



**Chantrell Creek Elementary
Priorities for Student Learning
2012-2013**

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School Context

Chantrell Creek Elementary is a K-7 school with a student population of 398. It is located in a park like residential area of South Surrey. The catchment is primarily single- family homes. Over the past two years the school has experienced significant growth with an addition of 3 divisions. This is the first year for 2 full day Kindergarten classes at the school. The overall growth has resulted in all teaching spaces in the building being utilized, and the addition of a teaching portable on the school site.

The original school building was opened in 1992. An addition to accommodate growth was completed in 1999. Chantrell Creek Elementary is a modern open design concept. A new playground was installed over the summer of 2012.

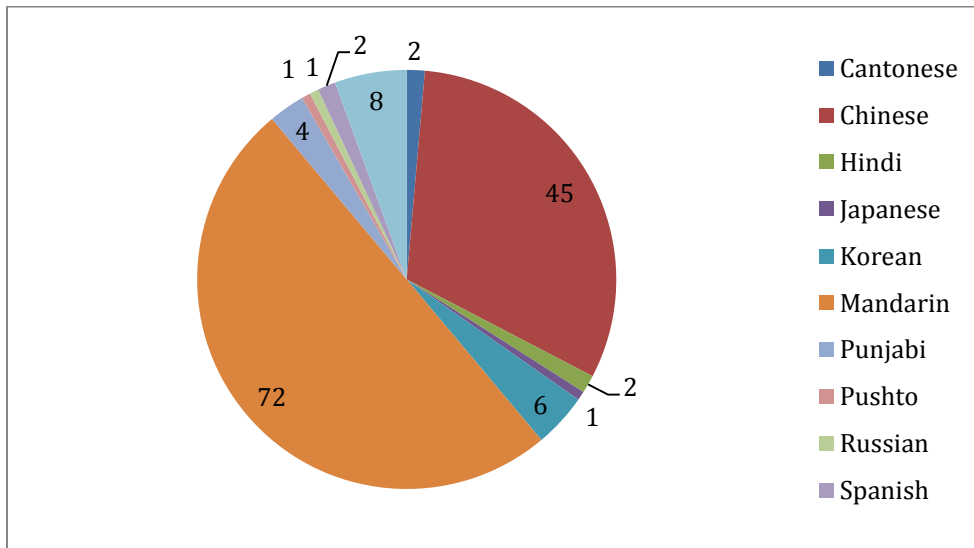
Most students are academically successful. A learning strength at the school is Mathematics. This is evidenced by the results of the Foundational Skills Assessment test.

Chantrell Creek Elementary has had many requests from families living outside the catchment area to have their children attend the school.

The percentage of students who speak a language other than English at home has increased yearly. This year one in six students is ESL. This year the largest percentage of ELL students are Mandarin speaking at 18.05% (an increase of 1.05% from last year) followed by Chinese at 11.28% (an increase of 3.28% from last year) Other languages spoken at home include Urdu, Korean, Punjabi, Cantonese, Hindi, Spanish, Japanese, Pushto, Russian and Hindi.

Home Languages other than English as of Nov 15, 2012

Languages	
Cantonese	0.50%
Chinese	11.28%
English	63.91%
Hindi	0.50%
Japanese	0.25%
Korean	1.50%
Mandarin	18.05%
Punjabi	1.00%
Pushto	0.25%
Russian	0.25%
Spanish	0.50%
Urdu	2.01%
	100.00%



The school focus is academic learning. In addition to academics there are ongoing structures to promote student engagement, balance and healthy living. These include:

- Daily fitness break (Fit Break); student leaders organize and run fitness stations for all students.
- Opportunities for intermediate students to participate in sports teams, cross-country, volleyball, basketball, soccer, badminton and track
- Rich and varied Fine arts programs that builds skill, competence and appreciation of the four strands of the arts. Students experience choir, Orff instrument, ukulele, recorder, Taiko drumming, theatre, mask work, play building, musical theatre, interpretive dance, line dancing, swing dancing, visual art integration throughout curriculum. All grade seven students are in the school band program.
- Student leadership team opportunities: emcee assemblies, act as school ambassadors, read morning PA announcements, rainy day monitors, tech team, develop and implement fundraising events for global and local charities.

School Staff

The teaching and support staff of Chantrell Creek is dedicated and committed to best and current educational practices. This year there are seventeen classroom divisions, 2.00 LST teachers, .2 counsellor, .8 teacher librarian, .8 core music teacher, .3 integration teacher, .15 band. Support staff: 5 Educational Assistants, 1 ABA worker, .15 CCW. Office Staff: One full time head secretary, 22.5 hour records clerk

This year a team of 4 teachers are involved in an inquiry project integrating drama and visual arts to build inclusion and implement the ERASE Bullying Ministry initiative.

