



Vancouver School District

School Plan for Jamieson Elementary

Year 2 or 3 (2019) of 3 Year Plan, 2018 – 2019

1. GENERAL SCHOOL STORY:

- *Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year*

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Dr. Annie B. Jamieson Elementary School is located just south of Oakridge at 6350 Tisdall Street, adjacent to Tisdall Park. We complete our Seismic Upgrade in November of 2018.

Our school enrolled approximately 510 students for the 2020-2021 school year. Thirty-nine percent of our student population, or 200 students, speak English as an additional language and receive English Language support. Seventeen languages are spoken at Jamieson with Mandarin Chinese being the most predominant first language of our ELL students.

Jamieson is a dual-track school. Our school provides the District Mandarin Bilingual Program (MBP) for Grades 5-7 students in the VSB. There are currently 84 students in the District MBP. The program teaches the core curriculum in English and students receive daily Mandarin Language Arts instruction. Students in the MBP learn to communicate in Mandarin Chinese in a variety of situations and they learn reading and writing skills. Jamieson is home to a very strong Strings Program. Strings is provided through our school prep schedule to all Grade 4-7 students. Approximately 280 Jamieson students participate in the program.

Jamieson staff are committed to fostering a safe and caring environment for our students. They are dedicated to supporting student academic growth and achievement and overall wellbeing. Our staff have a very strong Professional Development Committee that seeks to integrate our school goals into Professional Development. Our school resource teachers work collaboratively with classroom teachers to support student learning needs. Jamieson staff are committed to working with parents as partners in education and connect regularly, both formally and informally, with our parent community to support student learning and growth.

Jamieson offers a range of sports and extra-curricular activities. This year, we had Junior and Senior Boys Basketball team, Badminton team, and a large Track and Field Team. We also have other activities focused on social responsibility and leadership, including the Jamieson Playground Buddies (intermediate student helpers), Library Monitors, Student Announcers, and School Safety Patrol.

Jamieson has a very strong Parent Advisory Council (PAC). The Jamieson PAC is very active with 14 parents on the PAC Executive. Many parents volunteer to support a variety of activities such as field trips and special events at our school. The PAC runs a hot lunch program three days a week to raise funds to support programs offered at the school. Hot lunch offerings meet the guidelines for food and beverage sales in B.C. Schools.

The Jamieson School Code of Conduct is based on Respect: Respect for Self, Respect for Others, Respect for the Community. Our code of conduct is embedded into our school planning, school culture, and school activities.

2A. WHAT DID WE SEE?

- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

Jamieson students and families are focused on their academic growth and achievement and this is reflected in the academic success of many of the students at our school. Our students participate in a variety of extracurricular activities. Jamieson students are very engaged in their learning and there is a high degree of parent involvement. Our families support Jamieson staff and communicate formally and informally with our staff on their child's progress.

According to student surveys, a high number of our students feel like they belong at Jamieson. Our students generally like school most of the time and feel safe when at school. They feel like adults at school care about their well-being and progress and that they are growing academically throughout the school year. Most of our students come to school ready to learn and with the support needed from their families.

Some of our learners, however, experience challenges. These students are often English Language Learners (ELL) who are receiving support from our school resource teachers. An area that we can work towards improving would be around learning about Indigenous cultures and ways of learning. Our students feel like they do not often participate in or learn enough about Indigenous culture and activities

- Motivated to learn
- Supportive families
- Responsible learners
- Strong participation and involvement in both Mandarin and Strings Program
- Students are learning to use self-regulations strategies in class and on the playground
- Students use action breaks to reenergize and calm themselves down

2B. WHAT DO WE NEED TO RE-ADJUST?

- Outline any changes or adaptations from previous plan. Be sure to include rationale for why these changes should be made and how you believe that it will help.

We are going to continue working on our inquiry question and at this time we will not be making and changes or adaptations.

3. INQUIRY QUESTION (previously known as “Goal”)

- Does the original question need to be readjusted/continued/changed given the results outlined above?

To grow in our practice to help further support the intellectual, personal, and social and emotional development of our learners.

Jamieson staff are committed to the implementation of the new curriculum and we believe that our focus should be on how we can create learning environments which are innovative, engaging, and relevant. The broad focus for our next three years is appropriate as our staff have identified many areas of strength that we can learn from each other, as well as novel and innovative ideas that we want to further discover and adapt for our school context and community.

Jamieson staff have identified Social Emotional Learning (SEL) as a primary growth goal in the coming years. We have also recognized the use of technology in education as another important area of growth. Our staff are implementing early intervention strategies. Through staff surveys and discussion on committees, we believe that it is important to utilize the knowledge and strengths on our staff to build capacity and further spearhead professional development.

4. WHAT IS YOUR NEW PLAN?

- Explain plan (i.e. specific activities for year 2) and any changes from previous plans

- More inservice on core competencies, zones, growth mindset so the school/staff can have a common language
- Educate/share language (common) with all staff and students

5. WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year

- We had various workshops for the 2018-2019 school year which aimed to build on the strengths of our staff and increase collaboration and capacity building
- A group of Jamieson staff had a bookclub which focused on Growth Mindset. Staff that were interested in this particular study met regularly throughout the year and will be reporting out to staff at large.
- BCTF, VSB, other schools for collaboration
- School-based collaborative inquiry groups
- SOGI resources
- Continue to provide Inservice in order to utilize digital technology

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

- Revise (If necessary) or repeat indicators from previous plan
 - School climate – should change for the better
 - SAC/Staff opportunities to share
 - Use MDI results
 - Use Student Learning Survey results
 - Students will be able to describe and demonstrate self regulation skills
 - Create a survey for each staff member/each student to complete at the beginning of Year 3 and at the end of Year 3 in order to analyze and then utilize the information to determine the level of growth amongst students

7. HOW WILL WE SHARE?

- How will we make parents, students and other members of the community aware and involved?
 - CSL
 - Freshgrade
 - Showbie
 - SEESAW
 - School assemblies,
 - Announcements
 - Staff meetings
 - Professional development
 - 3 way journals (monthly)



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

8. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

We have two Aboriginal Learners at Jamieson Elementary School

Grade 4: 1

Grade 5: 1

9. 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.
 - Several of our Primary classes wove Indigenous stories and picture books into their Language Arts curriculum and this in turn led to discussions on Indigenous culture and ways of life
 - Some of our classes participated in the following activities during the school year: made a Longhouse Village, made a book about Indigenous groups, learned about Indigenous cooking recipes and shared food
 - First Peoples Principles of Learning
 - Blanket exercise
 - First Nations feast
 - Invited guest speakers
 - Celebration of Learning
 - Fieldtrips
 - Art Projects

10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives
 - Teachers are looking to invite guest speakers to their classrooms share their knowledge with our students
 - We have booked guests to share and teach at school-wide assemblies
 - We will be seeking ways to increase Indigenous perspectives and ways of knowing in our lessons
 - Participating in district-wide Indigenous events, activities, and professional development opportunities
 - Continue to integrate art
 - Use First Peoples Principles of Learning

11. 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 will be reviewing the progress of our Indigenous students throughout the year. It is our goal that they be meeting academic expectations and are integrated into our community.
 - Non-indigenous students will learn about Indigenous perspectives, way of life, and contributions. We want there to be an appreciation of Indigenous cultures in our school.