

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.

Elsie Roy Elementary School

April 2011

MISSION STATEMENT

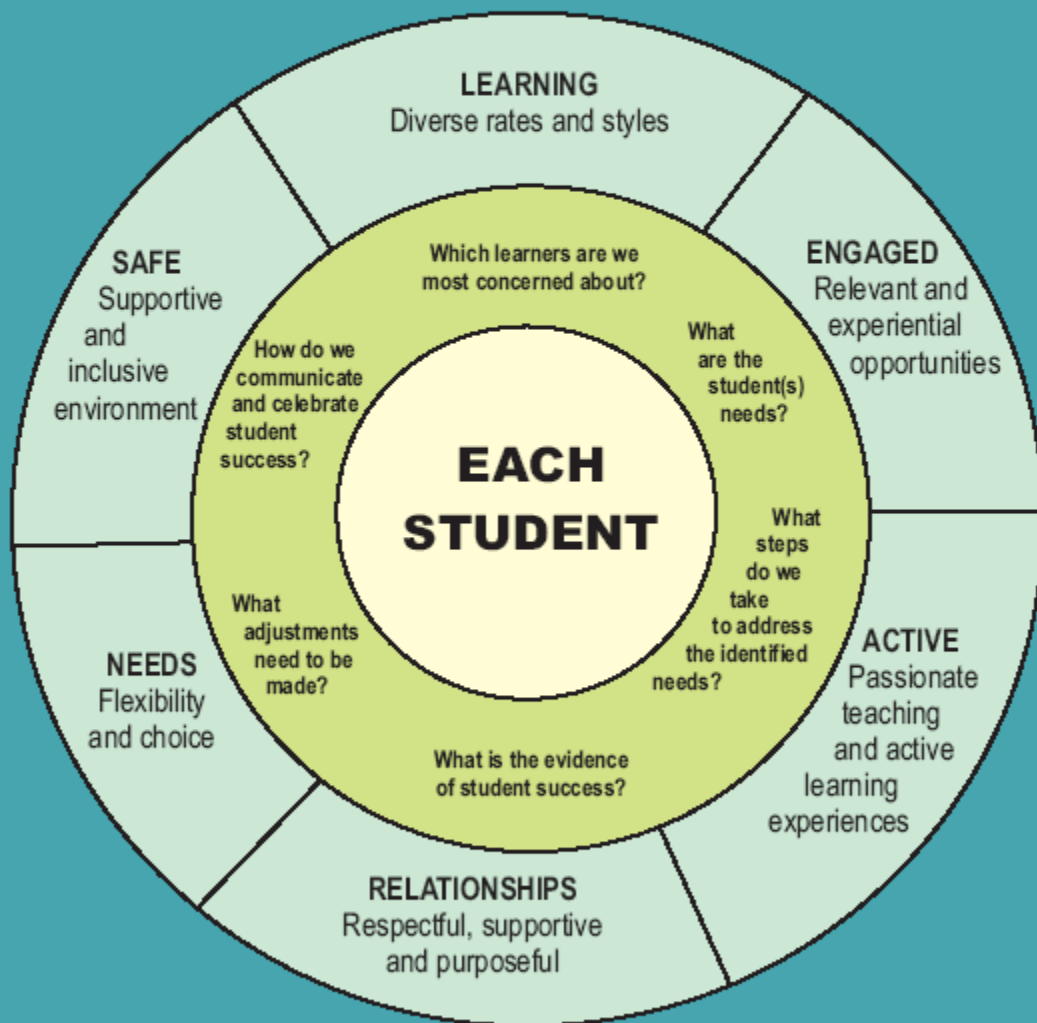
It is the collective responsibility of our school community to ensure the highest quality of learning experience for all students, with a focus on student engagement, life-long learning and development in a safe, inclusive environment. Elsie Roy's learning community is committed to the development of inquiring, knowledgeable, caring and responsible citizens who will help to create a peaceful and sustainable world through intercultural and global awareness, understanding and respect.

SCHOOL GOAL(S)

Goal 1: To challenge each student's understanding and achievement in numeracy (maintenance goal)

Goal 2: To strengthen language development
K-1: oral language development; Grade 2: word choice; Grade 3: meaning, style, form
Grades 4-7: sentence style, fluency, clarity and impact

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?



