

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.

Garibaldi Annex

May 2011

MISSION STATEMENT

The mission of Garibaldi Elementary School is to create a nurturing atmosphere where each child is encouraged to do her/his best academically, socially, aesthetically, physically, and emotionally; to encourage a strong home-school connection; and to ensure a positive learning atmosphere.

SCHOOL GOAL(S)

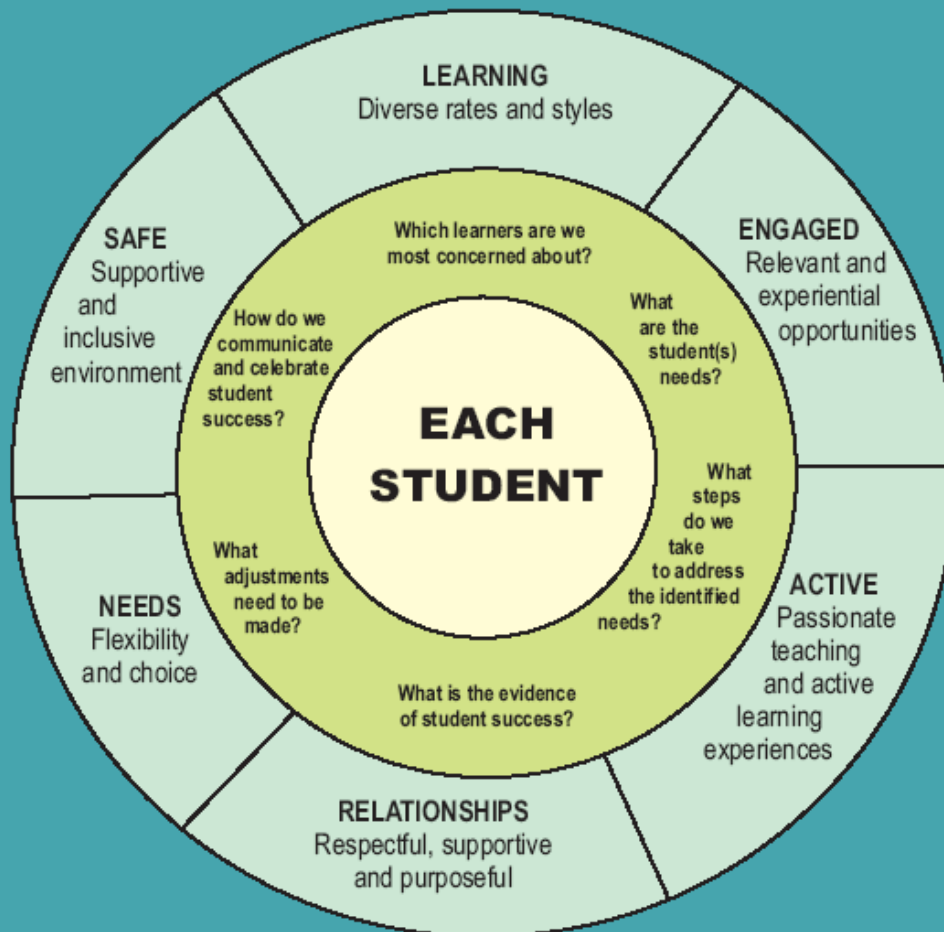
Goal 1 : *The area of focus for students in the Kindergarten to Gr.4 Full day Program*

- To develop a positive self concept and positive relationships based on respect of self and others

Goal 2: *The area of focus for students in the Home Learners' Program*

- To engage in learning in a variety of ways to foster creativity, critical thinking and reflect a range of learning styles

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?

Garibaldi is located in the Hastings-Sunrise area. It has three programs with a total enrollment of 166 students. Cantonese is the language of 60% of our school population and there are a diverse range of other language groups represented including, Mandarin, Vietnamese, Japanese, and Spanish. Basic English is understood and used at school and at home.

Garibaldi has three concurrent programs, a regular K – 4 program with 71 students, the Vancouver Learning Network-Elementary with 75 students and the Garibaldi Home Learners' Program with 37 students. Regular attendance of students in the K-4 and Home Learners' Program has resulted in close connections between teachers, parents and children. This school plan encompasses both of these programs.

Garibaldi staff, students, and parents work together in a nurturing school community, guided by the words of our school song and motto, "We Think of Others". The theme of "Arts, Culture and Sustainability" is evident in the kindergarten work with the Artist in Residence Program, the project based study of worms, composting and planting in the Garibaldi Garden, and shared events such as the school wide Friendship Fruit salad, the Chinese Lion Dancers, the Lunar New Year Potluck and Keep Vancouver Spectacular. Annual events such as Cross-Country running, the Terry Fox Run, Jump Rope for Heart and the Splash N'Dash also have helped to focus on the importance of making healthy choices.