There is school wide interest in digital learning. Lead teachers have formed a technology team of 5 who drive inquiry and transformative teaching and learning. This team attends the Digital Learning series. They are building enthusiasm and energy throughout the building.

Parent Advisory Council

Chantrell Creek has a resourceful and committed **PAC** and parent community who are involved in all areas of the school. They offer support as well as providing funding to enrich learning opportunities for all students. This year the fundraising campaign will underpin the purchase of new computers, I pads, document cameras, and projectors.

Vision

Chantrell Creek Elementary endeavors to guide and encourage each student to function as a responsible and adaptable citizen within a global society. We are committed to providing a current, quality, differentiated educational experience in a secure, responsive environment that enables each student to reach his or her learning potential.

1. Goals: Embed digital learning principles as a vehicle to drive differentiated Instruction at Chantrell Creek Elementary.

Rationale:

The shift toward digital literacy as a driver toward has been staff driven. The teachers have been working collaboratively to devise a framework to improve student learning. Utilizing emerging technologies to provide expanded learning opportunities is critical to students' future success. Current best practice facilitates learning through educational technologies to apply knowledge to new situations, analyze information, collaborate, solve problems and make decisions. The tools of technology can facilitate learning within the constructs of differentiated instruction. To meet the needs of the diverse educational needs of our school, a student centered program is essential.

The teachers at Chantrell Creek are invested in this long term goal at the school. Professional development aligns with digital learning principles. The lead teachers action toward implementing this goal will transform practice and learning in the school.

LEARNING FOCUS:

Digital literacy. Our school will focus on facilitating student learning to create essential questions to become critical thinkers while navigating the digital landscape.

It is our assumption that facilitating learning with technology tools will engage learners. Through direct and explicit instruction, K-7 learners will understand on-line safety, assessing sources of information, use of apps, searching techniques, product design tools and techniques. Student engagement will inturn provide opportunities for differentiation, student voice, ownership of learning and cooperative learning.

Inquiry Questions that will guide our work.

- 1) To what extent will employing technology support and enhance students capacity to ask and respond, to essential questions to guide learning and develop higher level thinking skills?
- 2) To what extent will employing technology tools help promote an inclusive, learning community allowing for student choice, engagement and success with Teacher- Librarian and LST support?

How will this work promote and enhance student learning?

Research tells us that active engagement with digital literacy is fundamental to building the competencies necessary for 21 century learning. Improving whole school digital literacy has far reaching benefits toward students success meeting the challenges of the future.

Technology tools promotes student choice. It facilitates success for all learners. With a diverse student population, and high ELL population, engagement is key to success. With a large percentage of ELL students, the key to digital literacy is connecting what they know in their first language to English. With collaboration and participation of all stakeholder levels, some of the challenges facing ELL learners will become learning opportunities.

CONNECTION TO EXISTING WORK:

How will this work connect to and extend ongoing priorities at your school?

The School Priorities for Student Learning plan has focused on social responsibility for a number of years. At this time, it is believed the objectives of the goal have been met. (Indicators Ministry Satisfaction Surveys)

An opportunity to effect change and move the school forward to enhance student learning has presented itself with staff interest, and key teacher leaders to champion digital literacy inquiry.

The school demographic is changing with a significant increase in ELL learners. Teachers recognize the need to meet the needs of the diverse student population. Differentiation can be facilitated through technology.

The summer professional development day (Aug. 31) was dedicated to introduce and engage teachers in digital literacy. This ignited teacher curiosity to explore this area further at the September professional development day. The staff is excited about and committed to further exploration and implementation of digital learning in the school.

Where we are:

- Summer Professional Development Day Aug. 31 2011 (Whole Staff) Yvonne Dawydiak "Integrating technology in the classroom"
- September 19, 2012 Professional Development Day (Whole Staff) "Integrating technology in the classroom II)
- Smartboard installed in the grade two classrooms. Teacher sharing with primary teachers and teacher candidates in 405 practicum.
- Wireless implementation at Chantrell Creek May 2012
- Recent Relevant Workshops attended:
 - 2012 Digital learner series for teacher librarian-Susan Soo teacher librarian
 - 2012 Digital learner series for teachers- "Making Thinking Visible"- Kim Chapman grade 7 teacher
 - 2012 Digital learning series for Administrators - Deborah Thorvaldson attended
 - 2012-13 Digital Learning Series Technology Team and Administrator attending
 - 2012 Sarah Betts, grade two teacher is participating in district project "Can technology support, enhance and or extend young children's literacy development?" (I pad loan program)

