



Vancouver School District
School Plan for Sir Wm Van Horne Elementary
Year 3 (2016-17)

1. GENERAL SCHOOL STORY:

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

The Sir William van Horne Elementary School community is located in a diverse, stable neighborhood in the Oakridge - South Slope area of Vancouver. It enrolls 398 students in 16 divisions from Kindergarten to Grade 7. Van Horne is a community of learners that takes pride in developing both curricular and core competencies to support development of each child. Students are challenged to excel in all areas of learning including technology. This year Van Horne students participated in Robotic and Destination Imagination Competitions.

Staff work collaboratively to discuss students' needs and to best support literacy. Van Horne is a V.S.B. Early Intervention school. Kindergarten and Grade 1 students receive small group and one to one (Reading Recovery) support from the resource team for literacy skills. Our resource model for English Language Learners and Learning Assistance Support provides opportunities for differentiated levels of assistance and small group instruction. The use of technology for special needs students is an important aspect of our program. The resource program is thoughtfully organized to provide qualitative instructional time to the students.

The school offers a number of musical opportunities for students. A large Intermediate and Primary Choir practices regularly and performs in and outside the school. Van Horne has a long running Strings Program, which includes Intermediate students in grades 5-7. This program traditionally holds winter and spring performances.

Van Horne has a strong extra-curricular program sponsoring teams at the Intermediate level for cross-country, volleyball, basketball, badminton and track and field. Van Horne parents play an integral role in sponsoring our sports.

Van Horne sponsors a variety of student leadership opportunities: Student Council, Playground Leaders, Safety Patrol, PA announcers, student-led assemblies, and Library Monitors. Events as the Terry Fox Run and Walk for Cancer Research to are an important part of student leadership.

We are fortunate to have a highly dedicated and committed PAC. The PAC continues to support new initiatives including sports and technology. We appreciate our PAC's ongoing support.

2016-2017 INQUIRY:

INQUIRY # 1:

To improve social and emotional well-being as an individual and within the school community (Personal & Social Competency):

- Students to develop self-awareness, understanding and appreciation of self-physical and social emotional learning)
- Students to develop awareness and appreciation of others (social responsibility)

At the end of school year 2015-16 we looked at both our data on Academics (Literacy) and Vulnerability and realized that we needed to focus on developing greater personal and social competency to impact student's overall well-being and promote successful learning. As a school, we wanted to focus on students to be active and healthy but also to develop strategies and skills to self-regulate. Some reflections at the end of 2015-16 school year included:

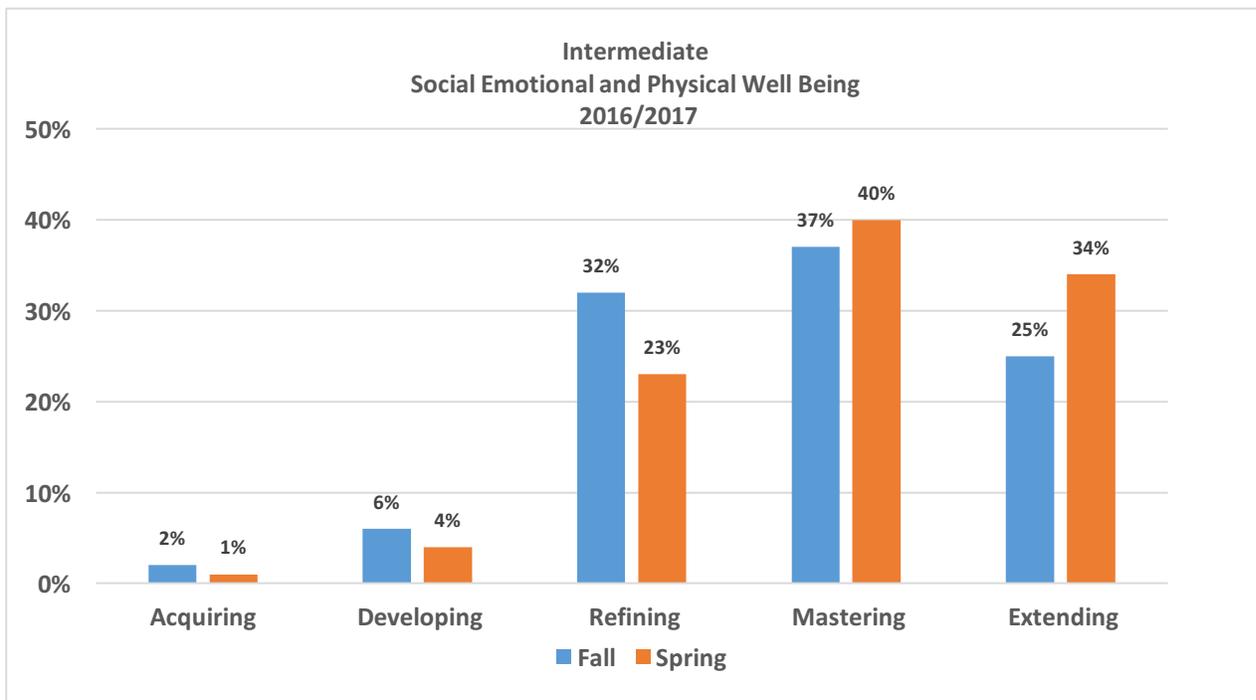
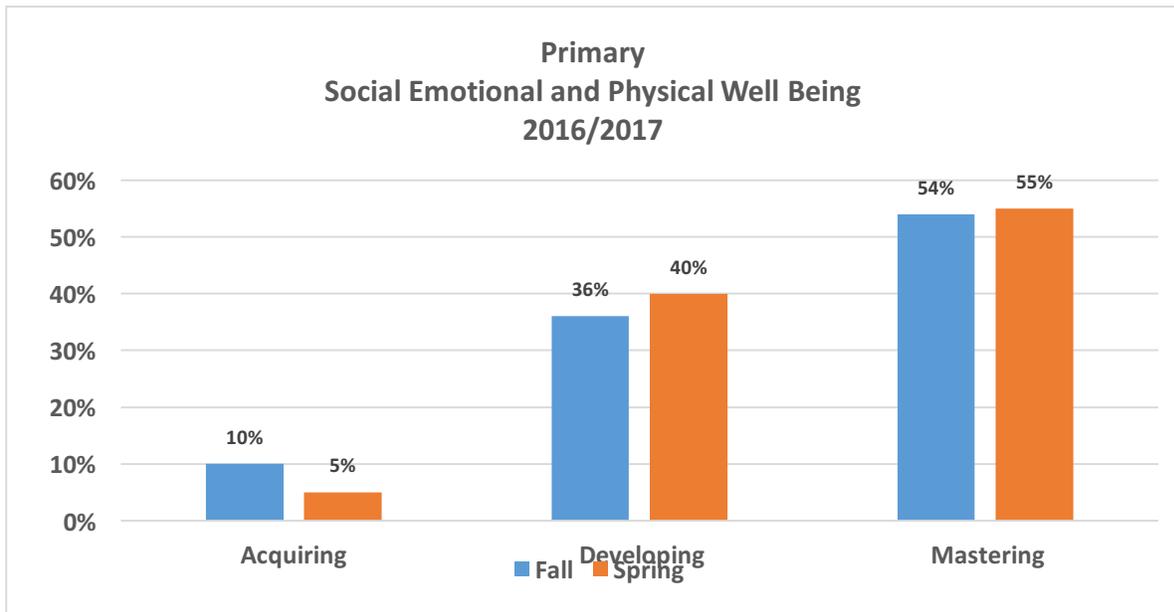
INQUIRY QUESTIONS:

- Students need to be more physically active
- Students need to value diversity, demonstrate caring behaviors towards self and other
- Students need to develop greater skills in self-regulation
- Students need to develop greater skills in solving minor problems peacefully
- As a school, there needs to be a greater connection between different age groups of students
- There needs to be a greater promotion of student leadership
- There needs to be a greater participation in sports
- As a school, students need opportunities to connect with more teachers other than their own classroom teacher
- As a school, students need a greater sense of social responsibility
- As a school, we need to implement more social emotional and other programs to develop empathy and care