Parents take an active role within the school community. An average of 20 parents

show up to PAC Meetings regularly and have involved the wider parent community in fundraisers and activities. Parents have actively participated in the speaker series focusing on 21st Century learning, spearheaded a Garibaldi Sun Run Team, a fundraiser for Japan following the tsunami, a distribution of flyers in the Garibaldi neighbourhood, a number of volunteer committees and completed the shed and composter in the Garibaldi School Community Garden.

The Home Learner parents are passionate about engaging in lifelong learning with their children in the school community, at home and in the larger community. They choose to work with a teacher to provide the experiences and background knowledge to develop critical thinking skills in their children and ensure that students are meeting grade appropriate learning outcomes. They have been integral in planning and implementing a Parent Room where they can meet to share ideas, resources and ideas about meeting student learning plan goals. They participate in regular meetings to discuss issues specific to the Home Learner Community, planning meetings to draft school goals, PAC meetings, the parent education speaker series, and school fundraisers. They also to actively contribute and participate in the experiential learning and sharing of time and talents in the Garibaldi Garden.

Garibaldi has developed mutually beneficial relationships with several community partners including Frog Hollow Neighbourhood House (Parent & Tot weekly Drop In, Out of School Care, Community Computer Education sessions), the Canucks Family Education Centre (co-sponsorship of the 21st Century Parent Education Series and the Family Literacy Day Event), the Vancouver Community College (Tooth Trolley Program for free dental health sessions), One to One Volunteers (weekly reading with students), and the Vancouver Public Library (The Mother Goose Program). These community partners have been integral in meeting the diverse needs of students across the Kindergarten to Grade 4 and Home Learners'

Program.

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?

The focus this year continued to be on writing with an emphasis improving non-fiction writing skills and using assessment for learning tools to guide instruction. Staff collected June 2010 writing samples from Kindergarten to Grade 4 students. Samples were analyzed and chosen to demonstrate Not Yet Meeting, Minimally Meeting, Fully Meeting, and Exceeding categories according to: a K Writing Rubric; Quick Scale: Grade 1 Writing from Experience; Quick Scale: Grade 2-4 Personal, Impromptu Writing. Staff participated in professional development to fine tune their skills in providing specific learning intentions and developing lesson plans based on classroom assessments indicating student need.

Professional development included an assessment for learning session by Faye Brownlie; Assessment for Learning with Judy Halbert and Linda Kaser; and the May 11th day focusing on Early Literacy. The spending for the Garibaldi Library focused on purchasing non-fiction materials to support the non-fiction writing goal.

The school wide write data (K-4 students) and teacher report cards (K-4 and Home Learners Program) indicate that Garibaldi students have developed good writing skills. Most of our students are fully meeting or exceeding expectations in writing. Kindergarten students do their first write in Term 2 and are already demonstrating strength in their writing development. Most Grade 1/2 students are meeting or exceeding expectations by Term 2. The data from the school wide write reflects that most of our students are meeting or exceeding expectations in writing.

Research tells us that the most reliable way to determine the level of proficiency of your child is to talk to their teacher. Report card data reflecting teacher judgment is therefore important for us to consider within our school community. The shared process of analyzing children's writing has been good professional development for teachers to consistently assess their students. Considering the data has led to the decision to maintain effective instruction in writing but focus on another area for a school goal. Many staff had the opportunity to hear Sir Ken Robinson's stimulating presentation on the need to refocus our attention in schools on how we foster creativity and an appreciation of ourselves as learners with unique gifts and capabilities. The social and emotional development of our students and their ability to cope with an increasingly fast paced and complex world has also been explored through the 21st Century Learning parent education series with parents after PAC meetings and Tea Time Monthly Meetings with the VP. The discussion has focused on how we help our children to develop resiliency and a belief in our capacity to make a positive difference in the world.

We have considered data from The Middle Years Development Instrument (2009-2010

Cohort) and the Early Development Instrument (Wave 4-Year 1 – 2009-2010), as well as some of the items from the MOE Satisfaction Survey completed by Grade 4 students (2011).

On the MDI, our students scored better than District results in areas such as optimism, empathy, prosocial behaviour, number of important adults in school, connectedness to adults in school, general health, body image and physical condition. Students doing the inventory reported **not** being victimized socially, verbally, physically or via the internet. However the results that were lower than the district average caused us to reflect on whether we could be doing something. This includes lower than district results in: Academic Self-Concept; self esteem; self rating of “happiness”; Medium levels of sadness/ worries and high levels of tv viewing. .

The satisfaction survey revealed that our grade four students perceived that four or more adults in the school cared about them, they were treated fairly and felt welcome at school. However we did feel that items about students perception of their achievement as learners was an area for possible improvement.

