

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.

Champlain Heights Annex

May 2011

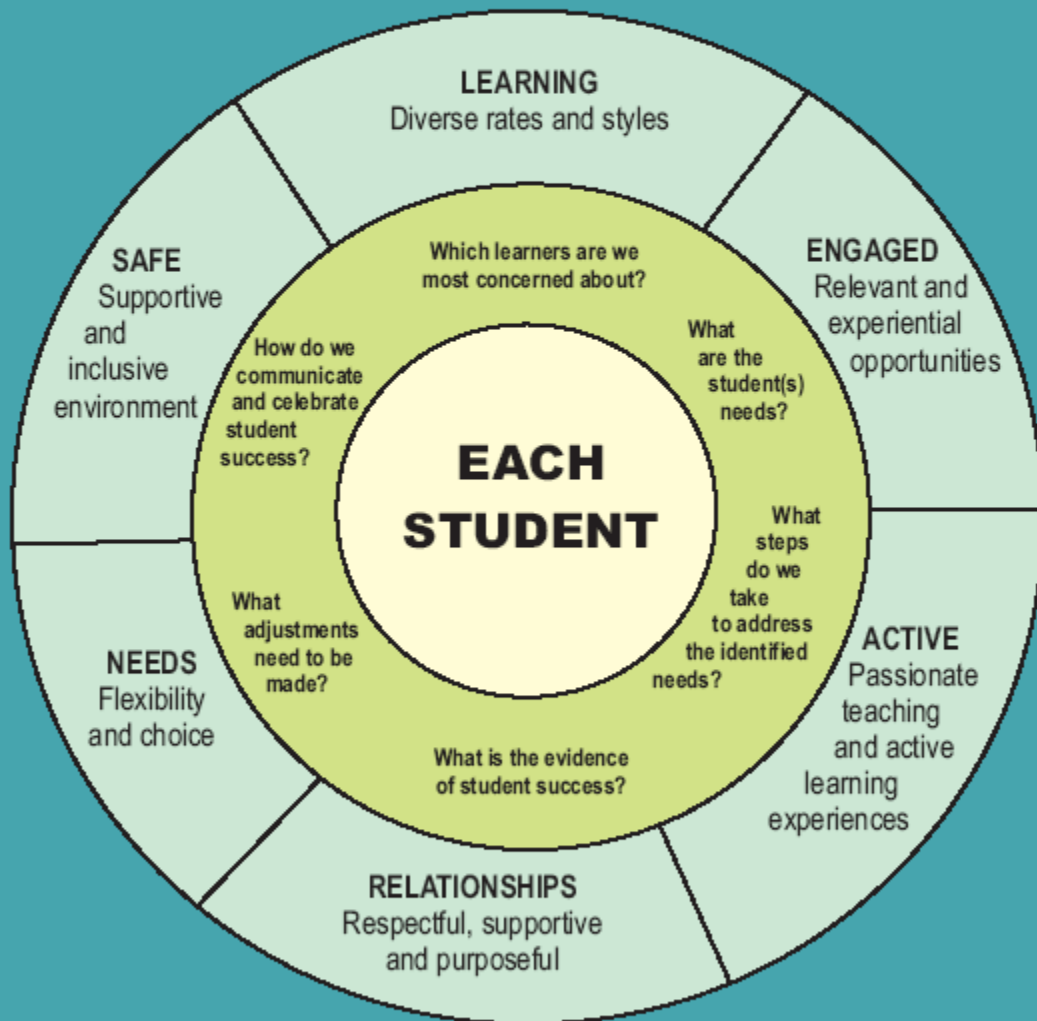
MISSION STATEMENT

The mission of Champlain Heights Annex is to provide a safe and supportive learning environment within which all learners can be successful

SCHOOL GOAL

Goal: To improve student learning and engagement through the use of technology.

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?