Elsie Roy Elementary School, in its seventh year of operation, is located in hip and lively Yaletown – a very densely populated community of multi-unit high-rise buildings. The school has 350 diverse students and a four-classroom addition is being built which will eventually increase enrolment to over 400.

Elsie Roy Elementary School benefits from strong parent and community support. The close proximity of the Roundhouse Community Centre, Dorothy Lam Children's Centre, the Vancouver Public Library, Science World, Stanley Park Ecology Society, and the Vancouver Art Gallery broadens learning opportunities for students. Collaboration with these organizations is frequent and partnerships are being strengthened. The school also benefits from close connections and collaboration with the other schools in the "Downtown Family of Schools," Lord Roberts and Annex and King George Secondary School, all of which are supported by the King George Community School Team.

The community is representative of the world. Cultural diversity is the beauty of Elsie Roy. Our English as a Second Language learners comprise about 1/3 of our population. We also have a high presence of students with complex learning and behavioural needs. There is also considerable socio-economic diversity within the school community. While the average level of parent education and average income is quite high, there are a proportion of low-income families. The variety noted above creates for divergent needs.

Our vision of success for each student is imbedded in our Mission Statement:

It is the collective responsibility of our school community to ensure the highest quality of learning experiences for all students, with a focus on student engagement, life-long learning and development in a safe, inclusive environment. Elsie Roy's learning community is committed to the development of inquiring, knowledgeable, caring and responsible citizens who will help to create a peaceful and sustainable world through intercultural and global awareness, understanding, and respect.

We believe that learners learn best when:

- *They understand clearly what they are trying to learn and what is expected of them.*
- *They have the ability to integrate technology in their learning.*
- *They are given feedback about their work and what they can do to make it better.*
- *They are given advice about how to go about making improvements.*
- *They are provided with additional in school support if needed.*
- *They are supported at home with their learning.*

We do our best to support each student at their instructional level. For students who require additional intervention for success, we participate in the following process:

- collect and compare observational data
- collaborate with grade group and School Based Team
- consult and invite District specialists
- dialogue with parents
- develop student specific individualized support programs with engagement and technology in mind
- implement, evaluate and re-evaluate progress

The focus of our School Plan this year is to challenge each individual student to improve and to better personalize learning to accommodate student need. This will only occur with the school, home and community connection and with technology integration.

Thinking beyond our school walls will allow us to challenge the tradition of school and capitalize on student success.

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?

GOAL #1

- To raise each student's understanding and achievement in numeracy

Measureable Objective

- 85% of students will fully meet grade level expectations in numeracy.

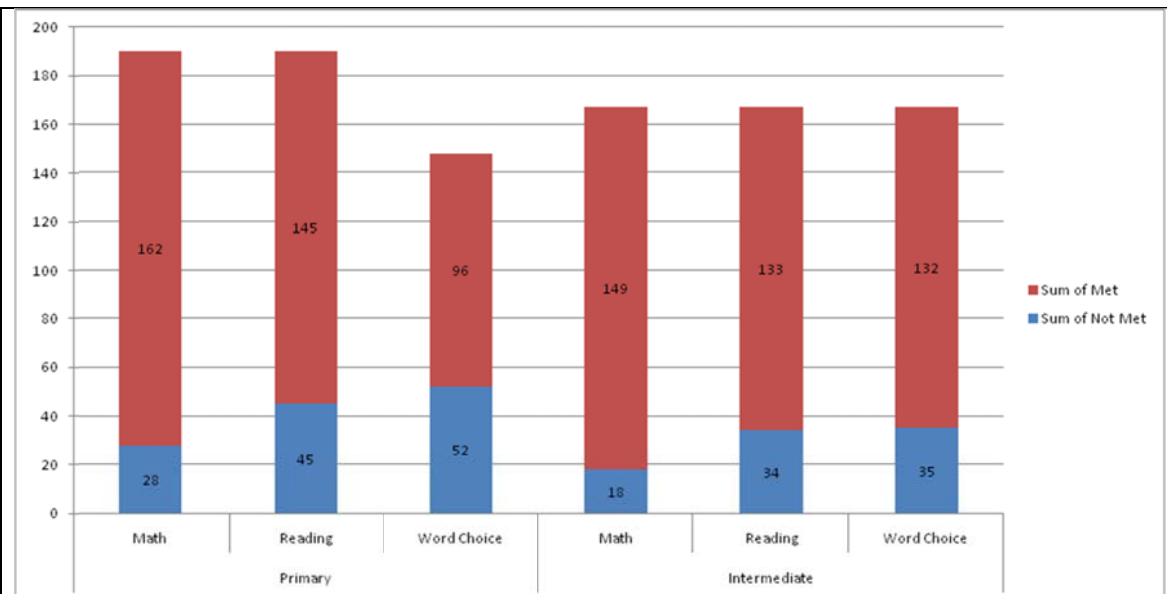
We took the following steps to identify student needs:

- Teacher assessments were used to determine student level.
- The Grade 4-7 team administered the CAT4 norm referenced test to get a different glimpse of each child's math profile in four math strands.
- The Grade 6-7 team grouped their students based on their knowledge of math and were taught in ability groups amongst three teachers.
- The Grade 4-5 team sent those requiring support to the Math Resource Teacher every day between recess and lunch.
- The K-2 team addressed student needs in class.
- The Grade 3 team received math support twice per week.

Teaching staff addressed student needs in the following ways: We:

- Continued with a daily common school-wide math time between recess and lunch. During this time, all Resource Staff and Volunteers assisted learners.
- Engaged students by employing the use of the SmartBoard to deliver interactive math lessons, and by using manipulatives to teach and reinforce the basics.
- Integrated the use of iPod learning and the use of a top on-line K – 7 math website www.mathletics.com
- Employed assessment for learning through math performance standards, daily work and unit tests.

The evidence of success for each student was evident at the reporting level and was captured by the following graph.



Our numeracy goal was that 85% of students would meet grade level expectations. 85% of primary students and 89% of intermediate students are meeting grade level expectations for the second term reporting period as indicated in teacher assignments and on-line learning.

Also, fifty-six grade 6/7/8 students from the downtown schools took the Gauss Math Contest, a grade 7/8 challenging math contest organized through the University of Waterloo. 50% of students received a score rated good to outstanding. 50% of those students were from Elsie Roy. These results speak to the strength of our math program.

The staff felt that the structures we have in place to support math learning, both at school and at home, should be maintained. The staff and parents are comparing math online resources (www.mathletics.com and www.ixl.com) and will make a decision as to which we will pursue for next year.

GOAL # 2

- To improve writing skills for all students with a particular focus on word usage and vocabulary development

Measurable Objective

- 80% of Elsie Roy students will fully meet grade level expectations in vocabulary and word choice development.

Teaching staff addressed student needs in the following ways:

- To reinforce teaching of writing through the Writing Process or 6 + 1 Traits in Writing.
- Students used technology to improve language development and fluency.
- The Resource Team provided small group instruction.

The evidence of success for each student:

- The graph above indicates that 65% of primary students and 79% of intermediate students meet this goal. As a result of staff conversations and reflection and

from comments provided by Edudata Canada, a research unit at UBC who analyzed our FSA results and provided strengths, areas requiring improvement and implication for instructions, the goal has been altered.

Our Primary Team and Intermediate Team recognize that the focus of word choice is different for our learners.

The K – 1 team wishes to refocus on oral language development and use the oral language assessment scale.

The grade 2 team wishes to focus on word choice and the use the 6 + 1 Trait word choice rubric.

The grade 3 – 7 team will focus on sentence structures (meaning, style, form for grade 3 and style, fluency, clarity and impact for grades 4-7) and evaluate through the use of the performance standards quick scales.

The writing goal will also be augmented through the use of technology.

2011-2012 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 continue to challenge each student's understanding and achievement in numeracy (this is a maintenance goal)

Objectives

- 85% of students will meet grade level expectations in numeracy.
- 100% of students will continue to be challenged at their own ability level through the use of in class math learning and on-line resources.

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)?

- Continuation of dedicated school wide math time in order for Resource Staff and volunteers to assist students.
- Continued use of on-line resources (either www.mathletics.com or www.ixl.com)
- Continuation of use of Apps on iPods and iPads.

What will be our assessments and evidence of student success?