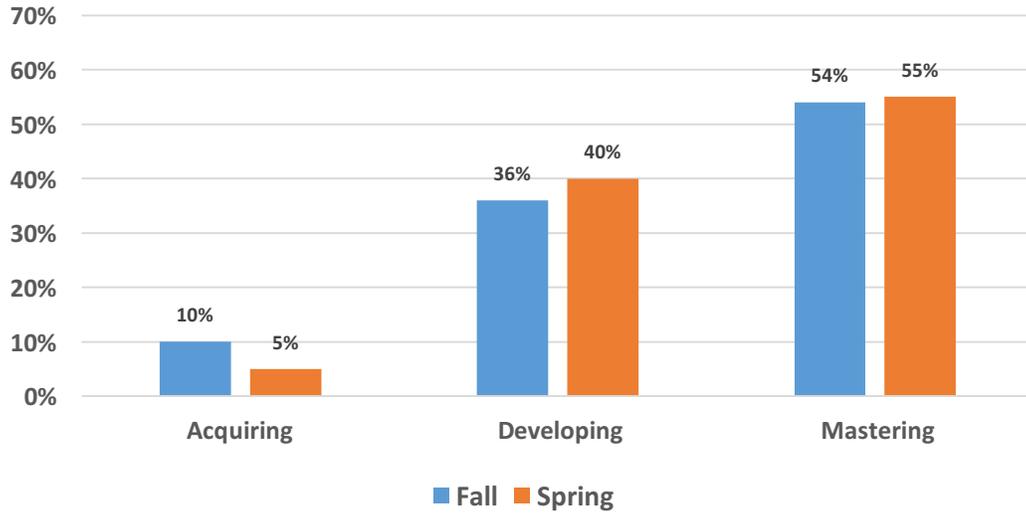
2. WHAT DID WE SEE?

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

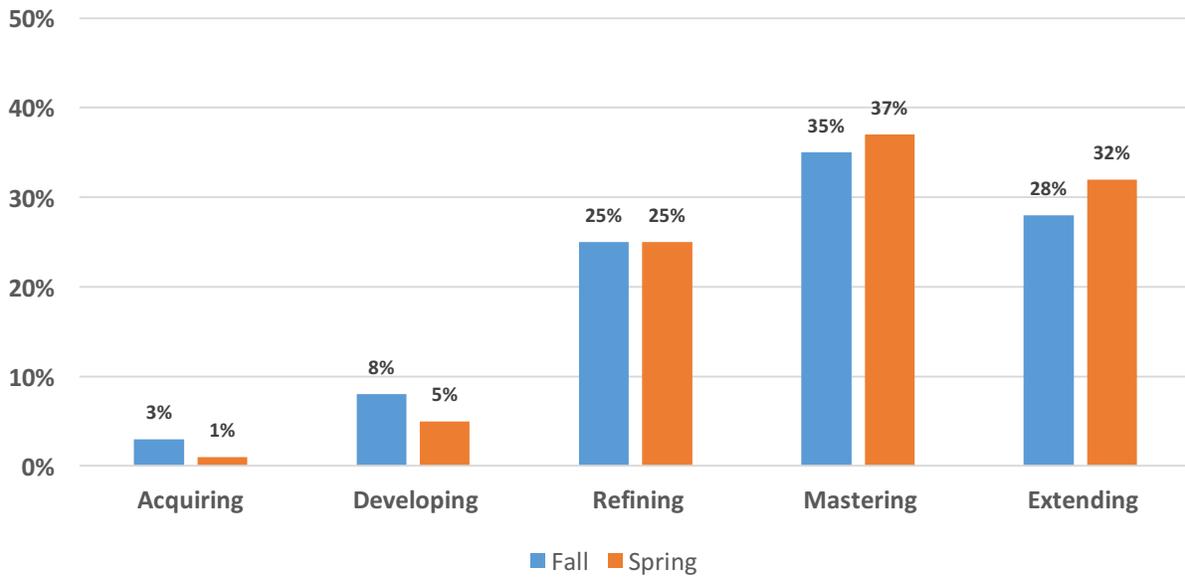
In September 2016-2017, a survey was development to obtain a benchmark and baseline data to determine overall personal and social competency reflecting the Core Competencies in the BC Curriculum. The primary survey has 6 questions and intermediate survey has 9 questions and students self-assess using a performance scale.



