

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.

Mount Pleasant Elementary

MISSION STATEMENT

To nurture the heart and mind of every student within a caring community that values the diversity of all learners.

2015-2016 GOALS

- 1) To increase proficiency in numeracy and mathematical literacy.
- 2) Aboriginal Enhancement Goal: To increase knowledge, recognition and acceptance of our Aboriginal histories, traditions, cultures and contributions among all students.

SCHOOL COMMUNITY CONTEXT

Mount Pleasant Elementary School is a two-story open area, wheel chair accessible facility located in East Vancouver serving 212 students, kindergarten to Grade 7. It has been designated as an Inner City Program School for over 20 years. Although, the recent Inner City Review has moved us out of the Inner City tier category, 26% of students and community members still struggle with challenges related to ongoing poverty. Our students come from 12 different countries and speak 21 languages. At this time, 41% of our students are in their first five years of English as a Second Language instruction. We have a Strong Start program that works with children aged 0 to 5 year olds and runs daily within the school. There is a multi-ethnic composition of students at Mount Pleasant with the major cultural groups being Filipino 16%, Bengali 10%, Aboriginal 11%, Vietnamese 6%, and 6% Spanish descent.



The school's Resource Team provides in-class learning support, small group support and focused Individualized Education Plan support for at-risk and ministry designated students. The Resource Team works collaboratively with enrolling teachers on assessment, evaluation and reporting of student programs and progress. The team develops strategies and structures that support literacy and inclusion. Nine support staff help meet the needs of 17 designated special needs students. All special needs students are fully integrated within the classrooms

Mount Pleasant's 2015-16 school year started without an Inner City support team for the first time in over two decades. The remaining staff looked for ways to continue to support the needs of some of our families as they cope with poverty, immigration, transience, and/or family conflicts. This was a challenge as we evaluate our ongoing needs and the available resources to support them. The final loss of our previous Inner City support will be the Mount Pleasant Elementary "KidSafe Program". KidSafe provided a safe haven for children at risk during school vacations. As of the summer, 2016, this program will not be available for Mt. Pleasant students.

Mount Pleasant provides many extracurricular, out of school activities to support our students before and after school. Our children participate in after school clubs such as homework, science, cooking, drama, Spanish, piano, and craft club. Pre and post school daycare is available through partnerships with the YMCA and our local Kimount Boys and Girls Club.

Our school prides itself in our ongoing relationships with community partnerships as we all believe it takes a village to raise a child. We work closely with the following groups that support our school in many ways: One to one Literacy Volunteers, Sarah McLachlan's School of Music, Blessings in a Backpack, Adopt a School, Buy Low Foods, Kingsgate Mall, the Mount Pleasant Business Improvement Association, G & F Financial, the Mount Pleasant Neighborhood House, UBC Trek students, Mount Pleasant Community Center, KidSafe, UBC Learning Exchange program, the MTP Lions, the YMCA daycare, CIBC Wood Gundy, the Teacher's Tutoring Society, Vancouver Coastal Health, Telus World of Science, Arts in our Hearts, The Tooth Trolley, Action Schools BC, Starbucks, Home, VPD and the Van Tech Community Schools team.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

- 1) To increase proficiency in numeracy and mathematical literacy.
- 2) Aboriginal Enhancement Goal: To increase knowledge, recognition and acceptance of our Aboriginal histories, traditions, cultures and contributions among all students.

What steps did we take to address the identified student(s) needs?

- 1) To increase proficiency in numeracy and mathematical literacy.
 - Fall and spring assessment for math skills
 - Math attitude survey
 - Twice monthly critical thinking, hands on, multi-age math problems at the Intermediate level
 - Math ProD for whole school – Sept. 2015
 - Staff have begun to explore math programs beyond Jump Math – sample books delivered by Pearson and Nelson
 - Ability groups for Math rather than by Grade – based on Fall Diagnostic Math intermediates
 - Problem Solving bulletin board – three levels of difficulty
 - Fall 2015 and Spring Assessment with Div. 1 around Collaborative Problem Solving
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- Multi-age critical thinking math groups
- 2) Aboriginal Enhancement Goal: To increase knowledge, recognition and acceptance of our Aboriginal histories, traditions, cultures and contributions among all students.
 - Weekly assemblies recognized traditional territories
 - At weekly assemblies, traditions, histories and art were taught
 - Videos created by the Musqueam, Squamish and Tsleil-Waututh Coast Salish people were shared with whole school
 - Professional Development Day - May 2015 and Sept. 28 – Aboriginal Educators (VSB Aboriginal Enhancement Team and BCTF ProD seminar) were scheduled to work with whole staff to increase staffs' knowledge and comfort with Aboriginal traditions, histories, cultures and contributions.
 - Principal attended the FNESC conference – Nov. 27
 - Fall and Spring student survey based on Aboriginal Cultural knowledge.