ACTION PLAN:

- Align school based professional development with targeted workshops to build teacher capacity in digital learning.
- Purchase 31 mobile I pads, 31 MacBook's, 4 document cameras, 4 projectors, to be used as tools to foster transformative learning in school. Develop access and stewardship procedures and policies.
- Foster and promote the work of the lead teachers to build school.
- Schedule sessions with I pads). Encourage teachers to familiarize themselves with the technology.
- Team will spearhead app purchases. (Whet your APPetite for digital learning) Teacher input will be encouraged, with a pizza lunch (Launch) meeting. Administrator will support incentives for learning.
- Teacher is guide on the side. Shift from 'old' to 'new' planning design. Pose inquiry questions for essential learning, utilizing technology allows students to construct meaning and create new understandings.
- Purchase and distribute current research and online journals, Mackenzie, Tighe, Gardiner.
- Teachers will use specific strategies to develop essential questions for higher - level thinking. Monitor student progress through formative assessments.
- Establish direct and explicit teaching of digital literacy skills (teacher leader mentoring/ modeling).
- Students receive direct and explicit instruction of digital literacy skills from K-6 from teacher librarian. Teacher librarian will introduce current on-line apps to enhance learning.
- Collectively create conditions for success: time, resources, energy, enthusiasm, optimism and hope.
- Access LIF Pro-D funding for teachers with focus on digital learning and essential questions.
- Create a school climate that motivates and engages students in digital inquiry. Provide puzzles, problems and mysteries to solve on-line with student recognition on PA. Always be thinking outside the box.
- Transformative learning will be a result of ongoing work in building a culture of inquiry.
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Goal will be inclusive for all learners, differentiated, permeable, critically reflective and integrative of experience. The learner will construct meaning, make connections and reflections.

- Value the competencies of 21st Century learning. Celebrate both student and teacher learning through assembly and staff presentations. Digital cafes will be offered by lead teachers. Use common language of inquiry in the school. Make the language visible throughout the school, and classrooms. Post essential questions in classrooms and throughout the school.

- Support teacher driven technology committees and initiatives (provide release time and resources) they demonstrate a commitment to building capacity among all teachers and learners to embrace technology to improve learning, and learning designs.
- Technology tools allows for the creation of products that demonstrate learning in ways seeming impossible in the past, improve group learning, increase peer assessment and sharing of learning.

EVIDENCE OF STUDENT LEARNING:

- A baseline survey will be given to determine level of digital literacy and learning in the school.
- Teacher librarian will design “what are the clues to a good website” to access searching skills.
- Teacher observations and anecdotal notes will provide formative assessment.
- The quality of the on-line resources students are accessing should improve as well as their efficiency as digital literacy expands.
- Assessing evidence of critical thinking in questioning. Use Blooms taxonomy (new version) as a rubric.
- Evidence of construction of meaning through learning products. Use criteria reference, performance standards. Examples of digital artifacts, iMovie, digital short and avatar stories.
- Assess digitally captured student interviews around their enduring understandings of curriculum theme.
- Student blogs.
- Showcase student learning with buddy classes, peers and parents.
- Post survey to students assessing evidence of enduring understandings.

LONG-TERM TECHNOLOGY PLANNING:

- PAC is committed to updating hardware. Fundraising campaign currently in place to raise required funds to update school technology and create multi-media lab.
- School funds purchased 7 classroom computers replacing the dated Emacs.
- School purchased 1 document camera and projector.
- Grade seven legacy fund purchased 2 document cameras and 2 projectors.
- The grade seven classes are bringing their own devices to school for specific learning experiences.
- Tech team has designed functional multi-media lab with interactive smartboard.

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2. Social Responsibility:

To maintain the level of citizenship and respect that students show toward others and school community

Rationale: Social Responsibility has been the primary school goal at Chantrell Creek for the past 5 years. Staff has a significant long term investment in this area and value its continuation and maintenance. The goal continues to become a fabric of the school culture. Social responsibility supports the social emotional development of students that has meshed with curriculum and promotes student success.