**Primary
Social Responsibility
2016/2017**



**Intermediate
Social Responsibility
2016/2017**



Baseline: Social Emotional, Physical Well Being

- Baseline data on social emotional learning and physical well-being indicated we need to focus our efforts on developing social Emotional Learning, Physical Well Being & Social Responsibility both at the Primary and Intermediate Levels. In Fall, the total percentage of students at Acquiring (Primaries) were at 10%. And the total percentage of students at the Intermediate level were at 8% (Acquiring 2% and Developing 6%). Hence the total percentage of students who need focus on Social Emotional Learning and develop their overall Physical Well-Being was 18%.

Targets:

- To reduce the percentage of students at Acquiring level (Primaries) and reduce the percentage of students at Acquiring and Developing levels (Intermediates).

Baseline: Social Responsibility

- Baseline data on Social Responsibility indicated we need to focus our efforts on developing skills and strategies so that students work more collaboratively, demonstrate respect for others including considering others point of view and solving problems peacefully. At the Primary Level the % of students at Acquiring was at 10%. At the intermediates level the total percentage of students at Acquiring (3%) and Developing (8%) were 11%. Hence the total percentage of students needing focus on Social Responsibility was 21%.

Targets:

- To reduce the percentage of students at Acquiring level (Primaries) and reduce the percentage of students at both Acquiring and Developing levels (Intermediates).

Support and Activities throughout the year:

Overall, there was greater improvement in the area of Social Emotional Learning, Physical Well-Being as well as Social Responsibility. Our target was to increase by 10% and we met that. However, there is still much work to be done in this area. This year we implemented the following to support the development of our goals:

- Fitness Fridays – 30 minutes of school wide exercise lead by grade 6/7 students
- School-Wide Tennis Program
- Terry Fox Run
- Walkathon – raising funds for Cancer
- Sports: Cross-Country, Basketball, Volleyball, Track and Field offered
- PODS – students in multi-age groups and assigned to another teacher meeting once a month for 1.5hrs to complete a community building project (Videos, Banners, team building activities)
- Monthly Assemblies – PODS sharing their projects
- Buddy Classrooms
- Roots of Empathy
- Fun with Friends,
- Self-Regulation lessons/strategies on becoming self-aware of own behavior
- Sensory regulation – Ready Bodies Learning –to regulate emotions
- Integration of Zones of Regulation
- Primary Gatherings
- Aboriginal Art and Cultural Project – School Wide Project supported by Grants and PAC
- Monthly school wide assemblies (30 minutes) to establish community and share our learning
- School wide music listening program
- Student Council
- School wide Art Gala
- Stop motion animation class project
- Grade groups working collaboratively on raising salmon (Salmonids in the Classroom)
- After school programs – CST –Cooking, Dance, Sports
- Variety of School Clubs to encourage multi-age connections: Primary Engineering Club, Destination Imagination, Computer Science, Chess
- Greater Student Leadership to promote social responsibility: Safety Patrol, Office Monitors, Playground Leaders, PA announcers, Tech Crew & Assembly set up crew
- Destination Imagination – participation in District completion
- Widespread of Student Leadership to promote social responsibility including playground leaders helping younger student play & solve problems peacefully, Office Monitors, PA announcers, Tech and Assembly Crew, Safety Patrol etc.
- Students working collaboratively to build understandings related to appreciating perspectives: Heritage Fair

3. WERE WE SUCCESSFUL?

- Outline results

SOCIAL EMOTIONAL LEARNING & PHYSICAL WELL-BEING

- In Fall the baseline for Primaries in Social Emotional Learning and Physical Well-Being was at 10% (Acquiring). By Spring, there was a 5% decrease. In other words, half the students who were experiencing challenges with respect to Social Emotional Management and being Physical Active were improved in this areas.