- On-line math sites provide whole class reports and individual reports to help identify personal trouble spots. A trouble spots report identifies objectives that students need to review and suggestions for skills that students should practice in order to improve. Parents also have access to curriculum reports, so that working toward achievement goals can be both an in-school and at-home endeavor.
- Assessment of and for learning: CAT4 norm referenced test, in class and online quizzes, on-going classroom assessment.

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)?

- For those students experiencing difficulty in an area of math learning, on-line learning provides practice in each of the math areas. Assistance in trouble areas will be provided by the teacher, potentially a support teacher and parents. Parents have access to curriculum reports, so that working toward achievement goals can be both an in-school and at-home endeavor.

How will we communicate and celebrate student success?

- Include math related features on our school blog.
- Recognize student work and accomplishments of goals in class.
- Continue to encourage our students to participate in cross-Canada or worldwide math competitions.

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

- As this has been a successful goal in the 2010-11 school plan, we plan to continue our efforts to involve the teacher-librarian, resource teachers, volunteers, student support workers, supervision aides, students and classroom teachers in ongoing math learning and teaching.
- Parents/families will also be provided with a How to Support Your Child's Math Learning suggestions on our school blog and a copy sent via e-mail to each family. This info sheet will incorporate on-line learning resources and iPod apps to facilitate at home math learning.

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 # 2

- To improve language learning.

Objectives

- 85% of K – 1 students will meet oral language expectations.
- 85% of Grade 2 students will meet word choice expectations.
- 85% of Grade 3 – 7 students will meet expectations in sentence structures (style, fluency, clarity and impact)

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)?

<p>Integration of technology</p> <ul style="list-style-type: none">• K - 3: iPod/iPad Apps• K - 4 Learning a-z website (raz-kids, vocabulary a-z and reading a-z)• 4 - 7: use of mobile lab, Smart technology, iPads, Use collaborative writing platforms like Google docs and Moodle to allow collaborative story writing and sharing of responses to build capacity amongst all writers. <p>School Wide Literacy Activities</p> <ul style="list-style-type: none">• Inspire students with author workshops – every class works with a published author (K-1 with a story teller and language lover; grades 2 with a focus on word choice; grades 3 – 7 with a focus on writing richer descriptions, improving sentence structure, varied language and conventions, tense consistency and paragraphing and using smooth transition vocabulary – points noted in the Edudata report).• Balance Buddy Reading program with Buddy Writing Program• Balance afternoon music listening with afternoon story listening program (poetry, short story, tongue twisters)
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What will be our assessments and evidence of student success?

<p>Assessments for learning</p> <ul style="list-style-type: none">• K/1 will use the Oral Language Assessment Scale▪ Grade 2 will use the 6 + 1 Trait Word Choice Rubric▪ Grade 3 will use the performance standards quick scales to look at connections, clarity, flow and a well-sequenced beginning, middle and end.▪ Grade 4 – 7 will evaluate through the use of the performance standards quick scales <p>Students published work will speak for itself.</p>

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)?

<ul style="list-style-type: none">• Besides students being mindfully aware of their need to ask for support, the teacher, support staff, volunteers and one-to-one tutors will further assist those

- requiring adaptations and adjustments to their learning.
- Parents are also partners in education and will support their child as suggested.

How will we communicate and celebrate student success?

- Recognize those demonstrating improvement in their language learning.
- Feature published writing in the main hallway “Elsie Roy Authors and Illustrators” display.
- Feature student work in the Student Corner section of our website recognizing our Authors/Illustrators.
- Feature student work in the community.

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

- Organize a Parent Education session at a PAC meeting.
- Invite parents to author visits.
- Provide parents with an Info Sheet on Language Learning and suggestions for supporting their child at home. This will be posted on our website and shared with parents via the Principal’s Distribution List.

Submitted by School Planning Council

	(name)	(Signature)
Principal	Rosa Fazio	_____
Teacher	_____	_____
Parent	Sue Bai	_____
Parent	Punita Krishnatry	_____
Parent	_____	_____
Student	_____	_____
Date	May 2011	

Recommended Approval by Superintendent

	_____ (Superintendent)	_____ (Signature)
Date	_____	

Board Approval

	_____ (Board Chair)	_____ (Signature)
Date	_____	