

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.

CHARLES DICKENS ANNEX

MISSION STATEMENT

Together we bring alive our commitment to develop each child's potential in all domains through a long established philosophy built on mutual respect, continuous learning and opportunities for leadership within a child-centered multi-age framework.

2015-2016 GOALS

GOALS FROM 2015-2016

1. Numeracy Goal: To improve student numeracy skills by creating a school-wide culture that supports diverse mathematical thinking and the building of a strong foundation of number sense.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

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?

Dickens Annex School is a stable community with healthy student numbers. Parents are actively involved in their children's school community and education, and value the programming at the Annex.

Dickens Annex maintains an overarching theme of child-centeredness supported by four defined pillars of: multi-age groupings of students within classrooms and work groups, differentiated instruction for student engagement and learning, authentic assessment for learning to monitor individual and continuous progress, and working within a collaborative learning environment.

This year 125 students are grouped into six divisions of five multi-aged classes of K-3 students and a Kindergarten class. Our 9 special needs students are integrated and supported in the classroom environments by 5 student support workers. Of the current 37 Grade 3 students at the Annex, 35 students will continue on in the intermediate grades at Dickens Main Elementary School and 2 will continue to Grade 4 in other VSB schools.

Goal setting is an established part of students' learning. The staff, students, and parents feel that this is a supportive approach to student learning that involves the students in understanding their own personal learning needs and strengths, and in setting their own goals for learning.

Dickens Annex staff works within a team model and environment. Professional collaboration is timetabled into the weekly and monthly schedule where all teaching staff participate in dialogue focused on areas of the curriculum. SSAs meet as a team twice a month and regularly with teachers.

Staff members continue to work on their own professional growth by attending workshops throughout the year. Our kindergarten class committed to and participated in the third year of the pilot program, Tools Of The Mind, a Kindergarten program developed out of the research on executive functioning from UBC.

At Dickens Annex there is a strong commitment to social responsibility and the development of learning opportunities in a safe, caring, and supportive environment that fosters self-confidence, respect, acceptance of others, and leadership.

The Dickens Annex School Code of Conduct is to do your best, help each other and find joy.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. Numeracy Goal: To improve student numeracy skills by creating a school-wide culture that supports diverse mathematical thinking and the building of a strong foundation of number sense.
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?

Math:

1. Professional development: self-directed and independent; ongoing conversations about math groupings best suited to students; multiple days and after school sessions with Carole Fullerton, B.C. math consultant; building of staff's professional numeracy resources; took part in a VSB sponsored Inquiry focusing on the question: "What will we see as the effect of keeping our multi-age classes intact for math in developing students' number sense and operations?"; started math binder for collective lessons; shared resources for multi-age theme teachings around patterns, data, geometry, measurement, numeracy.
2. Promotion of student use of manipulatives, pictures, numbers, words to explain mathematical thinking. Strategies of making 5, 10, one more/one less, 10 more/10 less, double facts, bridging to 10. Use of various technological strategies to reinforce basic math skills. Established common math time to enable learning support and ability grouping as/when needed.
3. Home/School connection:
 - Parent Information night (Oct. 1st): staff talked to parents about whole number sense-making versus rote memory of algorithms
 - Math Mondays (9:00-9:15) involved parents in their children's learning (staff-created math games emphasizing strategy and effort to develop number sense, new approaches in numeracy strategies).
 - Staff created and showed video of Dickens Annex children engaging and explaining math strategies to PAC (April 27, 2016)

Aboriginal:

1. Professional development with Trudi Harris and Chas Desjarlais. Increased school collection of aboriginal books; developed Good Reads shelf for ease of access; explored using First People's Principles of Learning through Zones of Regulation, School Code of Conduct.
2. Direct teaching/learning/statement of aboriginal acknowledgement at weekly assemblies; Artist in Residence (Anastasia Henry) work with students to make button blankets; Camosun Bog field trip focused on 'S'eelqhey' legend, bog plants, diversity & importance to indigenous community; class displays of button blankets; use of talking circles and integration of aboriginal content into regular classroom programming.
Week of Dance included reading/learning of the 'Secret of the Dance'; students took part in a language arts lesson and discussion of key questions
3. Home/School connection: Artist in Residence sessions. School display of button blankets.

What was the evidence of success for each student?

Math:

- Regular monitoring and running records of individual student profiles by teacher observation throughout the year
- Report Card data to be used as a measure of success
- Accessing the progress profile of each student on a regular basis (eg. individual conferences with students to 'check in' about their learning)

- Using the personalized learning outcomes as prescribed through BC's redesigned curriculum and First Peoples' Principle of mathematical teaching.

Aboriginal:

- Student engagement and level of response during lessons and small group talking circles
- Demonstration of ability to engage in respectful conversations about aboriginal stories
- Students are respectful audience members during the aboriginal acknowledgment at assemblies
- Growing awareness and developing empathy of aboriginal history

How did we communicate and celebrate student success?

Math & Aboriginal Goals:

- Through ongoing communication with parents and guardians as well as Goal-Setting and Student Led Conferences
- Report card information and communication
- Displaying work on bulletin boards, the school website, and in the classroom
- Providing opportunities to share their learning in class, presentations, weekly assemblies, and newsletters
- Class and teacher librarian blogs
- An ongoing school culture of cognitive awareness of growth mindset
- Grade 2s identified with a clan symbol and created button blankets

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.

1. Numeracy Goal: To improve student numeracy skills by continued development of a school-wide culture that supports diverse mathematical thinking and the building of a strong foundation of number sense.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