The Early Development Instrument, the questionnaire designed to measure Kindergarten children’s development, was useful to identify some of the identified needs within the Hastings-Sunrise neighbourhood in 2009/10. Whereas Language and Cognitive development (interest in books, reading and interest in language and numeracy related activities) was a greater area of capacity, Social Competence, Communication skills, and Emotional Maturity were areas of high vulnerability.

These reflections have led up to consider the importance of focusing on the emotional and social competence of our students for the 2011-2012 school year. We would like all of our students to develop relationships that are respectful, supportive and purposeful. The process of social and emotional learning refers to the creation of a safe, caring, and highly participatory learning environment where competencies are modeled, taught and reinforced. Learning is a social process therefore relationships and emotions are central to the learning process. Our intention is for students to perceive themselves as capable and competent learners who are kind and caring people.

Twenty of the home learner parents / guardians actively participated in framing their ideas with one of the home learner teachers and the VP. They strongly felt that an additional goal would be helpful in specifically reflecting the beliefs and thinking within the Home Learners’ Program. Although both of the goals address needs of all of the Garibaldi learners, each goal reflects an specific focus for each program in the coming school year.

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 Kindergarten to Grade 4 learners in the full day program by:

GOAL #1

- To develop a positive self concept and positive relationships based on respect of self and others

Objectives

- Recognize and manage emotions
- Express care and concern for others
- Make responsible decisions
- Communicate thoughts and feelings respectfully and effectively
- Behave ethically and responsibly
- Be self-motivated and self-directed
- Identify learning strengths and areas requiring more repetition and practice

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)?

Student survey / parent survey
Teachers and students co-create criteria / checklists for positive engagement in group meetings, partner work, small group, buddy groups
Teachers, SSA's, Supervision workers and Admin work together to have common goals and expectation for conflict resolution procedures with students
3 Recommended Ways to Create Connections with Students – MDI p.19
“Two by Ten” 2 min. conversations with disengaged students for 10 days
Listening Sessions – ask students their opinions about what they expect from school and teachers
Morning Meeting – greeting, sharing, family news, and announcements
Activities that focus on sharing and enjoying the company of others ie. Stone Soup from the Garibaldi Garden, Friendship Fruit Salad, Lunar New Year Celebration, Read-a-thon.,
Use of Planning Tools for School Wide Implementation of the Health & Career Education Curriculum (September 2010)

What will be our assessments and evidence of student success?

The Quick Scales for Social Responsibility
Social and Emotional Learning for student success
Co-creation of surveys to gauge self confidence as a learner
Student self assessment
Log notes of conflict resolution
Anecdotal notes and observations
Survey data from parents and students

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)?

Regular meeting times to share data about students (ie. Quick scales – Social Responsibility) to determine future directions
Professional development focused on our goal area: follow up on self regulation, social responsibility, self esteem...

How will we communicate and celebrate student success?

Website, newsletters, bulleting boards (school, community and parent boards), blogs, emails, meeting spaces,
Student assemblies
PAC, Home Learner Meetings, Tea with the VP (2nd Wed. of the Month)
School celebrations – Friendship Fruit Salad Day, Stone Soup from the Garibaldi Garden,

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

Shared professional development and discussion
Website, newsletters, bulleting boards (school, community and parent boards), blogs, emails, meeting spaces, PAC and Home Learners' Meetings
Student assemblies
PAC, Home Learner Meetings, Tea with the VP (2nd Wed. of the Month)

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

GOAL # 2

- To demonstrate learning in a variety of ways to foster creativity and reflect a range of learning styles

Objectives

- Communicate thoughts, ideas, and learning in a variety of ways
- To explore various models for expression of thought and learning
- To explore a variety of media to express learning, thoughts, and feelings

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)?

The teacher and parent / guardian will model, teach, explore, experiment, demonstrate, and reinforce the possibilities for expression of learning.
Students will have the opportunity to participate in activities to generate interest, wonder, and discussion during weekly program time

What will be our assessments and evidence of student success?

Individualized Student Learning Plans
Sharing of learning in the community
Student self assessment

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)?

Program Meeting to develop Student Learning Plan / Portfolio Presentation Meetings each term – adjust individualized goals as needed
Parent Room sessions to share resources and strategies for student engagement

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Garibaldi Annex

Submitted by School Planning Council

	(name)	(Signature)
Vice Principal	Carrie Froese	_____
Teacher		_____
Parent	_____	_____
Parent	_____	_____
Parent	_____	_____
Student	_____	_____
Date	_____	

Recommended Approval by Superintendent

	_____	_____
	(Superintendent)	(Signature)
Date	_____	

Board Approval

	_____	_____
	(Board Chair)	(Signature)
Date	_____	