

Vancouver School Board

SCHOOL PLAN

2015-2016



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.

Sir Wilfred Grenfell

MISSION STATEMENT

Sir Wilfred Grenfell Elementary School is a safe and caring learning community that values **every** student and supports each of them in reaching their full potential.

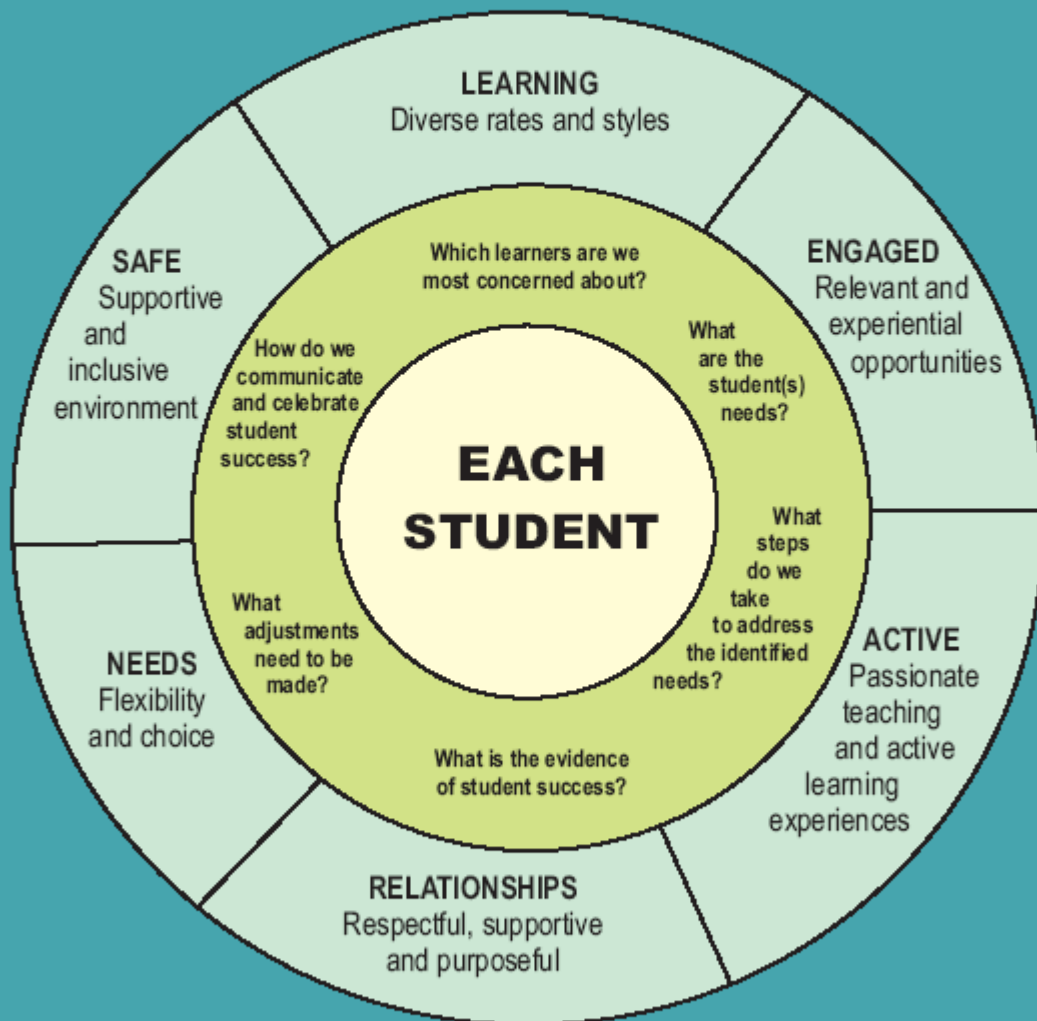
GOAL: Literacy

To improve student achievement Oral Language

GOAL: Aboriginal Cultural Enhancement

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among 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?

Sir Wilfred Grenfell Elementary is situated in East Vancouver and has a population of approximately 395 students. The school is ethnically diverse with the majority of students learning English as an Additional Language. The school integrates and supports children with a variety of learning needs and talents.

