



Vancouver School District School Plan for Lord Roberts Year 3 (2017~2018)

1. GENERAL SCHOOL STORY:

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

Lord Roberts Elementary School is located in the downtown core of the City of Vancouver known as the West End. There is great diversity within our student population: 4% (23) of our students are Aboriginal, and, of our students, 188 (33%) students are English Language Learners and there are at least 38 different languages spoken at home. Our students represent about 40 countries, and of these students, a significant number were born in Eastern Europe and Russia, and in Japan. Many other students come from Asian or Persian countries. We have a high number of vulnerable families and 24% of our students are classified as being vulnerable. More than 52% (298) of our students receive resource support and 41 students (7%) are designated as having special needs. Lord Roberts School is one of King George's feeder schools. We share programs and resources with this high school. Roberts' Grade 6 and 7 students are part of the International Baccalaureate Middle Years Program with Elsie Roy and King George Schools. Roberts was accredited in 2006 and was successfully re-evaluated in April 2013. Roberts also offers an inclusive band program where all Grade 6 and 7 students learn to play a musical instrument. Community Schools Team members coordinate programs and activities which both enhance our students' learning experiences and provide students with many outside school activities. King George staff members – counselors, Youth and Family Workers, Multicultural Workers and Settlement Workers – are crucial in helping Roberts' students transition successfully to high school.

INQUIRY QUESTION

Our inquiry question comes out of conversations about our diverse community, data about our students as learners and with social/emotional learning in mind. Our question is who are the students who struggle with self-regulation and social/emotional learning, and, secondly, how do we best support them. Our goal is to help students develop a greater awareness and understanding of community values, how actions affect others, and how to solve problems in peaceful ways, with a focus on developing reflective self-regulation skills.

2. WHAT DID WE SEE?

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

Throughout the year we...

- Reviewed the Code of Conduct with staff, students, and presented to parents and school community
- Held Social Emotional Learning/ Social Responsibility committee meetings to help implement our goal
- Designed key-visuals to reinforce the stated expectations in the Code of Conduct for both school and home usage, and used common language to teach and reinforce positive problem-solving strategies
- Taught specific expectations in the Code of Conduct (ie. monthly 'virtues' from the Virtues Project)
- Taught about caring and respect from the perspective of different cultures
- Taught conflict resolution skills and peer-to-peer co-regulation strategies
- Surveyed students and staff at the beginning of the year to come up with an agreed upon set of community values and then provided direct teaching about these
- There was ongoing classroom teaching of 'zones of regulation' and other mindfulness practices and strategies
- Practiced respectful interactions
- Older students modelled and encouraged co-regulation strategies
- Modelled calmness and mindfulness
- Held parent sessions on the use of self-regulation strategies at home with their children
- Held SBT and class review meetings to identify at-risk learners and to provide support (eg: Counsellor, Resource, Classroom Teachers, SSA)
- Implemented Social Responsibility Programs at classroom level (eg: Roots of Empathy, Mind Up, Alert Program, Self-Regulation Strategies)
- Expanded the library collection to include more Social Responsibility themed books
- Staff read stories in classrooms on self-regulation topics
- Held social responsibility theme-based performances

3. WERE WE SUCCESSFUL?

- Outline results

We have become more effective in identifying our students who would benefit from support in social/emotional learning, and we have focused our efforts in teaching to SEL and in providing specific supports for at-risk students. Our data does not reflect a decline in the number of students Not Meeting expectations in Social Responsibility. Our students continue to struggle with being reflective and with self-regulating themselves, however, as a school community we have become more focused and effective in providing appropriate supports for them. We have critically discussed school-wide program options and have decided on a specific program to help us address social emotional learning and the challenges we face as a school and community. To sum up, we are successful in building capacity as a school community to support students with social emotional challenges, we are successful in that we have increased our knowledge and understanding of SEL, and we have agreed upon a strategy to focus on and support the social emotional well-being of our students and school.

4. HOW HAVE WE SHARED?

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

We communicated and celebrated student success by...

- Student presentations
- Student-led conferences, goal setting conferences (set social responsibility goals for students) and student-led, multi-grade “galas” to display student learning
- Report card conferences
- Project presentations to help build school community, school connectedness and school pride
- Blogs and classroom e-newsletters
- School website
- PAC website
- Parent night
- Student-led assemblies

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?

Lord Roberts will experience another boom in enrolment next year. As a staff, we have had many conversations about how this might impact the school. Social/emotional learning has been a focus in discussions about how well our students are doing in being reflective and in solving problems peacefully. As a staff, we have agreed to continue the goal of helping students develop these reflective skills. We have recently agreed to implement the Second Step program next year. Our Social Responsibility Committee will continue to take a leadership role in moving forward, looking into purchasing teacher, staff and student materials, and to coordinate the messaging of this program. The intent is to agree on common language to use school-wide, this messaging will be introduced and reviewed at assemblies, language and skills taught specifically at classroom level, and all staff will follow through. We will focus on self-management, social awareness, relationship skills and responsible decision making. A previous goal, as identified by staff, was staff cohesion. We have used Professional Development opportunities to work on this goal. This year, our Primary team worked on an Inquiry project on Primary Writing. Our staff worked collaboratively while developing their understanding of the Redesigned Curriculum. Staff cohesion will be crucial as we move towards implementing the Second Step program. In implementing this program, we will focus on expected behaviours and specific locations (ie. Expected behaviours in hallways, and common language used to support this).



