



Vancouver School District
School Plan for Emily Carr Elementary
Year 3 (2017)

DEMOGRAPHICS/ENVIRONMENT:

- School proud to honour the name of the great Canadian writer and painter, Emily Carr
- Carr is a diverse and stable neighborhood in the Douglas Park Area, south-east side of Vancouver
- 3 buildings, 2 portables
- School population of 300 students, from Gr. K- 7; 13 Divisions
- Approximately 14% of our students are second language learners, with 20 different languages being spoken at home and school
- Approximately 12% of students are designated with Special Needs
- Approximately 1.75% of students are Aboriginal
- Ready, Set Learn and Welcome to Kindergarten Programs
- Annual Book Exchange, Camp Read and Author Visits
- Library as 'Learning Commons'
- Student Led Assemblies/Performances
- Multiple Student Leadership opportunities, ie: environmental duty, office, lunch and library monitors, peer leaders, assembly crew, student led morning PA announcements
- Morning Daily Physical Activity (DPA)-school wide
- Zero Waste school-wide program
- Support Our Students (SOS-store on site)-community donations supporting vulnerable students/families
- Extracurricular sports: volleyball, basketball, track and field, intramurals, chess club
- Extracurricular Grade 6/7 Band Program
- PAC Exec. monthly meetings with Admin
- Monthly PAC meetings and many diverse events: movie nights, Fun Fair, cake walks...
- Hot Lunch Program- Fridays (paid by parents)
- One to One Volunteer Reading Program
- Community Links/After School Programs
- Douglas Park Child Care: (604) 257-8130

WHAT DID WE SEE?

- **Environmental Goal: To further develop understanding, awareness, appreciation, connections to and respect for the Environment among all students.**

-Second year of goal was to move from awareness to action in multiple ways – achieved

- 12/13 divisions have Zero Waste Recycling bins in classrooms with 7 bins in hallways and rooms
- 400 pounds of recycling diverted from landfill since May 2016
- 2 divisions collected recycling bins weekly and prepare for monthly pick up
- student leaders ran individual class workshops and provided interactive workshop to 44 Ks
- PAC now sponsors fee for monthly recycling pick up
- multiple families report that their child(ren) leading the way in recycling action in homes
- 4 Intermediate divisions (grades 4/5) experienced Outdoor Ed Camp in early Fall for 3 days
- 2 multiage grouping projects (resource innovative initiative): rock painting and magnificent box project
- Earth Rangers presented to 9 divisions
- field trips to VanDusen Gardens and around school for botanical knowledge of playground plants/trees

WERE WE SUCCESSFUL?

-12/13 divisions have Zero Waste Recycling bins in classrooms with 7 bins in hallways and rooms

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HOW HAVE WE SHARED?

Staff shared:

During: PAC meetings, parent-teacher-student conferences, performances, assemblies, integrated theme week with station based activities integrating Aboriginal Goal, student led classroom workshops

In: newsletters, report cards, display cases, PA announcements, Library Book Talks, bulletin boards, VSB website

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?**

In 2016/17, staff engaged in multiple conversations through Pro D sessions, Staff Committee, Staff Meetings and Lunch and Learns around Assessment For Learning. This theme was the primary focus of attention and action as it directly connected to the Redesigned Curriculum.

*Staff reflected on Environmental and Aboriginal Goals on May 19th. Interest remains around the Environmental theme with other interests around Assessment For Learning, Core Competencies and integrating more the District-wide Aboriginal Goal with the current Environmental Goal

*It was decided to revisit current goals in Fall 2017 due to a significant change over in staff and wanting new staff to have a voice with welcomed ideas to renew or retire School Goals.



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

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

Our students who are Aboriginal are our Carr students. Each student feels a sense of belonging in our inclusive environment that accepts and honours all students' histories, traditions, cultures, contributions, strengths and struggles.

- *8 Aboriginal students at K-7 levels
- *1 student with "D" designation
- *8 students are achieving Minimally Meeting to Fully Meeting Expectations
- *7/8 students arrive on time each day
- *6/8 students reside in their birth homes with either parent or grandparents; 2/8 reside in homes with Foster Care 'parents' with close connections to biological parent(s)
- *1 student returns every Summer to reside with biological mother on Reservation

- *No family wishes any level of 'pull out' service from Aboriginal Enhancement Worker
- *AEW has no contact with families— school staff contributes enormously to these students' success

WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- *AEW worked with 6/13 divisions around themes of: blanket ceremony, residential schools, Truth and Reconciliation, Talking Circle, modern artists and musicians
- *Shane Pointe worked with 4 upper Intermediate classes around residential schools and Truth and Reconciliation
- *rich literature resources highlighted and purchased by Teacher Librarian and used in Reading Recovery program
- *Fall 2016, school-wide stations focused on Environmental and Aboriginal knowledge/activities
- *Field trip to Vancouver Art Gallery for Susan Pointe/s exhibition
- *Red Skies school-wide performance
- *Outdoor Ed program for grades 4/5 in Fall (3 day adventure)
- *acknowledgement of traditional lands in newsletter with AEW sections highlighting quotes or knowledge
- *May 19th review of District-wide Aboriginal Goal successes and new ideas for authentic 'activities'

WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- *being an inclusive and accepting environment where all students feel a sense of belonging
- *continuing to talk **first** at SBT and at Class Reviews about the **student's strengths** and then designations and cultural background (if it connects to the conversation)
- *reaching out to Social Worker and families when concerns arise around hygiene, nutritional snacks/lunches
- *working collaboratively with AEW to design authentic in-class experiences
- *providing performances that highlight Aboriginal content
- *integrating Environmental initiatives with Aboriginal content

HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- **8 students feel a great sense of belonging and are learning socially, emotionally and academically**
- *8 students attend daily and 7/8 arrive on time daily
- *8 students are achieving literacy success from MM to FM Expectations
- *1 student pending Psych Ed report
- *close connections to Social Workers to navigate concerns around in hygiene, nutritional snacks/lunches
- *4/8 families receive support from our SOS (Support Our Students) 'store on site' for recess and lunch food, basic family staples, and gift card donations at Christmas

WHAT DO WE NEED TO FURTHER SUPPORT?

- ***ADDITIONAL SECTION:** I believe this topic is missing for greater proactive measures to support students/families and to **decrease time and energy from classroom teachers and Principals:**
- *greater and more active AEW outreach in early Fall to connect with Social Workers and families to understand needs and vulnerabilities.
- *greater and more active AEW outreach to Aboriginal agencies to support families around food, clothing and basic staples and for funds for extracurricular and summer activities