To support the diverse learners Sir Wilfred Grenfell has a wide range of programs that are available before, during and after school. In addition to the extra-curricular activities offered by staff, Grenfell students are able to access the programs offered by the Windermere Family of Schools Community Link Team and Collingwood Neighbourhood House. Our Parent Advisory Committee supports the school through fundraisers and by organizing various school community events.

Grenfell School is proud to work in conjunction with our community partners to offer programs such as on-site Childcare (before and after school) and StrongStart for preschool age children.

The Grenfell staff is committed to collaborative planning, goal setting and assessment in an ongoing effort to work together and share our knowledge and resources in order to create a safe, caring and inclusive learning environment in which every learner can reach their full potential.

REFLECTIONS ON 2014-2015 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 the past year was **to continue to increase student engagement and personal responsibility in school (in and out of the classroom)**. The following examples of events, activities, lessons, and programs contributed to the success of our 2014-15 goal.

Objective 1 - To support students in taking more responsibility for their learning,

- Literature circles - intermediate grades
- Assimilation of special needs students in most activities, including small group work and class presentations
- Science Fair at Science World – gr 6/7 - promoted leadership and individualized learning
- 2nd Step program used to set “behaviors for learning” early in the year.
- Primary classes worked with “Big Buddies”, in order for older students to develop

- relationships and connect with, as well as model appropriate behavior for younger students; students support one another academically, emotionally and socially
- Self-Regulation programs used in Primary classes, such as “Social Detective” and “Super Flex”
- Primary students with self-regulation issues attended Brain gym – children worked on developing positive social skills

Objective 2 - To promote students’ understanding of healthy eating

- Primary teachers stressed the importance of healthy foods for snack and lunch
- Kindergarten teachers communicated regularly with parents and experienced positive responses. Quality of foods brought to school through the year improved significantly
- Some classes and groups of students did cooking programs
- Goal setting – students chose both academic and social goals that applied to both school and home - often included healthy eating and drinking adequate amounts of water
- Health & Careers - many classes completed units on nutrition, healthy eating, physical activity, anti-bullying
- Project Chef Program provided for students in grade 4, in November 2014
- Project Chef After School program provided for 12 intermediate students in April 2015
- Healthy eating in Sports – emphasized with teams and expected at interschool events
- Multicultural luncheon in grades 5 and 6, promoting healthy, multi ethnic foods-
- SPEC (Society for Promoting of Environment Conservation) team provided four school wide lessons on school garden and healthy food choices; students given samples of foods from the garden
- SPEC Garden celebration day in June

Objective 3 - To support the development of a safe, positive and caring school community

- Windermere School Community Team’s Youth and Family Worker, Robert Best provided an 8 week Virtues unit with intermediate classes. Results of his “Developmental Assets Survey” provided positive data in areas such student connectedness at school. Students who indicated otherwise were identified and provided with support
- Extracurricular sports teams – volleyball, basketball, badminton, track and field – increased engagement and personnel responsibility for those involved
- Monthly skits performed at assemblies to promote our school-wide Virtues project
- Several classes practiced mindful breathing from ‘Mind up’
- Self-regulation behavior strategies were used with some reported success in improving academic progress
- Special needs students attended a Friendship Group twice per week
- Student council promoted school morale, cooperation, collaboration, teamwork, cross-grade activities and leadership
- Focus on sportsmanship through coaching, team sports and PE

- Many grade 6/7 students participated in “Peer Educators” to promote a caring community and awareness of others’ needs
- High participation in leadership/citizenship - Kindergarten Monitors, Library Monitors, Composting Team Monitors, AV monitors, PA announcers
- Guest speakers - Port of Vancouver, Composting Workshop, Junior Achievement of BC

What was the evidence of success for each student?

Overall, the desired outcomes were achieved. The results of the developmental assets survey posited a belief by the intermediate students that Grenfell provided an environment that was safe and caring. Further to this, student participation in extra-curricular activities and after school programs hover between 30 and 35 percent participation rates; that is 120 students connecting with peers and adults learning and creating a foundation of belonging. Further evidence to support that Grenfell is a safe and caring school includes student leaders welcoming and supporting students who arrived later in the year and encouraging them to participate in school council, friendship group, clubs and sports teams. Visitors to Grenfell (Peer to Peer Tutors, parents, TTOCs and school board trustees) have frequently commented on the overall school climate and general warmth they feel and observe in our classrooms and hallways. Overall, Grenfell has demonstrated a safe, positive and caring school environment which is on always on display.

