



## 1. GENERAL SCHOOL STORY:

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

Britannia Elementary Community School was originally designed and built in the 1970's as an open area school within the Britannia School Community Centre.

The school completed a major interior renovation in the fall of 2004 replacing the open area design with a more conventional school design. This renovation significantly enhanced the teaching and learning environment and contributed to improvements in student achievement particularly in the area of social responsibility.

Britannia Community School is a designated Enhanced Services Tier one school and is projecting to enroll 184 Kindergarten to Grade Seven students. The school has a diverse student population, welcoming students of many cultural backgrounds of whom 40% speak English as a Second Language. Approximately 50% of the children at Britannia Elementary are of Aboriginal ancestry.

Britannia is located in a dynamic, multicultural part of the city and is an integral part of the Britannia Community Centre. Other buildings on the site include an ice skating rink, swimming pool, teen and pre-teen center, family activity room, public library, senior center, daycare center, the Canuck Family Education Centre, East Side Family Place and Britannia Secondary. Our students, parents and staff benefit from the many amenities and resources on the site.

Teaching staff collaborate to deliver a consistent Reading Mastery program to all students and work very hard to meet the diverse learning needs of the students. A school wide writing program is also in place at the intermediate level. These Direct Instruction programs have been the cornerstone of the school's successes in supporting students and Britannia Elementary was recognized by the Garfield Weston Awards as the fastest improving school in B.C.

**Numeracy** has been one of our goals the past two years and will continue in 2017-18, however staff will narrow our focus to: **'having all students improve their computational fluency and ability to recall the identified grade level Math Facts.'** This goal came forth as many students did not demonstrate an ability to recall relevant math facts (addition/multiplication) which then impacted their ability to successfully master other numeracy skills such as patterns; data analysis; measurement etc. The development of computational fluency in regards to math facts will positively impact each students' ability to successfully undertake the other Big Ideas within Numeracy.

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## 2. WHAT DID WE SEE?

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

Data for Numeracy had been previously collected from report cards and in reviewing this data it was determined that though it provided an overall assessment of students' achievement in Numeracy, the data did not provide a focused area for targeted improvement for each student. Staff identified the need for each student to improve their ability to recall the identified grade level math facts (addition/multiplication) which would positively impact all other numeracy concepts. This focused goal also aligned the Renewed Curriculum Numeracy Big Idea of 'developing computational fluency.'

In 2016-2017 staff developed/adapted/adopted recognized numeracy assessments to provide a grade level assessments of students' basic math facts. A formative assessment given in October provided the baseline data for each student. The same assessment completed in May provided the comparative data to identify each students' success in improving her/his computational fluency. Assessments used were the Van Isle Diagnostic Math Assessment; Staff developed Math assessments; Computer generated Math Facts and 'Kick it Daily' assessment.

The numeracy goal was supported by a variety of daily math activities to enhance each students' computational fluency. Supports provided for students included: Ipad apps were purchased to support grade level math facts; Resource Teachers were 'pulled-in' to provide supports in small group math stations; Pull-out Resource support for identified students significantly below grade level expectations; variety of manipulatives utilized in math stations; visual supports on walls/student desks and web based math sites that students could access at home. Staff were provided collaborative release time to plan/develop/assess the supports and activities implemented; primary staff undertook a Collaborative Inquiry which assessed 'the impact math routines have on student achievement.'

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## 3. WERE WE SUCCESSFUL?

- Outline results

The summative assessment will be completed at the end of May which will provide the comparative data to accurately assess each students' computational fluency improvement. Staff have already found that the more focused goal has provided a far better 'target' for improvement that can be discussed with students and families during Conferences and identified within formal and informal reports. Staff report that the use of daily math stations and daily basic math fact reviews have positively impacted students' success when new concepts are introduced. Data from our Grade 4 and 7 Satisfaction Surveys in 2015-16 showed that 71% of our grade 4 students and 86% of our grade 7 students felt they were 'getting better at math' many times or all of the time.

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## 4. HOW HAVE WE SHARED?

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

We have worked to involve and inform our school community in a variety of ways: School Plan on our website; presented at PAC and provided strategies/activities parents could use at home; presented at Meet the Teacher Community Dinner as school goal; identified at Parent-teacher conferences; newsletters and reports provided websites that families could access to support their child at home; Monday Meetings reviewed the goal and provided strategies on how students could work to improve on their own.

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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?

Staff unanimously agreed that the Numeracy goal will be continued in 2017-18, within the new Framework for Enhancing Student Learning School Plan, as our more focused goal has positively impacted our students' computational fluency. Staff have been and will continue to review the initial assessments used this year and adjust as needed to ensure the data accurately supports our numeracy goal. Already the Van Isle assessment has been found to be too broad and staff have identified areas within it that are not reflective of our goal and will not be part of next year's assessment. Staff have agreed to identify Pro D opportunities/conferences that will support our numeracy goal; develop a new Collaborative Inquiry question which supports our school goal and continue to use Collaborative time to meet in grade groups. Staff have identified a need to add new materials and resources. Staff would like to: explore the use of Jumpmath; increase supplies of manipulatives/flashcards/tens frames cards/bingo cards; add Apps on I pads; have a Numeracy Day; add Touch Math and 'Kickin it' materials; school wide 'Mad Minutes' and online subscription services such as Math XL.



