



# Vancouver School District School Plan for Simon Fraser Year 3 (2017)

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## 1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Simon Fraser is a small but vibrant, inclusive, growing neighborhood school located in the City Hall, Mount Pleasant area. We will have 15 divisions with about 324 students from Kindergarten to grade seven in 2017/2018. Our students come from a variety of cultural backgrounds and socio-economic levels. We have a dedicated staff that strive to meet the needs of all our learners. The staff is dedicated to reflective practice that includes learning together and working collaboratively with district colleagues and community support personnel to meet the needs of our students.

Our students are ecologically and sustainability focused, having six garden plots on the school site and several others in Mount Pleasant Park. Our students continue to be engaged with a variety of curricular related fieldtrips and guest teachers. We are able to invite a number of performing arts groups to the school throughout the year.

Simon Fraser staff is committed to early literacy. We are involved in the Early intervention program, being able to offer Reading Recovery to our students.

The school code of conduct is built on a foundation of respect and is comprised of three major concepts: Be Safe, Be Kind, Be Fair.

We are presently trying to expand our technology at the school to provide our students with key tools to support their learning.

We have a strong parent community, who are willing to plan many events and support our school.

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## 2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Staff noticed a significant difference between students' reading and writing abilities, and decided to focus on improving writing skills, with a specific focus on students who were not meeting or minimally meeting measured by the three step writes and the BC performance standards.

Staff continued to implement various strategies and structures from, but not limited to:

- Continued collaboration between the resource teacher and classroom teacher
- daily writing
- individual writing conferences
- explicit teaching and modeling
- peer and self-editing
- use of technology-dragon dictation to allow development of story
- author visits/author studies
- writing for a purpose (pen pal letters, book reviews, reports, passion projects/genius hour)
- use of "Writing Powers" fiction and non-fiction
- use of "Writing Traits"
- opportunities to share writing-(newsletters, bulletin boards, assemblies, class times)
- small group instruction by the resource teachers

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## 3. WERE WE SUCCESSFUL?

- Outline results

Our students are strong readers and have worked on developing their writing. Teachers report richer conversations about writing topics. Students are able to write for longer periods of time and have more to share. Our focus on writing, has inspired more discussion and sharing about strategies that are working, between teachers and teacher and resource teachers. Our focus has been on writing, and our results from three step writes indicate that there has been progress overall. Our intermediate learners have shown a larger gain in writing progress.

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## 4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

Student writing has been featured in school newsletters, classroom newsletters, during assemblies, classroom author shares.

-on bulletin boards

-with parents, through report cards, conferences, phone calls, notes

-pen pals

-through buddy class experiences-reading writing to older or younger students

-poetry café

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## 5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

After discussing, our students' writing progress, our staff has decided to continue with writing as a goal. The staff are excited with the changes in the students' writing, but with continued focus feel we can improve student writing further. With our renewal of commitment to the Early Literacy project, teachers feel that there will be more time to work together and discuss progress in groups. As a staff, we are committed to improving our students' writing.



*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?

- Include numbers of students, grade levels, etc.

Simon Fraser has ten Aboriginal learners enrolled throughout kindergarten to grade seven. Our students show a diverse range of learning needs and achievements.

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

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

- fieldtrips to Museum of Anthropology, Grouse Mountain Feast House, Fort Langley
- consistently trying to weave aboriginal histories, traditions, and cultures through all the curricular areas-geometry-making Bentwood boxes
- visits by Shane Pointe, Elders
- Listening to stories with Aboriginal themes
- sharing videos
- aboriginal acknowledgements at assemblies and in the classroom
- displays focusing on Aboriginal art
- aboriginal music listened to through the music listening program
- Students researched aboriginal groups, sharing their projects with guests and parents

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

- List continuing and new initiatives

- continue to work with our Aboriginal Enhancement worker
- continue to increase our Aboriginal resources in the school for students and staff
- Continue Elder visits
- Continue Professional development workshops
- Continue fieldtrips
- Continue to integrate Aboriginal content into all the curricular areas.
- Continue to weave Aboriginal content through PA announcements and music listening

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

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

-students have expressed their excitement to have a unit of study introduced through Aboriginal legends

-Students are making connections between different cultural traditions and aboriginal traditions

-students are bringing aboriginal traditions to class routines, i.e. Talking sticks for class meetings

-Students are making connections between aboriginal art and the need for sustainability

-students are observing nature in a variety of different ways

-staff are feeling excited about sharing aboriginal histories, culture after workshops they have attended at school

-staff are working together to weave more aboriginal content throughout the curriculum