

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.

COLLINGWOOD NEIGHBOURHOOD SCHOOL

May 2011

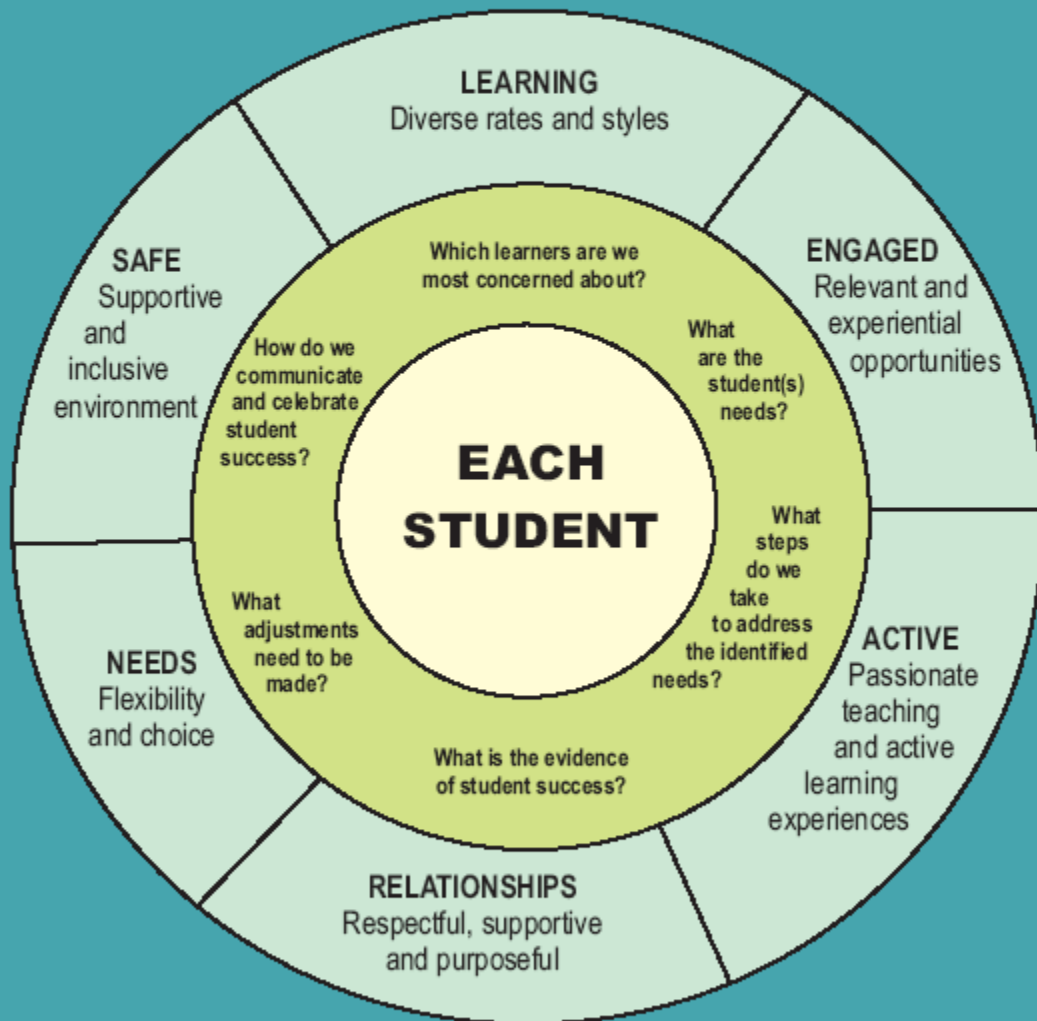
MISSION STATEMENT

At Collingwood Neighbourhood School, we are committed to working together with staff, parents and our community to provide the most effective learning experiences for all children which promote the highest level of student engagement, ongoing progress and motivation to be excellent, lifelong learners in a safe, inclusive environment. We recognize our collective responsibility to help develop inquiring, knowledgeable, respectful and compassionate individuals who are skilled in the processes of learning and are themselves committed to make contributions towards a peaceful and sustainable world through intercultural and global awareness, understanding and a sense of responsibility.

SCHOOL GOAL

Goal 1: To improve student performance in Writing for all students

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?

Collingwood Neighbourhood School opened on January 14, 2002 with 54 students as the annex to Graham Bruce Elementary. Our population presently includes 6 divisions of 110 students from diverse, multicultural backgrounds in Kindergarten to Grade 3. Of those students, 5% have identified special needs and 75% are ESL learners. Also housed here is the Provincial Early Intervention Program (PEIR), which is now into its third year. Throughout this last year we have been privileged to see the substantial progress made by 2 groups of the additional 12-15 Grade 2 students with learning difficulties who attend it for a four month period. Our Strong Start Program, operated and managed by Collingwood Neighbourhood House next door, registers over 100 new-borns to pre-Kindergarten 5 year olds coming in small groups of up to 20 each day. We are a part of the Windermere Family of Schools.

