



# Vancouver School District

## School Plan for Laura Secord Elementary School

### Year 3 (2017)

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## 1. GENERAL SCHOOL STORY:

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

L'Ecole Laura Secord Elementary offers both French Immersion and English programs and enrolled 640 students in 2016-17. Early Immersion classes are offered from Kindergarten through Grade Seven and Late Immersion Classes in Grade Six and Seven. English classes are offered from Kindergarten through Grade Seven. 41% of 2016-17 students attended the English program, 51% were in Early French Immersion, and 8% were in Late French Immersion.

Laura Secord is situated in a diverse socio-economic area located at the corner of East Broadway and Lakewood. Many students speak a language other than English in the home: In the 2016-17 school year, 28% of our English program students were designated ELL and received additional English Language Learning support. 25 of our students were of Aboriginal ancestry and 43 had Special Needs designations from the Ministry of Education.

Laura Secord runs an Early Intervention support program in both French and English. With the implementation of the Early Intervention model, there is a reading recovery program both in the English and French Immersion programs. Our goal is success for all students with a particular focus on providing as much support as possible in the early literacy years.

Secord students enjoy a rich array of curricular, co-curricular and extra-curricular activities run by school staff, our VSB Community Schools Team and our very active PAC. These have included Grade 7 camp, Grade 7 French Immersion Quebec Exchange, after-school programs, clubs, sports teams, lunch programs, special events and days, field trips, performances and more.

As the 2016-17 school year was a transition year with the District moving toward a new 3-year *Framework for Enhancing Student Learning Model* beginning in the 2017-18 school year, Second staff will be developing our inquiry question for this new cycle in the fall of 2017. Consequently, the following questions 2 to 4 are not applicable.

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## 2. WHAT DID WE SEE?

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

n/a

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## 3. WERE WE SUCCESSFUL?

- Outline results

n/a

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## 4. HOW HAVE WE SHARED?

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

n/a

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## 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?

As we begin a new 3-year school plan cycle, staff will focus on the Scanning and Focussing steps in the fall of 2017 with a goal of having these steps completed and identifying our inquiry question by October-November.

This will be done following the intent of the new model that there be a conversational flow throughout the year related to the school plan. This will occur via staff committee and team meetings and through other means that encourage meaningful engagement.

At the end of the 15-16 school year, staff suggested possible areas for goal development for the 2017-18 school year. These will serve as the basis for the beginning of the development of a new school goal for the duration of the 3-year cycle.



*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.

In the 2016-17 school year, we had Aboriginal Learners in all of our 3 programs, in both primary and intermediate grades as follows:

	K	1	2	3	4	5	6	7	Totals
English	4	2	1	1	2	1	4	1	16
EFI		3		1	1	2	3	2	12
LFI							1	1	2
Totals	4	5	1	2	3	3	8	4	<b>30</b>
	Primary = 12				Intermediate = 18				

They come from a variety of Aboriginal groups.

## 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.
  - September French Pro-D on First Nations resources, topics, etc.
  - Winter Pro-D at Britannia put on by Aboriginal Learning Services (English)
  - participation in Blankets exercise to increase awareness and empathy on First Nations history and context
  - Royal BC Museum First Nations Living Languages exhibit pro-d re: culture and importance of language
  - posters in East Wing main floor to add to First Nations imagery around school
  - Acknowledgement at school assemblies
  - School performances: aboriginal dancers, drummers
  - Shane Pointe visit and talk to all students during Earth Day
  - Telling of “bead story” using students instead of beads to teach about 10,000 yr history of Coast Salish people
  - Various grades art projects using FN artists (aboriginal prints, ghost prints of orcas, wolves and ravens, soapstone carving)
  - Cross-curricular connections (ie artwork with literacy, etc)
  - Literacy connections: FN legend writing, learning about oral traditions, having students write their reactions to the traditions, as well as paint their favourite "scene" from a Coast Salish story.
  - maps posted with First Nations language groups and/or groups
  - First Nations Principles of Learning posted around school and in class, French and English
  - Weekly events on hallway monitor organized within a medicine wheel format and integrating FN Principles of Learning
  - AEEW classroom visits, talks and projects
  - first year of school wide participation in Orange Shirt day
  - school spirit activities and events for house teams reflecting FN animals: wolves, orcas, grizzlies, ravens
  - considerable increase in collection of FN resources (books, novels, resources, videos) in both English and French
  - field trips: MoA, Langley Art Gallery
  - visit by Indian Residential School Society
  - speaker from Robert Bateman Centre: connections with button blankets, Haida culture, etc
  - Generational knowledge (having parents come in to do activities with students)
  - Circle meetings, talking stick use during class meetings
  - Research project on First Nations technology
  - Kinesthetic learning (building models, weaving project, etc.)
  - Learning involves patience and time (for example during our weaving project)
  - place based learning: art project finding shapes outside

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

- List continuing and new initiatives
  - school house teams - continued exploration of related animals and their meanings and uses in First Nation communities and other
  - different animal/team appreciation months throughout the year, some teachers have used this as an opportunity to focus on different artwork, artists, or stories
  - consider including acknowledgment on morning announcements (if not daily, perhaps on Mondays or once/week)
  - continued expansion of First Nations resources and reading materials for students and staff in French and English
  - continue to invite First Nations speakers, have aboriginal enhancement worker in classrooms, and continue to learn some of the style of First Nations artwork.
  - continue to integrate Aboriginal content wherever possible
  - Continue using the Principles of Learning to guide our teaching and integrate them throughout the curriculum

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## 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
  - increased questions from students regarding First Nations groups, maps, languages, stories
  - Parent recognition of increased First Nations content
  - staff discussions and collaboration on projects, information, approaches, shared knowledge
  - staff discussions/emails regarding inclusive wording choices and appropriate French translations
  - shared academic readings amongst staff
  - PAC making the May family dance a "House Theme" with decorations made by students representing house animals, colors, and an opportunity to honour their animal and team with an artifact for team table
  - students recognize more First Nations group names now than at the beginning of the year.
  - children are interested in First Nations stories and culture
  - FN activities are stimulating conversation among the kindergarten students
  - parents of First Nations students have expressed appreciation for the dialogue and activities that value First Nations cultures
  - Students learn more about First Nations culture.
  - Students learn that First Nations cultures are living, and continue to evolve.
  - Students learn about the impacts of residential schools.