- Aboriginal Enhancement Worker – in class curricular support, small group social support, individual student and family support.
- Leadership opportunities with Aboriginal students being our first priority (i.e. announcers, peer leaders, big buddies)

What was the evidence of success for each student?

1) To increase proficiency in numeracy and mathematical literacy.

- 90% of students surveyed in the intermediate grades enjoyed the Multi-age critical thinking Math afternoons.
- Collaborative Problem Solving Self Assessments in Division 1 went down. We feel that this was due to students developing a greater awareness of what the assessment language means in practice.
- Student Self-Assessment Survey down with an increased understanding of the assessment terms and language – more accurate representation of self-reflection.
- 93% of Kindergartens Meeting to Exceeding in Math
- 100% of Grade Ones are Meeting to Exceeding in Math
- 84% of Grade Threes are Meeting to Exceeding in Math
- Staff looking at new resources to support Math
- Pre and Post Assessments done – to be revised this year
- Looking into the Vancouver Island Math Diagnostic Assessment
- Creation of RT time to support identified needs in the area of Math
- Math Groups based on ability and need rather than grade



Pre and post Self-assessment

2) Aboriginal Enhancement Goal: To increase knowledge, recognition and acceptance of our Aboriginal histories, traditions, cultures and contributions among all students.



- At the beginning of the school year primary classrooms surveyed students about their knowledge of the three Aboriginal Nations which Vancouver sits on. All primary grades began the year with no knowledge and by the end of the year 2/3 of the primary grades could identify all three nations, 1/6 could identify two of the three and 1/6 could identify one.
- Every division began the year with an Aboriginal survey requesting students list what they knew about Aboriginal culture, tradition and history. Every class increased the number of their responses significantly (i.e 50% of Division 4 increased their expression of knowledge to fully meeting and exceeding)

- Activities and Teachings Include:
 - Oral story Telling
 - Art
 - Aboriginal Respect of the Land – Science
 - First Peoples of Canada – SS
 - Ways of Life – SS
 - Home and Community from an Aboriginal focus – SS
 - Read aloud – “My name is Seepeetza” – Shi-sih-Gtko
 - AIMs involvement by teachers and Ab Ed Support Worker for - Grades 3, 4, 6 and 7.
 - Aboriginal Government – 4th level – connected to new fed. Gov.
 - Classroom Constitution in Aboriginal decision making, critical thinking
 - Study of traditional Aboriginal clothing, hunting, and shelter with the creation of presentation board
 - Movie from Coast Salish peoples – sk̓w̓x̓wú7mesh (Squamish), sel̓íwítulh (Tseil-Waututh), and x̓w̓m̓əθk̓w̓əy̓əm (Musqueam) nations presented at school assemblies
 - MoAnthropology – Art
 - MoV – fieldtrip for Musqueam nation and exhibit
 - Compare Cultural Identity – compare with their own
 - Art Study – Medicine Wheel
 - Georgy Littlechild
 - Lawerance Paul – Museam of Anthropology class visit
 - History – colonization, Aboriginal Government, Indian Act, self-governement
 - Interconnectedness – Sc.
 - Traditional Medicine and resources – cedar, sage
 - Animal Symbology
 - Totem Poles – materials, symbols, where found
 - Traditional Colours fro some nations
 - Drumming – music
 - Aboriginal Traditional celebrations as a way to teach about cultural celebrations
 - Traditional Foods – Salmon, bannock, corn, beans
 - Aboriginal Stories from Library as read aloud



How did we communicate and celebrate student success

- 1) To increase proficiency in numeracy and mathematical literacy.
 - Multi-Age Math groups shared out solutions to groups
 - Discussed focus with parents
 - Older Buddy classes planning math focus with younger buddy classes
 - PAC Presentations
 - Peer Presentations
 - Newsletters
 - Website communication

- 2) Aboriginal Enhancement Goal: To increase knowledge, recognition and acceptance of our Aboriginal histories, traditions, cultures and contributions among all students.
 - Art work on walls
 - Assemblies with class learning
 - Continued purchasing of literature with a First Peoples Focus
 - Within three classrooms, a District Inquiry Project was created with an Aboriginal focus of learning was embedded.
 - 60% of classes used UBC reading week support to create learning opportunities with an Aboriginal learn in the area of culture, traditions and histories – these projects were shared with school and parents during a learning celebrations.
 - Newsletter Learning Celebrations
 - MTP Website
 - Peer and class presentations



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 2016-2017.