

Vancouver School Board

## **SCHOOL PLAN**

### **2015-2016 Summative Review**



### **2016-2017 Plans for the Future**

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

#### **Shaughnessy Elementary School**

#### **MISSION STATEMENT**

The Shaughnessy community is committed to providing a safe, respectful learning environment where students are challenged academically and are encouraged to be responsible learners and productive global citizens.

Act Respectfully, Act Responsibly, Act Safely

### **2015-2016 GOALS**

#### **GOAL 1: Social Responsibility/Executive Functioning/Critical Thinking**

To cultivate 21<sup>st</sup> Century Learners who are creative, independent and mindful members of society.

#### **GOAL 2: Aboriginal Cultural Enhancement/Awareness**

To increase knowledge, acceptance, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

## SCHOOL COMMUNITY CONTEXT

**What are the demographics of our learning community?**

**Who are our learners?**

**What is our vision of success for learning for each student?**

Shaughnessy Elementary School is located in the heart of the Shaughnessy neighbourhood in Vancouver, British Columbia. The school opened in 1920 as Prince of Wales Elementary and Secondary School. Additional wings were added to the school in 1922. In 1960, the current Prince of Wales Secondary School was opened and the school was renamed Shaughnessy Elementary after its neighbourhood. The school's interior was fully remodeled and updated to seismic standards in 1998.

Shaughnessy Elementary School is a heritage building (completed in 1919) serving students from Kindergarten to Grade Seven. Shaughnessy's student population is representative of the diversity of our community in Vancouver. We have 17 different home languages listed. English, Mandarin, Cantonese and Korean are the most widely spoken languages at home. Approximately forty-five percent of our students receive English Language Learner support at school. In addition, Ministry Designated students are integrated into the regular classrooms. These students require a wide variety of program supports which are provided by five Resource Teachers and four School, Student, Support Staff (SSSWs). A resource team model supports staff and students. Along with all other Vancouver schools, our school supports the district's Aboriginal Enhancement Agreement. Throughout the grades, we incorporate Aboriginal content in a wide variety of curriculum areas.

Shaughnessy's students are diverse, successful and well supported by teachers, support staff and parents. According to classroom, school and district data the majority of the students meet or exceed expectations in all major subject areas. A dedicated staff of teachers and support staff work together to provide rigorous academic, social, sports and music programs for all students.

Our vision of success for learning is that each of our students becomes an independent, responsible, confident learner willing to think critically, take risks and solve problems peacefully in all aspects of life.

The school motto is "*Act Respectfully, Act Responsibly, Act Safely*". As well, we have a comprehensive school *Code of Conduct* which provides in-depth information regarding expectations and consequences for student behavior.

## PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

**What were our goals?**

### **GOAL 1: Social Responsibility/Executive Functioning/Critical Thinking**

To cultivate 21<sup>st</sup> Century Learners who are creative, independent and mindful members of society.

**What steps did we take to address the identified student(s) needs?**

#### **Steps Taken**

- Professional development activities with a focus on Social Responsibility, Executive Functioning, Self- Regulation, cultural awareness
- Collaborated and consulted with the Social Responsibility Team, community partners (SLO) to support learning (access resources/materials, programs and student workshops)
- Used “relational learning” strategies; learning about one another, telling family/culture stories. Practiced “Relational Learning” (learning about ourselves, each other, cultural similarities and differences)
- Continued with the implementation of programs such as Mind Up, Friends, Boundaries, CARE Kit, Roots of Empathy, Second Step, Zones of Regulation
- Continued teaching students self-awareness and self-regulation skills; following the work of educators such as Adele Diamond, Stuart Shanker, Ellen Galinsky
- Provided student opportunities for calming down time (Roots of Empathy, Yoga, Mind Up, Second Step, WITS Program, Alert Program, Zones of Regulation), Taught about socially responsible behavior; internet safety, being responsible for own belongings, taking care of own and other’s property, respect for environment, etc.
- School Liaison Officer (SLO) and guest VPD supported teachers, students and parents (presentations on safety and appropriate internet use).
- Regularly reviewed our Code of Conduct *Act Respectfully, Act Responsibly, Act Safely* in the classroom and at assemblies
- Implemented positive reinforcement programs for students (assemblies, Peer Helpers, Virtues Project, Library Monitors, Safety Patrol, Sports Teams)
- Used technology to personalize and support learning (documentaries, discussions, projects, etc)
- Purchased and upgraded library material on social responsibility topics; fiction and non-fiction
- Collaboration between Teacher Librarian and classroom teachers on relevant topics
- Provide information to parents via newsletter, PAC meetings, and parent-teacher conferences regarding the importance of understanding the whole child; play, improving executive functioning; manners, communication, behavior, sleep, exercise, nutrition, etc.
- Provided information to parents about time management, organizational skills, planning and preparation for test completion, and study skills, personal safety