Champlain Heights Annex is a K-3 primary school situated in the south east corner of Vancouver. It is located in a fairly idyllic setting, surrounded by trees, parkland and large grass fields. The school itself is quite new and has a layout that lends itself to collaborative practice. In the center of the school is an open library with classrooms surrounding it as well as a large gym. This impressive physical environment combined with a small, family like nature of the school is envied by many and is the reason why many families choose to enroll their young children at the Annex.

Champlain Heights Annex was considered for closure during the current school year. Consequently, a number of students transferred to nearby schools in Burnaby and Vancouver leaving only eight-five students. As a result of decreased enrollment, the school was reorganized in September into 4 divisions from Kindergarten to Grade 3. Of these eight-five students, 11% have identified special needs, 35% are ESL learners, and 3% are aboriginal. The student population is drawn from an economically diverse group of families; over 50% of whom live in different forms of subsidized housing. The school's catchment area has a very high density and its housing consists of townhouses, housing cooperatives, and rental accommodations.

In addition to classroom teachers, Champlain Annex has a Resource team that works both in and out of the classroom with children who have been identified as needing extra support. We are fortunate indeed to have a Reading Recovery teacher as part of our Resource team as well as Early Intervention. These two programs combine to provide intensive support for our at risk Kindergarten and Grade 1 learners. The Resource team also provides support to our ESL students.

This year, Champlain Annex staff focused on developing their skills at using SMART board technology to enhance learning and increase student engagement. To this end, they submitted a proposal to the VSB for collaborative time and are working towards developing SMART board units. The staff was committed to further developing their teaching of writing and met routinely to share their knowledge and experience and to assess student's writing based on the Performance standards.

Champlain Heights Annex is truly a community school. We enlist the support of the South Vancouver Family Place, the Community Center, and parents to provide programs that complement what we are doing at school. We have a very successful Strong Start Center, run by the South Vancouver Family Place, that meets the needs of our families with young children. The Community Center runs popular after school recreational programs such as soccer and more sports. We also have a very dedicated parent community who are active members of the Champlain Heights Parent Advisory Council. They pitch in and are instrumental in making many extra events such as morning reading, the hot lunch program, field trips, and bake sales to name just a few, a reality. We greatly appreciate all the contributions that they make to our school community.

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 2010-2011:

To improve writing skills for all students with a particular focus on the cohort of 16 students (K-3) who are not yet or minimally meeting expectations as identified through the School Wide Write and classroom assessment.

Our objective for 2010-2011:

To advance the students in this cohort at least one performance level by the 2011 spring term assessment.

All Staff worked to :

- Collaboratively assess student writing 4 times during the school year using the performance standards. Teachers worked together in grade level groups to further develop common expectations for student writing.
- Identify the at risk Kindergarten and Grade One students using the Observation Survey and the Phonological Awareness Screening as assessment tools
- Create writing projects based on common themes that would illustrate the stages of writing development to parents
- Create resource bins to support the teaching of writing: materials include resource guides and picture books to support the teaching of the six traits of writing
- Continue to adapt and incorporate "Six Trait" language into daily practice
- Showcase student work via the writing fair, afternoon leadership announcements, pen pal writing, and a variety of displays

The following structures were developed to support our school plan:

- Early Intervention: resource support based on student needs and weighted towards at-risk K and Grade 1 students
- All students who were approaching or not meeting in writing received resource support
- Structured collaborative time for teachers to liaise with each other - discuss/share/plan teaching strategies, review assessment and evaluation
- SMART-board technology: regular collaborative time spent with District SMART-board mentor. Teacher focused on the successful integration of technology to enhance student writing
- Assemblies to share various formats of students' writing
- Monthly newsletter showcased unedited versions of student writing
- Developmentally appropriate forms of Writing workshop are done on a regular basis in all classrooms

What was the evidence of success for each student?

School wide writes and classroom assessments indicate that we have made progress within this school year. The most significant improvement has been with the Kindergarten and Grade One students. This stands to reason given the extra support that we have for these students through Reading Recovery and Early Intervention.