Our guiding principles to achieve that end are:
Respect yourself
Respect others
Respect this place

- Data used to inform goal
- Parent satisfaction surveys
 - Student satisfaction surveys
 - Incident tracking

Action Plan

Item	Action
1. Buddy classes in place at the school for past eight years, foster responsibility and mentorship in older students	Structured part of teacher timetable and planning for week
2. Adherence to clearly defined behavior expectations and safety inside and on the school grounds (expectations given during daily announcements, at assemblies and in the classroom)	Code of conduct written in student planner. Used as a talking point in problem solving conversations with students
3. Meetings with lunch hour supervisors to ensure expectations and consequences are consistent	Regular meetings and updates. Provide Supervisors with "Gotcha" incentive slips
4. Further develop culture of giving with respect to our sister school W.E. Kinvig.	Book drive and coat drive during Book Fair was well received by both school

	communities
5. Banners in foyer articulate what respect looks like in action. Highly visible	Using common language of respect daily in the school
6. Continue with "Gotcha" program to recognize socially responsible actions (incentives of draws, prizes, and chance for two students to have a monthly lunch with the principal)	Draw held each month for lunch with Principal. Classroom draws held at monthly assemblies
7. Further develop Student Leadership program for intermediate students that provide opportunities for student voice and choice.	Assembly emcees/ morning announcers, recycling team, spirit team, and school mascot program, promoters and school ambassadors, fundraising for global charity
8. Monthly School wide assemblies that illustrate and illuminate guiding principles through: presentations, dance, drama, celebration of learning, and student recognition	Organized and planned based on monthly SR theme. November-"Peacekeeping"
9. Recognize work PAC undertakes in newsletters to promote social responsibility through traffic safety program	Monthly newsletters available in hard copy and online
10. Continue to build culture of giving to W.E. Kinvig, clothing, hampers, books	Promote culture of giving through initiatives
11. Host workshop with multicultural worker, provide translations of school code of conduct and other material to build understandings and broader sense of community among ESL families	Working collaboratively with Surrey Welcome Centre personal
12. "Talon" Eagle mascot to build school spirit, identity and belonging	Student Leadership

Specific classroom actions:

Primary:

Current practices:

- class meetings

- literature discussions
- get to know/respect each other activities
- hallway meetings to solve playground problems
- provide language and model structure for personal problem solving
- Random Acts of kindness- secret friend at home- in the school-teacher
- Classroom monitors-helpers, clean up routines

2011-12 Initiatives - We have started to:

- Adopt ABCD problem solving model-‘Fins Friends’
- Role play the strategy
- Classroom meetings
- Identify/perceive/label the emotions and feelings involved in the conflict and provide some random yet explicit ‘inclusive’ task (i.e. spend 5 minutes playing with someone new)
- Teach “I” message
- Teach solutions from picture cards for problem solving
- Inform parents and encourage home follow up through the newsletter
- Robert Randall drama program builds empathy capacity and social responsibility

2012-13 Initiatives - We have started to:

- Buddy classes
- Problem solving think sheets
- We Can Be Friends – inclusive
- CCW group work

Problem Solving:

- Integrated activities to break down barriers
- Setting the tone from the outset – teaching language & actions, tone of inclusion
- Formulating a consistent, explicit, simple response, eg.
“You do not have to be friends, but you do have to be friendly”

Resources:

- Fins Friends- Canucks
- Social Responsibility binder of literature connections (in library)
- Non Violent Communication- A Language of Compassion by Marshall B. Rosenberg

Intermediate Current Practices:

- We Can Be Friends – Canucks autism Network K-1 up to 7
- class meetings, ongoing issues presented and expectations
- In the last year every classroom has taken on the initiative of class meetings to help students work through problem solving in unstructured (playground) environments.
- current events as they relate to pertinent issues
- social studies and science curriculum integration and problem solving

- Friends for life program –currently our grade 4’s do this program
- Buddy classes K to 7
- shared reading, teaching playground games, special events
- “school area” clean-up, school yard & across the street and the adjoining park
- drama- social responsibility/conflict resolution
- skits/readers theatre – intermediate inquiry project – Building inclusions through visual acts and drama
- focus on issues arising in the class
- Robert Randall Drama program
- Class meetings/hallway meetings / think sheets
- Apply the social responsibility performance standards to highlight characters in literature and novels. (make connections to their own lives)

Staff has a significant long term investment in Social Responsibility and value its continuation. Maintaining social responsibility for this school year supports the social emotional development of students that has meshed with curriculum and promotes student success. This goal continues to become a significant contributor to school culture.

Signatures of School Planning Council:

Principal: _____ Parent: _____

Teacher: _____ Parent: _____

Parent: _____

Assistant Superintendent Approval: _____ Date: _____