- such as fire and earthquake safety, internet safety;
- Enhanced student creativity through Fine Arts (role playing, skits, dance)
- School-wide activities/assemblies; multi-age groupings, cooperative learning, themes, performances
- Social Responsible/Emotional (SEL) Committee implemented the Virtues Project. Virtues Project focused on respect and responsibility and announcements were made to highlight student success
- Provided student leader opportunities - Peer Helpers, Safety Patrol, Student Council, Lunch Leaders
- Parent education workshops on Internet Safety, Safer Schools Together, High School Transition, etc.
- Administrators held monthly parent coffee club meetings with guest speakers (speakers spoke on a variety of topics, such as anxiety, internet safety, high school transition)
- Increased collaboration and connection with our Family of Schools, in particular, secondary schools and articulation (meetings to discuss common goal/ideas, shared professional development days, grades 6/7 students joining the PW ski/snowboarding Club, grade 7 students attending PW for a morning)
- Resource Team provided extra support for students as needed (SuperFlex, Incredible Flexible You)

### **What was the evidence of success for each student?**

#### **Evidence of Success`**

- Teachers collaborated on the Social Responsibility report card statements to ensure SR report card comments were consistent amongst grade groups (grade groups Kindergarten, Grades 1-3, Grades 4-7). Comments were guided by the Social Responsibility Quick Scales K-7
- Social Responsibility report card comments and marks were collated/reviewed
- Used Social Responsibility Quick Scales and rubrics/checklist meaningful to our school to assess student learning, some staff worked in grade groups to individualize/adjust performance standards to measure more specific areas appropriate to their grade level(s)
- Regular review of student learning at SBT
- Developed and used student self-reflection surveys
- Collected anecdotal information from teachers and parents about students' progress (Code of Conduct, organizational skills, independence skills)
- Highlighted student learning via bulletin board displays, technology presentations and student performances at assemblies (Remembrance Day, Winter Concert, Earth Day, Anti-bullying Day)
- Weekly PA announcements celebrating student success (Virtues Project, Acknowledgement of teams, classes and students)
- Student inventories/self-assessment reflection surveys, blogs, projects/presentations
- School Garden Program implemented. Students learned about team work, collaboration, taking responsibility for the environment, respecting nature, garden space and plants. Students recognize and identify play spaces and garden spaces.

## How did we communicate and celebrate student success

- Special Day celebrations to demonstrate tolerance, respect and an appreciation for diversity and our environment (Family Day, Anti-bullying (Pink) Day, Earth Day, Student Council events)
- Acknowledgement of student achievements and program information shared with the community via assemblies, newsletters, report cards, PAC meetings, Twitter, School Website, PA announcements (Virtues Project, class and individual projects/writings, student/team accomplishments)
- Bulletin board displays highlighting school-wide theme and demonstrating student success (writings, artwork, projects, activities)
- School-wide Assemblies – students run assemblies, class performances focused on themes/school goal (Social Responsibility, Code of Conduct)
- Successes were communicated and celebrated through PAC executive and general meetings, Twitter, school website, bulletin board displays, PA announcements, parent-teacher conferences/meetings, report cards and during special events

## GOAL 2: Aboriginal Cultural Enhancement/Awareness

To increase knowledge, acceptance, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