Enhancing learning and broadening the scope of possibilities for success for each student here at Collingwood involves a comprehensive approach to meeting the needs of the whole child by providing a variety of engaging learning experiences in different curricular areas:

- Continuing with activities that have been learned and focused on in the last few years as part of the Literacy Project, teachers have extended the scope of their expertise by creating more opportunities to share strategies with each other, learn from each other and by designing activities which integrate some of these strategies into Smartboard lessons.
- The additional purchase this year of Document Cameras for each classroom to complement our Smartboards has fulfilled our goal to expand our technological capabilities. The learning enthusiasm amongst our students and teachers alike has continued to be evident as they explore the possibilities of lessons which bring concepts and pieces of information quickly all together and to life by incorporating videos, internet links of pictures, text and information into them at the touch of a key. This is a door welcoming all of our students into the cutting edge and engaging world of interactive technology learning – a language they relate to and learn from easily. Through our fundraising efforts this year we will be able to branch out into the use of a small group of iPads so that all of our students and teachers have the learning advantages connected with the use of this tool as well. Grade 1, 2 and 3 students have continued to extend their skills by being able to present their own projects on the Smartboard.
- Student leadership opportunities have included involvement in morning announcements and student-led assemblies, numerous in-class activities, Grade 1 monitors with the Kindergartens and being library monitors.
- Environmental awareness experiences included watching a play on garbage reduction/recycling and keeping our environment clean and ongoing activities and lessons which revolved around recycling and planting.
- Thinking more about the importance of project-based learning, our classes produced projects for our annual whole school Design Fair – Changing the World One Idea at a Time - which was worked on for at least one month with each class undertaking numerous problem-based tasks, such as designing and building or drawing a creation related to the particular topic their class was studying – robots, inventions, boats, great artist-inspired sculptures, environmentally friendly houses. A display showcasing their higher level thinking processes and amazing creations was a most exciting culminating activity which we were able to share with visitors and in the Renfrew/Collingwood Newspaper.
- Family grouping activities for Hallowe'en and Chinese New Year and regular Buddy Reading times mean the children have opportunities to work, learn and forge friendships with children of varying ages.
- Under the direction of our music teacher we are entertained each week at our whole school Sharing Times with a variety of songs, rhythm sticks and recorder pieces that the students have worked on in their weekly lessons. Our Grade 3's are especially excited to be a part of The Recorder Festival this spring.
- As part of our active focus on encouraging physical fitness and healthy living our PE program included enriching learning opportunities such as Roller Blading, Tennis B.C. lessons, Hip Hop dance lessons, daily runs, a Walk-a-Thon fundraiser and daily exercise routines in some classes.
- Healthy Eating initiatives have included being a part of the B.C. Fruit and Vegetable Snack program, regular healthy eating tips in our monthly newsletter, hot lunch pasta and whole wheat pizza days each Thursday and in-class discussions and lessons.
- Our PAC consisted of a small group of dedicated parents who met monthly to assist our school with fundraising and advising on and discussing a number of issues. Community partnership connections were continued with our local

Van City Credit Union, with the Royal Bank and Collingwood Credit Union and were started with Toronto Dominion and CIBC with their much appreciated contributions to our fundraising efforts.

- Our ongoing focus on Social Responsibility was highlighted through a number of exercises which included reviewing our Code of Conduct with our students, staff and PAC. Different elements of our motto, 'Taking Care of Ourselves, Taking Care of Others, Taking Care of Our Community' are encouraged and highlighted regularly in classes, through morning announcement focuses on different weekly virtues and in our weekly whole school sharing times.

- Aboriginal awareness activities included individual sessions for our 4 aboriginal students and classroom discussions, storytelling and art projects with our First Nations Support Worker.

- Efforts for "Making a Difference in our World" included our annual Terry Fox fund raiser and contributing some of our fundraising dollars to a Japan earthquake relief fund and to the Heart and Stroke Foundation.

REFLECTIONS ON 2009-2010 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 was:

To improve student performance in writing

Strategies:

- Recognizing the importance of student engagement in maximizing learning and facilitating success for all, the teachers provided many writing opportunities which considered key elements in engaging and motivating their students such as: writing about **hands-on experiences and choices** – whole school design **projects** and **student-led** Smartboard research presentations; making **meaningful connections to real world events**, publishing books in Writer's Workshop times, Friday journals to parents; working and **sharing in small groups** or pairs doing **peer editing**; setting a **purpose** for writing lessons and providing small '**chunked**' lessons which focused on elements of professional writing

- Revisiting our own Scope and Sequence of expectations, starting with Kindergarten, which highlights the particular transition or joining words that extend thinking, speaking and writing and encourage particular higher level thinking skills

- Continuing to develop and share more Smartboard writing lessons

- Strategies and elements from Reading Power, Writing Anchors and Writers Alive which a number of teachers had focused on in previous years, continued to be used in class lessons and in library units planned collaboratively with teacher librarian