Comparison of the total number of students Approaching or Not Meeting
in the Fall of 2010 and in the Spring of 2011

	Report Card Writing Fall 2011	Report Card Writing Spring 2011	Percentage Difference	SSW Writing Fall 2011	Report Card Writing Spring 2011	Percentage Difference
Kindergarten	7	4	43%	10	5	50%
Grade 1	2	2	0	7	1	85 %
Grade 2	4	6	50%+	3	3	0%
Grade 3	3	2	33%	4	4	0%

Students have demonstrated their success in the following ways:

- Presenting their writing to the public – letter writing, thank you cards, bulletin boards, poetry, passion projects using SMART-board technology
- Submitting written compositions for publication in the school newsletter
- Written assignments/ Journals shared with parents/guardians during daily family reading time
- Regular Assemblies to showcase student writing
- Writing for a meaningful purpose, (ie. Posters to advertise events, letters to ask for preferences)

2010-2011 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

- To improve student learning and engagement through the use of technology.

Objectives:

Students who otherwise would not be engaged in academics, will be more engaged through greater integration of technology into school and classroom activities

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 following strategies and structures will support our school plan:

- Continue to develop a learning environment within the school conducive to using technology to enhance student learning
- Classes working with their buddy classes to share knowledge and create projects together i.e. videos, power point presentations
- Invite Smart Board mentor, District principal of Technology, and technology specialists in to do hands on lessons with students and teachers
- Provide release time for teachers to work collaboratively and visit other schools that are focusing on integrating technology into student learning as well
- Attend District PRO D on technology and devote PRO D days to technology
- Present information to staff on student engagement and the use of technology at staff meetings
- Continue to integrate the use of SMART-Board technology and writing: increase the use of this technology to enhance teaching and showcase student writing
- Visit to the Apple store for teachers and students
- Creation of e-portfolios or Wiki pages for each class
- School Wide use of Razz Kids
- Continue with the Early Intervention model of support for at-risk K and Grade 1 students, consider the addition of technology to support this intervention

What will be our assessments and evidence of student success?

- Class surveys/self-evaluations on how technology is helping students to become more engaged in their learning
- Interview students to assess their level of engagement
- Create a rubric for NOTEBOOK software and KIDPIX

- At the primary level, students will be able to demonstrate an understanding of the use of programs such as Kid Pix

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)?

- Provide regular, collaborative time for staff to discuss progress and the impact technology has on student learning
- A list of resources and educational websites will be compiled and shared by staff. Staff will observe if these websites are helping to improve students' learning i.e. Razz Kids, Talking Fingers, Tumble books

How will we communicate and celebrate student success?

- Student technology projects will be shown at assemblies. Parents will be invited to share in the celebration of learning.
- School newsletters will contain examples of student work that has been created using technology
- We will have a "tech" spirit day.
- PA announcements will highlight the use of technology in the school.
- Students will make presentations to their parents using technology at a Technology Night at the beginning of the school year.

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

- Encourage parents to download SMART at home so that it is accessible to the children. In doing so, the parents will have a better understanding of what their children are learning about at school.
- Inform parents of our goal of technology during an evening technology presentation.
- Approach PAC to ask them to support our new school plan.
- Create a school SMART café, one per term, after school and invite parents to come into the school to learn about technology and its impact on learning themselves. This will include student-led demonstrations of how we use technology and will teach parents, while at the same time fostering student leadership.

Champlain Heights Annex

Submitted by School Planning Council

	(name)	(Signature)
Principal	_____	_____
Teacher	_____	_____
Parent	_____	_____
Parent	_____	_____
Parent	_____	_____
Student	_____	_____
Date	_____	

Recommended Approval by Superintendent

	_____ (Superintendent)	_____ (Signature)
Date	_____	

Board Approval

	_____ (Board Chair)	_____ (Signature)
Date	_____	