2015-2016 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: Literacy - To improve student achievement in Oral Language

Objectives:

- To communicate effectively through oral language by exploring, expressing and exchanging information, ideas, opinions, emotions and perspectives
- To enhance students' vocabulary, knowledge and skills
- To further develop students' abilities to communicate and share experiences using subject specific vocabulary

What steps are we planning to address the needs of the identified learners, including our Aboriginal learners?

i.e. What strategies and structures do we believe will lead to student success?

For this purpose, the Grenfell staff will be aware of the direct link between the Literacy goal and focus on oral language and the Aboriginal Cultural Enhancement goal by virtue of the importance of the Aboriginal oral tradition. Opportunities will be explored to integrate the two as much as possible.

STRATEGIES

The following is a list of examples of events, activities, lessons, and programs that will contribute to student success in developing and improving their oral language skills.

- Direct teaching of oral language in all academic and non-academic areas
 - Giving and following instructions to develop sequencing, retention, organization of ideas, etc.
 - Encourage students to speak in full sentences – giving voice to complete thoughts rather than partial, incomplete ideas
- Retell stories or information heard or read orally
- Chanting, singing, nursery rhymes, songs, poems
- Partner and small group work that promotes dialogue
- Games that encourage oral language
- Use of Technology to support oral language development:
 - Self- observation and self-assessment of oral language
 - Digital storytelling
 - Develop a collection of audiobooks
- Drawing connections and commonalities between the oral traditions of Aboriginal families and those of other cultures - highlight the importance of oral tradition and family history
- Read-alouds
 - Facilitate discussion/dialogue re vocabulary/plot/etc.
 - Act out stories read
 - Share read-alouds (ie buddy reading)
- Drama - Story drama activities, Readers' Theatre, theatre games, plays, skits,
- Oral Presentations, debates, speeches
 - Research family history and present it orally

STRUCTURES

- Collect performance data; review to make adjustments in teaching practice in order to further improve results
- Staff collaboration (classroom teachers, resource teachers, teacher-librarians, Aboriginal Enhancement Worker, etc)

What will be our assessments and evidence of student success?

- Classroom observations, formal and informal assessments of student engagement and oral language skills using rubrics, report card data collection, curriculum documents and other tools
 - the majority of students will demonstrate progress by comparing their achievement as measured in the fall with achievement in the spring.
 - Data may be disaggregated for the following learners:
 - ELL, Aboriginal, boys/girls
- Resource teachers to continue using ELL matrices and language assessments
- Use teacher, self and peer-assessment to provide students with a diverse range of feedback and vocabulary to support reflection and improve effective communication

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)?

- Collect performance data, review it to make adjustments in teaching practice to further improve results
- Staff collaboration (classroom teachers, resource teachers, teacher-librarians, Aboriginal Enhancement Worker, etc)
- Teachers will continue to meet in groups to share, discuss, reflect upon, and adjust teaching strategies
- Resource teachers will continue to work collaboratively with classroom teachers to provide different strategies to modify or adapt activities to ensure the success of all children
- Additional direct service to be provided to students who demonstrate need for additional support
- Opportunities for students to demonstrate oral language skills:
 - Assemblies
 - Special events
 - Morning PA announcements
 - Report cards and parent-teacher conferences
 - Oral language skills to be a focus of conversation (directly taught)
 - Student work shared between intermediate and primary buddy classes
 - Newsletters, website
 - Various school projects (digital literacy, family histories, speeches, debates)

How will we communicate and celebrate student success?

- Opportunities for students to demonstrate oral language skills:
 - Assemblies
 - Special events
 - Morning PA announcements
- Report cards and parent-teacher conferences
 - Oral language skills to be a focus of conversation
- Student work shared between intermediate and primary buddy classes
- Newsletters, website
- Various school projects (digital literacy, family histories)

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

- Work together as a staff to find opportunities to engage families in oral language activities
- Collect family stories - invite parents to share their stories, especially from diverse cultures and linguistic groups
- Grade group and other teacher group meeting time provided
- Professional development opportunities for staff

GOAL 2: Aboriginal Cultural Enhancement

To increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

Objectives:

The Aboriginal cultural enhancement goal was introduced in 2013-2014.

