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## 1. GENERAL SCHOOL STORY:

Mt. Pleasant Elementary is a Kindergarten to Grade 7 school with 225 students registered. We are predominately an open-area school, which allows for easy class and teacher collaboration. Our community is beginning to gentrify, but we still have a significant portion (15 percent) of our community that struggles with issues of poverty. There are 25 students with ministry designations who are fully integrated within our classrooms.

Goals for 2016-2017

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.

Our numeracy goal came from a planning day where Mount Pleasant (MTP) staff were looking at student surveys, data and anecdotal records from students. It became clear to staff that Math tended to have very diverse emotions attached to it, with many students reporting that they hate math. MTP staff was also seeing that our general numeracy skills and math vocabulary were lower than we would like. Our goal was to change both the knowledge and attitude of students to prepare them for a more progressive job skill set in a new job market while acknowledging a changes that come with technology..

Our Aboriginal goal is a district focus goal. Staff looked at successes and shared concerns for our Aboriginal students. We wanted to continue to build on student knowledge. With the Truth and Reconciliation Commission's Challenges around education and residential schools, staff felt a common new piece of knowledge would be the education of students about residential schools.

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## 2. WHAT DID WE SEE?

- To increase positive attitudes toward math
- Increase basic math skills to increase fluency
- Limited math vocabulary used to solve math word problems
- FSA Math results were poor
- School "play" store to increase money sense
- Math assessment beginning and end of school year. Individual classes used different assessments
- Aboriginal support worker comes into individual classrooms 2 x week
- School mural project to represent the goal of looking at the history of residential schools across all grades
- Shane Pointe visits scheduled
- "How the raven stole the sun" musical/play for end of year. Whole school involved
- State the Aboriginal Acknowledgment at each assembly. Lead by students.

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## 3. WERE WE SUCCESSFUL?

All grade levels saw improvement in math competency except Grade 7. Numbers below include IEP Students

Grade	Term	Not Yet Meeting	Approaching	Meeting	Fully Meeting	Exceeding
K	1			10	4	
K	2	1				
1	1	1	6	16	4	0
1	2	0	2	10	16	0
2	1	0	2	9	16	2
2	2	0	3	8	13	11
3	1	2	2	2	19	0
3	2	0	4	1	18	1
4	1	0	4			
4	2	0	2			
5	1	0	1	5	4	2
5	2	0	1	2	4	6.
6	1	0	2	3	5	8
6	2	0	1	3	4	9
7	1	1	4	0	16	0
7	2	2	2	0	13	0

- 18/21 Grade 3 students meet or fully meet in Math
- 18/21 Grade 2 students meet, fully meet or exceed in Math
- 19/22 Grade 1 students meet, fully meet or exceed in Math

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## 4. HOW HAVE WE SHARED?

- Multi-age problem solving groups – student reflections after activity
- Newsletters
- Assemblies
- PAC Meetings
- Bulletin Boards
- Weekly class reminders
- PAC Meetings
- Community Events and Celebrations
- Website photos
- Ongoing slideshow of learning opportunities set up in hallway outside of office
- UBC Reading Week project focus with community celebration to display projects



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## 5. WHAT ARE OUR NEXT STEPS?

- 1) Plan a primary and intermediate focused working group to continue to develop a school based assessment specific to our goal area. It will be a great opportunity to look at assessment of our goals through the new assessment lens of BCs new curriculum.
- 2) Math club, resource math intervention, coding establishing an age appropriate assessment at beginning and end of the year, family fun night ways to support math at home
- 3) Intermediate multi-age math groups to be resurrected
- 4) Establishment of comment pre and post math assessment (primary and intermediate)
- 5) Pro D for Sept 22/17 to focus on Math and Social Emotional Learning
- 6) Looking at self-assessment for Core Competencies to help reflect on attitudes
- 7) Look at establishing new clubs or events (I.e. games night, chess club, math club, etc.)
- 8) Purchasing new resources to support the new curriculum for Aboriginal content and authentic sources.
- 9) Focused discussion on data for numeracy, class surveys, Satisfaction Survey, Planning Afternoon, Staff meeting focused work.
- 10) Staff meeting discussions about needs and learning for next year
- 11) Staff have decided to narrow the focus for our numeracy goal, the wording for *Goal 1 - Numeracy* for the 2017-2018 school year will become:

“To develop Math Literacy and Critical Thinking skills in order to apply the appropriate strategies in solving math problems”

- 12) Continue to invest into Math Resources designed for the new curriculum.
- 13) Microsoft committed to doing Pro D for staff and coding workshop for students in 2017/18 year.



*District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.*

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## 6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- 26 Aboriginal Students across all 10 of our divisions.
- They come from a variety of social economic levels and educational backgrounds.
- They are as diverse in their learning needs.

## 7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- Aboriginal Goal Celebrations
- All Intermediate students are able to complete the Aboriginal acknowledgement from memory.
- Purchasing of Aboriginal authentic resources to support residential school learning
- AEEW – in class support
- Resource choices which refer to Aboriginal content and themes
- School Wide recognition of Orange Shirt Day
- Pro-D for staff – Cedar and salmon workshops, Embedding Aboriginal Content (BCTF workshop), Blanket Activity with staff
- Residential School focus – students able to express learning
- Small Number Assembly focus
- Connection of the injustices of Canadian Government – Residential Schools, Chinese Head tax, women voting, etc.
- History of Fur Trade with Aboriginal Lens
- Blanket Workshop for Gr. 5, 6, 7
- Art Projects – varied
- Topic covered in Classes – longhouse, family culture, importance of cedar, oral traditions, government
- Traditional Cultures
- First Native Perspectives – Shane Pointe visiting – Water, plants, story telling
- First Nation Play – How Raven Stole the Sun
- Traditional Lifestyles – culture, transportation, homes, clothing, flow of year
- Photographs
- School Mural Project with Truth and Reconciliation focus – multiple stakeholders involved
- Drum demonstration by student
- Hoop Dancer – demonstration and workshop
- Literature and stories telling with VSB Knowledge Keeper
- Study of animals and aboriginal meaning
- School to commit to attend the VSB Aboriginal Day
- Aboriginal government, land claims, Indian status, voting rights, hereditary government, matriarchal clans with Carmen Helin
- Cooking bannock and Salmon
- Raising and releasing salmon



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## 8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- Completion of the Mural Project will continue to be a focus.
- Continue to look for and expand our authentic Aboriginal Resources.
- Use of First Nations themes, knowledge, histories and traditions within classroom content
- Aboriginal Acknowledgement at events and assemblies
- Goal Two: Aboriginal Education
- In Class Learning: Newsletters, bulletin boards, assemblies
- Aboriginal elder visits
- Aboriginal presentations
- Study of animals and their significant to Aboriginal peoples
- Plant Aboriginal demonstration garden
- Sharing Learning with our Community:
  - 1) Parents – newsletters, meeting, grant writing, PAC meeting
  - 2) District – Webpage, newsletter, Aboriginal Department involvement
  - 3) Community – Connections with Mount Pleasant Neighbourhood House, Community Center, Boys and Girls Club

## 9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- 100% of intermediate students can state the Aboriginal Acknowledgement
- Primary classes leading the assembly are able to say the Aboriginal Acknowledgement
- Connection and parent engagement with school staff has increased
- Whole school involvement in Small Number
- Aboriginal school wide focus regarding Truth and Reconciliation Educational Challenge.
- "We Are One" mural - Connection with families, VSB Elder, Mount Pleasant Neighbourhood House, Community Center to plan for a visual representation of the Residential School learning focus across the school.
- Sharing at PAC meetings regarding learning celebrations and learning focus
- The parents of Indigenous students seem comfortable and connected to the school. They communicate and connect with staff and administration, and attend events at the school. They are volunteering to share cultural gifts and knowledge.