- As part of the reading/writing/thinking connection, specific emphasis on phonemic awareness instruction was focused on as were other reading and comprehension strategies which help to extend thinking and subsequently writing

- Self-Assessments were done and expanded upon, as part of our self- assessment goal in our Assessment for Learning focus, which help students to examine and understand their own levels of engagement and knowledge of strategies they use to ensure their own writing includes elements of professional writing

Structures in place to support our school plan:

- Daily writing for all students
- Some collaboration in grade groups to examine and assess writing samples
- All students who are not yet meeting or approaching expectations are prioritized for resource assistance

School Wide Writes and classroom assessments this year indicate greater strength in writing skills to start with for our Grade 1's and 2's than in years past and solid spring results in all grades except for our Grade 3's. What this data did not show was that there was significant growth, though, with our Grade 3 writing skills within the large percentage of those students minimally, approaching or not meeting expectations.

Grade	Fall – M/ FM/ Ex	Spring – M/FM/Ex	Progress this year	Progress from last year in spring to this year spring
K	76%	82%	6%	
1	96%	83%	-13%	K's 76%, now 1's +7%
2	87%	87%	0%	1's 94%, now 2's -7%
3	60%	60%	0%	2's 88%, now 3's -12%
Total	80%	79%	-1%	Total 80%, now 79%, -1%

Students have had many opportunities to share their successes with writing including:

- Writing displayed on bulletin boards
- Writing published in school newsletters
- Sharing writing in lessons with partners and with whole class
- Some classes have student Writer's Notebooks

2011-2012 SCHOOL PLAN

Based on our assessments and evidence, how are we adjusting and refocusing our School Plan to continue to address the needs of the identified learners?

GOAL #1

To improve student performance in writing for all students

Objectives

- To move at least 3% of the students who are approaching or not meeting expectations into the meeting or fully meeting category

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 be started or continued:

- Continue to use the Scope and Sequence of writing skills across the grades that was started in 2009 – 2010 school year
- Continue to build on the students' repertoire and awareness of the elements visible in professional writing
- Continue to incorporate elements of creativity and design into our themes and pursue a greater understanding of project-based learning practices to encourage creativity and student engagement
- Continue to build on Smartboard presentation skills for student research projects
- Explore the possibilities for using computer writing programs in lab times
- Build on and expand our understanding of Assessment for Learning strategies and tools to assist us in targeting specific needs to focus our instruction; continue with our Self- Assessment and Descriptive Feedback goals and explore adding one more goal
- Structure time for peer coaching opportunities
- Allow for opportunities for our teachers to learn from and practice strategies from PEIR Program presentations and instruction to target particularly needy students; expand more connections with PEIR Program
- Target Professional Development days to continue exploring writing strategies and to allow time to meet in grade groupings to discuss concerns and successes, to increase staff knowledge and skills and to build upon collection of most current resources
- Expand self – evaluation processes for students and for staff
- Daily writing for all students around engaging activities

What will be our assessments and evidence of student success?

- The 3 Step Write and classroom based assessments will be used to analyze and monitor progress of all students
- Continue regular assessments completed by Resource Team for LAC/ESL students, children at risk
- Ongoing classroom assessments comparing and analyzing writing samples
- Self-evaluations of growth - developing student awareness of criteria for performance and improvement – 'I used to ... I now...' Continue to expand our skill with facilitating

this as part of one of our Assessment for Learning goals
-Explore PAR assessment tool for Kindergarten 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)?

- Assessment for Learning - examine early samples of writing to assist us in targeting specific needs of students; look at assessment tools and different strategies for guiding our instruction; repeat these processes throughout year on formal and informal basis
- Teachers and Resource Team will discuss particular students requiring additional supports during School Based Team or in collaboration times – goal setting for teachers, SSA's, students and for parents
- Discuss and add to or adjust our Scope and Sequence of Thinking/Speaking/Writing skills as we see the need

How will we communicate and celebrate student success?

Numerous opportunities will continue to be provided to allow for celebrating and showcasing the students' accomplishments in writing:

- Displaying writing samples on bulletin boards
- Printing writing samples in monthly newsletter
- Sharing writing with partners, small groups or with whole class within individual divisions
- Share successes and progress with parents at PAC meetings

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

- Review the School Plan goals throughout the year – on different Pro D Days; review data to determine effectiveness of strategies
- Informal, on-going discussions about student performance, SAC and staff meetings will include reference to goals
- Explore the possibility of joining with another school or schools in our area for joint presentation – perhaps Adrienne Gear on Writing Power;
- Include at least 1 focus page at the beginning of the year in the Newsletter on Tips for Parents to help their children with writing at home
- At PAC meeting share our progress with parents and discuss some strategies they can use at home to assist their children

Collingwood Neighbourhood School

Submitted by School Planning Council

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

Recommended Approval by Superintendent

	_____	_____
	(Superintendent)	(Signature)
Date	_____	

Board Approval

	_____	_____
	(Board Chair)	(Signature)
Date	_____	