- In Fall the baseline for Intermediates was at 8% (2% Acquiring & 6% Developing). By Spring, there was a total of 5% decrease. In other words, more students had developed greater Social Emotional and Physical competencies.
- The total baseline for both Primaries and Intermediates in the Fall was at 18% and by Spring 10%. Hence overall there was an 8% improvement in developing these Competencies.

SOCIAL RESPONSIBILITY

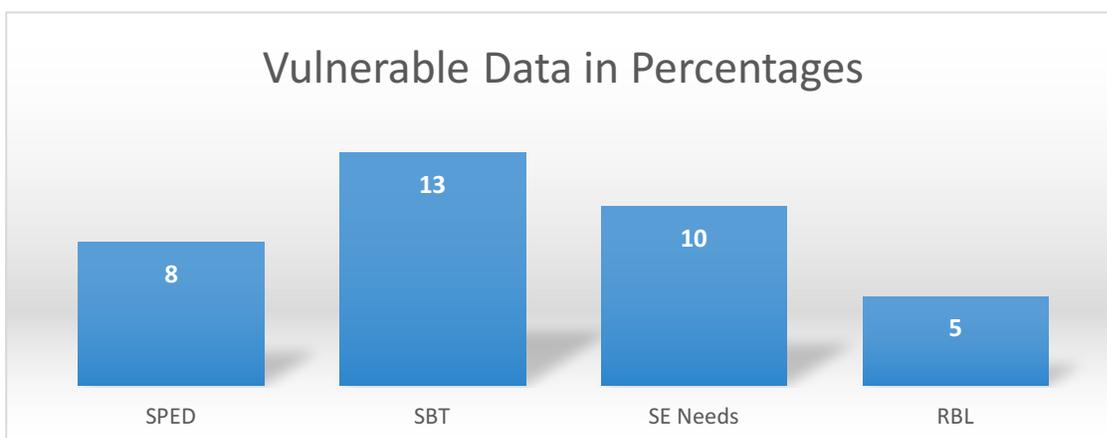
- In Fall the baseline for Primary was at 10% (Acquiring). By Spring, there was a 5% decrease. 5% of student were more competent in areas of awareness and appreciation of others. In the Fall, at the Intermediates 3% (Acquiring) and 8% (Developing). By Spring, there was only 1% at Acquiring and 5% at Developing stage.
- The total baseline for both Primaries and Intermediates in the Fall was at 21% and by Spring, the total percentage was at 11%. Hence there was a 10% increase in the number of students who demonstrated greater Social Responsibility.

TARGETS ACHIEVEMENT:

2016-2017 Inquiry: To improve social and emotional well-being as an individual and within the school community (Personal & Social Competency):

- Both at the Primary and Intermediate level, we met our target: there was a reduction in the % of students at the lower end of the scale: Acquiring and Developing. In other words, increasing number of students demonstrated greater Personal and Social Competency.

VULNERABLE DATA AND SUPPORT PROVIDED TO STUDENTS NEEDING SOCIAL EMOTIONAL LEARNING, PHYSICAL WELL-BEING AND GREATER SOCIAL RESPONSIBILITY



Additional Supports Provided to Vulnerable Students in the area of Social Emotional Learning, Physical Activity and Social Responsibility via Counsellor & Resource Team:

- Roots of Empathy
- Zones of Regulation
- TAPS on personal touch
- Incredible, Flexible You
- Fun FRIENDS
- Social Responsibility Lessons
- Mind Up
- Conflict Resolution
- MIST Team Support, Behavior Consultant
- Art Therapy
- Ready Bodies Ready Minds Support (5%)
- Working with Community resources UNYA to work with students
- Individual counselling support on ongoing basis-6%)
- Individual Counselling support provided briefly-3%)
- Total Service provided by Counsellor – 11.8%
- Working with parents and connecting them with outside community resources
- After school Programs via Community Link Team

4. HOW HAVE WE SHARED?

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

- Newsletters – publication of student work
- Use of website to show case work
- Contributions to School News and Notes
- Staff Meetings: both Primary and Intermediate staff sharing the learning and the impact of new strategies on learning
- Student lead conferences
- Parent Information Session at Meet the Teacher Night
- SBT Meetings: review of student work with learning difficulties
- SBT Meetings: review learning of Aboriginal Students
- Students sharing their Aboriginal understandings at parent teacher conferences
- Sharing of understandings at school wide assemblies/concerts

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?