For 2015-2016 schools will continue to plan, identify current practices, and access district supports. Schools will also continue to collect and analyze preliminary data.

Reflections on Current Practice, 2014-2015

Grenfell School highlighted the importance of Aboriginal knowledge, appreciation of Aboriginal histories, traditions and cultures among our students with a variety of approaches, methods, guest presenters and field trips that included, but was not limited to the following:

STRATEGIES

- Read First Nations stories, picture books, myths and legends
- Researched traditional lands and use of cedar trees.
- Relevant units taught based on Aboriginal components of the Science and Social Studies curriculum
- Classroom discussions on the importance of First Nations virtues, such as patience and respect, within Aboriginal in culture
- Well known First Nations authors (eg. Maria Campbell) highlighted and celebrated
- Increased focus on the aspect of Valuing Diversity in Social Responsibility, with respect for Aboriginal members of the community
- Data collected for the Grade 7 Aboriginal Success Plans

Experiential Learning Opportunities

- First Nations friendship group made bannock, created hand-made crafts and created soapstone carvings
- Classroom multicultural lunch included traditional food from First Nations Culture
- First Nations Enhancement worker (FNEW) facilitated a regular “Friendship Group” with Aboriginal and non-Aboriginal students, that included activities such as:
 - Luncheons
 - Button blanket sewing
 - Soapstone carving
 - Cedar weaving

Presentations

- Aboriginal students shared their cultural knowledge with their peers
- Invited Aboriginal parents to come and share culture with our class.
- First Nations students share their personal stories and regalia
- Presentation on Inuit artifacts

Field trips

- Hill’s Native gallery in Gastown to study and sketch First Nations artwork
- Grade 7 students attended the Aboriginal Grade 7 Grad ceremony

District Support

- Wendy Ryan and Loretta Williams – Aboriginal Enhancement Workers have come to share their wealth of knowledge.
- Some Teachers and the VP have taken a MOOC on the topic of “Reconciliation Through Indigenous Education” which provided direction on how education programs and teaching practices can be modified in order to meaningfully integrate Indigenous knowledge worldviews and pedagogies in classrooms, schools and communities.

What data are we using to guide and adjust our practices?

Grenfell has combined a variety of structures and approaches to broaden our awareness and appreciation of Aboriginal culture and traditions amongst our students and staff. Our learning opportunities and experiences will be used to integrate the curriculum with the traditional and contemporary worldviews of First Peoples as we plan for the future.

The methods used to collect data include observations, checklists and surveys together with whole-class discussions and student work. We plan to draw on the oral traditions of First Nations Peoples as we work to achieve our goal - to develop oral language skills.

Our plan for the future includes continuing to implement Aboriginal cultural awareness throughout the school community both within the curriculum and in extra-curricular activities throughout the school year.

- Cultural enrichment through Aboriginal storytellers, school workshops and presentations
- More connections to Musqueam Elders
- Invite Musqueam groups to assemblies
- Work with the Aboriginal Enhancement Worker to promote Aboriginal cultures
- Acquire indigenous knowledge from UBC Longhouse and Museum of Anthropology
- Access online Resources from media such as CBC (radio, film and television clips)
- Build empathy with programs such as Second Step
- Include Aboriginal guests in our fine arts performances
- Visit Windermere Secondary School's Carving project
- Provide leadership opportunities for students that focus on Aboriginal culture (such a CREW at CNH)
- Build family connections and community outreach
- Celebrate Aboriginal Awareness through bulletin boards, sharing knowledge and student work

Sir Wilfred Grenfell

Submitted by School Planning Council

	(name)	(Signature)
Principal	Rosemary Love	_____
Teacher	_____	_____
Parent	Sheri Gulston	_____
Parent	Monica Custodio	_____
Parent	_____	_____
Student	_____	_____
Date	May 29 2015	

Recommended Approval by Superintendent

	_____ (Superintendent)	_____ (Signature)
Date	_____	

Board Approval

	_____ (Board Chair)	_____ (Signature)
Date	_____	