### What steps did we take to address the identified student(s) needs?

#### Steps Taken

- First Nations Teacher led September Professional Development Day in September. Shared his personal stories, cultural methods and understanding of his First Nations heritage and classroom teachings
- On-going professional development and collaboration with District Aboriginal Team Consultant, Mentor and Enhancement Worker, and District Aboriginal Knowledge Keeper to work with staff to further develop their understanding of Aboriginal people and culture and to support classroom/school-wide projects and programs
- Regular professional conversations for teachers to discuss and review the *Aboriginal Understandings Learning Progression Indicators* (Spirals of Inquiry, p. 76)
- Increased First Nations focused via classroom/school-wide workshops and activities for students dedicated to awareness about Aboriginal people (cedar weaving, BC Artifacts Mobile Museum, performances, storytellers)
- Collaborated with the District Aboriginal Team to embed Aboriginal content in units of study across the curriculum (Aboriginal perspectives in literature, Social Studies curriculum)
- Guest speakers (District Knowledge Keeper, Shane Pointe, spoke to students about community, residential schools, traditions, etc., author talks)
- Class/grade group field trips (Anthropology Museum, Grouse Mountain, district First Nations events – Talking Stick Festival, Bill Reid Gallery)
- Commenced all school-wide meetings/assemblies/performances with the

Aboriginal acknowledgement statement

- Continued to record Aboriginal student learning through the use of the Aboriginal Information Management System (AIMS)
- Used assessment strategies to determine student strengths and learning needs (Spirals of Inquiry: Aboriginal Understandings of Learning Progression Indicators)
- PAC sponsored International Day Celebration with an Aboriginal display table
- Promoted cultural awareness in classrooms through teaching and projects (Blanket Activity, Cedar Weaving, Talking Circles, Medicine Wheel, Salmon Enhancement Project)
- Promoted access to community resources and expertise to supplement and enrich instruction (District Aboriginal Team, VSB Knowledge Keeper Shane Pointe, Bill Reid Gallery)
- Supported students with the transfer and application of skills and knowledge into daily learning activities (art projects based on medicine wheel, button blankets, First Nations paintings, BC Artifacts Mobile Museum, First Nations Storytellers)
- Worked with the Teacher Librarian to maintain, upgrade and promote a variety of primary and intermediate First Nations resources/materials to support class programs and projects in the goal areas. Purchased library materials with Aboriginal content written by Aboriginal authors.

**What was the evidence of success for each student?**

**Evidence of Success**

- Assessments from student work, assignments and projects, and report card comments
- Anecdotal information and teacher observations on understanding, tolerance and interest about aboriginal people and cultures
- Visual records and bulletin board displays of students' work (story and legend writing, artwork, projects)
- Regular review of student learning at SBT and through completion of AIMS for Aboriginal students
- Student involvement and engagement in performances, activities, field trips with a First Nation Focus (First Nations' Festival, Anthropology Museum, Bill Reid Gallery, Salmon Enhancement Project, Blanket Activity, etc)
- Aboriginal Acknowledgement is embedded in school assemblies and newsletters
- District Aboriginal Team *Lunch n Learn* and District Anti-Racism and Diversity Mentor collaborated with teachers and facilitated student learning (provided materials/resources, shared their personal/cultural methods and understanding of First Nations heritage -stories, artwork, medicine wheel)

## How did we communicate and celebrate student success

- Bulletin board displays of students' work/classroom theme-based projects (Salmon Enhancement Project)
- Role playing, student stories, special projects and artwork displays (Blanket Activity)
- Kindergarten class recites the Aboriginal Acknowledgement greeting daily and at special events
- School-wide Events (Cedar Weaving, First Nations performers, storytellers, BC Artifact Mobile Museum)
- Successes were communicated and celebrated through PAC executive and general meetings, Twitter, school website, bulletin board displays, parent-teacher conferences/meetings, report cards and during special events

## 2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

- Continue with the current goals as outlined in our reflections for 2015-2016.

### **GOAL 1: Social Responsibility/Executive Functioning/Critical Thinking**

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