuss and plan for literacy activities
- Seek support from the District program for Modern Languages and the District level literacy mentor
- Sharing time during monthly staff meetings to discuss what is working and is not working with their literacy programs and their delivery

How will we communicate and celebrate student success?

- Report cards
- Staff meetings
- Student Lead Conferences
- Assemblies
- Student recognition (newsletters, website, displays in hallways and library)
- Presentations designed to showcase literacy projects
- Buddy classes

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

All members of school community will be involved at each step of the process. The literacy committee will work with the staff to ensure that they have the skills and resources to establish and expand their literacy programs. A conscious effort will also be made to seek out and involve more outside sources of expertise in literacy. We plan to provide staff with more resources, training and support for new literacy initiatives designed to promote daily focused literacy time. The literacy committee will work with the staff to reach out to the parent community to involve them in promoting literacy at home. The following initiatives will be used to foster this connection:

- Bring in parents who speak French to read to the students
- Focus on getting information to the parents
- In the fall (possibly at Meet the Teacher in September) teachers will provide as much information as possible regarding their literacy program and demonstrate how parents can support this at home

- We will look into creating a training video to put on line to help parents use reading strategies with their children
- Promote reading at home in any language
- Develop and implement school wide home reading program

Sir James Douglas Annex

Submitted by School Planning Council

	(name)	(Signature)
Vice-Principal	Katy Homeniuk	
Teacher	Tamara Ball	
Parent	Tracy Hebert	
Parent	Michelle Jarrett	
Parent	_____	_____
Student	_____	_____
Date		

Recommended Approval by Superintendent

	_____ (Superintendent)	_____ (Signature)
Date	_____	

Board Approval

	_____ (Board Chair)	_____ (Signature)
Date	_____	