*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.

We are very fortunate to have engaged, active Aboriginal families within the Britannia school community. We currently have 112 Aboriginal students which is representative of 58% of our school population. A caring staff, that includes an Aboriginal Support Worker and Aboriginal Teacher, we are able to provide our Aboriginal learners and their families with many supports and opportunities that positively impact their lives both within and outside the school. We will implement the Aboriginal Understandings Learning Progression (Spirals of Inquiry) as an assessment tool for both staff and students. This tool looks at the Beliefs and Attitudes towards Aboriginal Peoples and the knowledge of Aboriginal Peoples History. Staff will assess where they and the students are on the progression and in following years we will have students self-assess. This progression will be a great indicator of where our whole school is in regards to Aboriginal Learning.

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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.

100% of our student population participates in Aboriginal learning activities ranging from the arts to science. School and community events are inclusive of all our students and their families. At Britannia the inclusion of Aboriginal learning occurs on a daily/weekly basis within most classrooms and is not only “done on special occasions.” Some of the events/activities we have or will participate in this year are: Friendship Dance for Reconciliation in Action; Drumming and Singing with our ancestors as we learn the respect of the Drum; Storytelling with Lisa Charleyboy ‘Dreaming in Indian Contemporary Native American Voices’; Vancouver Public Library: George Littlechild and Julie Flett (Aboriginal Authors) with readings and Q and A; Judy Ronnenberg’s family experience as a Sauteux Cree travelling from Manitoba to BC in the 1800’s; Dream Catcher teachings and creating individual Dream Catchers; Loretta Williams hands-on Cedar creations: cedar bracelets; Talking Stick Festival storytelling with Rebecca Duncan; Monday Meetings in which the Seven Sacred Teachings were introduced and the students learned the Aboriginal Acknowledgement; Bannock making for our classes and our Potluck dinners; National Aboriginal Day (FN painting; cedar creations; Dancers; Storytelling; Face Painting) and Hoobiyee. Professional Development has included: Aboriginal Education Professional Day; Ceiling Tile Painting of FN Welcome; Beyond 150 Years: Kanehsatake and Mia/Highway of Tears/Alanis Obosawin/Amanda Strong and Atanarjuat; the Aboriginal Literacy Symposium and the Britannia Centre Renewal Speaker series. We also have accepted 100’s of books from Macdonald Elementary that now forms our own Aboriginal book collection. This collection of First Nation literature is accessible to staff, students and families.

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

- List continuing and new initiatives

As a staff we will continue to use the two original Guiding Principles of 2009-2014 Aboriginal Education Enhancement Agreement as our guiding points as we now move to implement the new AEEA for 2016-2021. Along with the AEEA we will utilize the VSB's own Strategic Plan's initiatives of: Collaboration/Engagement/Inclusion/Excellence and Transparency which supports many of our Aboriginal initiatives. The Seven Sacred Teachings will continue and be supported by the First Peoples Principles of Learning which is reflective of First Peoples pedagogy. The book 'Spirals of Inquiry' will also continue to be used as a resource (eg.the Aboriginal Understandings Learning Progression) for increased awareness and focus of Inquiry. In the coming year we will continue to provide many opportunities and activities to engage and enhance our students' awareness and appreciation of Aboriginal histories, traditions, cultures and contributions. Some areas already considered for the coming year are: increased teaching of Aboriginal sport; Jerry Whitehead school-wide art project; Big House Visit to Squamish; School Wide Aboriginal Culture/Peoples Day; First Nation Paddling opportunities and explore First Nations Language Lessons.

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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

We have been successful increasing the knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students as demonstrated by our students participation in the many Aboriginal opportunities accorded them at Britannia. Student First Nation's artwork and projects decorate our bulletin boards and display cabinets and reflect the learning and understanding that occurs within our classrooms. Our Monday Meetings have students learning the Aboriginal Acknowledgment; what it represents and that the Musqueam, Squamish and Tsleil-Waututh Nations are the local Coast Salish Nations. Britannia works hard to have our First Nation students develop a sense of belonging and security at school and we find that reflected in our attendance data from AIMs. With our Kindergartens averaging 9.25 % students absent per month our data shows a general decline at each grade level with our Grade 7 students only averaging 1.77% of days absence per Month. The district average for grade 7 is 6.90% days absence so clearly our students are engaged and have a good sense of belonging at Britannia. Our Satisfaction Survey Data for 2015-16 showed that 87% of our Grade 4 students felt that they 'are being taught about Aboriginal Peoples in Canada' many times or all of the time which is reflective of the Curricular expectations for grade 4. Our Grade 7's expressed that 43 % of them felt they 'are being taught about Aboriginal Peoples in Canada' many times or all of the time. This is a number that we feel will increase given the new curriculums focus on Aboriginal education at each grade level. We will be looking for more informed data as we utilize the Aboriginal Understandings Learning Progression rubric for both staff and students in coming years. At this time majority of staff are in the Developing (Boarding of the Canoe) level, though we are fortunate to have a few staff and parents within the Action/Advocacy (Journey Into Deeper Water) level who offer great guidance and support to the school community.