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

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

- Include numbers of students, grade levels, etc.

24 Aboriginal students (4%) attend Lord Roberts School. 6 are in Grade 7, two in Grade 6, six in Grade 5, four in Grade 4, four in Grade 3, six in Grade 2, one in Grade 1 and four in Kindergarten.

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.

At Lord Roberts, we have done the following to support all learners...

- integrated Aboriginal “ways of knowing” in teaching and instruction in designing and implementing experiential hands-on learning opportunities that build connections and relations with Aboriginal culture
- Taught and modelled virtues and values of Aboriginal culture as part of the social responsibility focus
- Used story-telling, music, art and dance as part of the holistic teaching approach
- Connected teaching and learning to the environment and the earth
- Built in collaboration time for planning and implementation between the Aboriginal Education Enhancement Worker and teachers
- Supported this goal by purchasing grade appropriate resources for classroom instruction
- Incorporated artistic initiatives such as classroom cultural experiences and drama
- Accessed community building activities that highlight Aboriginal history and culture (ie. At the Vancouver Art Gallery)
- For the first time this year, highlighted First Nations’ contributions during Remembrance Day ceremony
- Incorporated Aboriginal readings, movies, music and dance in a few assemblies
- At classroom level, designed group research projects focusing on Aboriginal cultures
- Coordinated cultural initiatives in the classroom (with buddy classes) such as holding a potlatch (using ‘salmon’ as the learning focus)
- Learned about plants and their medicinal uses in Stanley Park
- Arranged classroom visits to Stanley Park to learn about Aboriginal communities
- Participated in National Aboriginal Day
- Held multi-class events such as Potlucks and special events
- Grade 4’s have planned to attend outdoor school again this year
- Aboriginal history with study of ancient civilizations was taught as part of the Grade 7 curriculum
- Increased the profile of Aboriginal artists and musicians through assemblies and performances

- Updated Aboriginal art throughout the school
- Used more legend writing and storytelling in literacy curriculum
- Used BCTF website for links which support Aboriginal education
- Expanded involvement of Aboriginal families and planned Aboriginal events for all students and families

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

- List continuing and new initiatives

We will continue to do the following:

- Utilize Aboriginal “ways of knowing” in teaching and instruction in designing and implementing experiential hands-on learning opportunities that build connections and relations with Aboriginal culture
- Teach and model virtues and values of Aboriginal culture as part of the social responsibility focus
- Use a holistic teaching approach to include story-telling, music, art and dance
- Connect teaching and learning to the environment and the earth
- Ensure that this goal includes all students and is for all students
- Continue to support this goal by trying to build in collaboration time for planning and implementation between the Aboriginal Education Enhancement Worker and teachers
- Continue to purchase grade appropriate resources for classroom instruction
- Incorporate artistic initiatives such as classroom cultural experiences and drama
- Access community building activities that highlight Aboriginal history and culture
- Highlight First Nations’ contributions during Remembrance Day ceremony
- Schedule presentations, guest speakers, performances, and art exhibits
- Arrange for Aboriginal readings, movies, music and dance in assemblies and class settings
- Integrate teaching and learning using storytelling and legends
- Coordinate cultural initiatives in the classroom (with buddy classes) such as holding a potlatch (using ‘salmon’ as the learning focus)
- Arrange classroom visits to Stanley Park and other outdoor experiences to learn about Aboriginal communities
- Participate more fully in National Aboriginal Day
- Book ‘talking-stick’ workshops – PowWow/Storytelling
- Have a focus on contemporary Aboriginal successes, athletes, politicians, artists, et al
- Hold school-wide events such as a Potluck or special event
- Plan trips to the Aboriginal Cultural Centre or to the Musqueam reserve
- Attend outdoor school → Grade 4
- Integrate and teach Aboriginal history as part of each grades’ curriculum
- Ask Elders and Aboriginal students to open assemblies and special events
- Increase the profile of Aboriginal artists and musicians through assemblies and performances
- Create a “word wall” of English words with Aboriginal roots
- Install Aboriginal art throughout the school
- Consider including drumming and chants as part of “mindfulness” practices
- Use BCTF website for links which support Aboriginal education
- Expand involvement of Aboriginal families and plan Aboriginal events for all students and families

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

Examples of success in this area come from feedback from students and ideas they have shared in both the Middle Years Program gala, which was a several-day sharing of students “passion projects”, from projects shared in the Primary Writer’s Festival and from student work shared with buddy classes and at assemblies and special events. We now begin all assemblies with the Aboriginal acknowledgement, and I’ve noticed that our Parent Advisory Meetings now begin with that acknowledgment as well. We have purchased more materials for our library to support Aboriginal Education, and the requests for materials both for students and for teachers has increased. There is not only a greater understanding and appreciation of Aboriginal histories, traditions, cultures and contributions, but an increased acceptance and awareness of them.