2017-2018 INQUIRY:

Curricular Competency: Writing:

- to improve % of students to effectively communicate through Writing

Baseline:

- September – School Wide Writes will provide a baseline to formulate targets

Support and Activities:

- Generated in September/October – school wide initiatives to make significant improvements in Writing



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

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

- Include numbers of students, grade levels, etc.

School Data on Aboriginal Students:

Grade	# of Students
1	2
2	1
3	2
4	3
5	2
6	2
7	3

We work closely with all our Aboriginal Learners. Our Aboriginal Enhancement Worker, Ms. Bell continues to provide one on one and group support to all our Aboriginal Students. Review meetings conducted early in September, provided us with the input needed to continue to support Aboriginal and other students in different areas of learning. This year during our transition meetings, we utilized the AIMS document to determine progress and determine placements in High School for our Grade 7 Aboriginal students. The School Based Team worked closely with Ms. Bell, Ms. Morgan and the District Staff to ensure suitable placement.

With respect to Van Horne students developing greater appreciation of diversity, a survey was conducted in Fall and Spring to chart progress in this area. Please see charts below. Both at Primary and Intermediate level, the evidence indicates improvement in this area of Social Responsibility.

This year our school wide project- Aboriginal Cultural and Art Project sponsored by Artist Grant and PAC, we engaged in creating an Aboriginal Post under the direction and teachings of Master Aaron Nelson Moody and James Harry. This project which involved storytelling, drawing and appreciating Aboriginal Art, print making contributed greatly to Van Horne students appreciating diversity.

6. 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.

- Aboriginal Focus day – Pro-D in December
- School Wide long term Aboriginal Cultural and Art Project including opening and closing ceremonies – Artists Nelson Aaron Moody and James Harry
- Aboriginal Elder Shane Pointe – story telling
- Purchase of Aboriginal Resources – to integrate into the literacy program
- Acknowledging Aboriginal Land prior to Assemblies
- Engaging Students in variety of Literacy activities including reading & writing legends
- Engaging Aboriginal and Non-Aboriginal Learners in a variety of activities via Aboriginal Enhancement Worker
- School wide Aboriginal Projects: each child carved with the Artist and creating water color print making cards
- Field trips to Museum of Anthropology
- Integrating First People’s Principals of Learning
- Attending First Peoples Festival
- Integration of Aboriginal Learnings in different areas of Curriculum: e.g. Math: recognition of Aboriginal leaders, patterns
- Display of artwork and writings as related to Aboriginal Culture
- Sharing of Aboriginal initiatives at school level with PAC
- Sharing initiatives and growth at the PAC Meetings
- Integrated Science Aboriginal Unit -6/7s
- Integrated Socials Curriculum – Aboriginal Technology, Religions, Government
- We continued expanded library recourse of Aboriginal literature
- Individual teachers Integrated Aboriginal content into curriculum
- Honored Aboriginal territories at staff meetings, workshops, concerts & assemblies
- Was granted District Grants to support Van Horne students to attend a cultural event at Grouse Mountain
- Shane Pointe visits - Knowledge Keeper -story telling
- Aboriginal Worker - Deborah Bell (AEEW) shared stories in different classroom/conducted art project at lunch times
- Use of Spirals of Inquiry/Shared Understandings as guides to teach Aboriginal content
- Educate older students on the history and traditions as related to residential schools

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

- List continuing and new initiatives-NEW

- We will continue to expand our library Aboriginal resources both for teachers and students.
- Continue to invite elders to speak to our classes to deepen our connections of aboriginal ways of knowing.
- We will continue to work with the New Redesigned Curriculum and integrate Aboriginal content in all areas of learning
- Continue to apply the Aboriginal Principles of Learning in our teachings.

8. 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

