



Vancouver School District

School Plan for Quilchena Elementary School

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.)

Quilchena is a dual track school with approximately 300 students divided between the French Immersion and English tracks. In the English track, approximately 40% of our students are English Language Learners. There is also a growing number of ELL students in French Immersion, especially in the primary years. Of note also are the different catchment areas for English and French: the catchment for English is from Larch to Granville and 33rd to 41st Avenues and for French Immersion from Arbutus/West Boulevard to Main Street and from 33rd Avenue to South West Marine Drive. Our students come from a variety of cultural backgrounds. We have a number of students who arrive directly from overseas and our families live in a variety of accommodations and locations, given the large combined catchment area. Many of our students attend the on-site daycare and a large percentage of families have both parents working outside the home. The daycare accommodates approximately 60 students before and after school and during school vacations. It is an integral and valued part of the school.

The school prides itself on offering rich and varied programs in all grades. It has a dedicated staff that is focused on fostering socially responsible attitudes and behaviour among our students. The staff visualizes success as the development of well-rounded, happy and hard-working students. They are committed to understanding and working with the learning needs of each child. Parents are actively involved in their children's education and parental expectations for achievement are high.

Our goal for 2016-17 was to continue to provide students with the skills to be self-regulated learners in both social and academic settings. Staff identified this need by reflecting on the academic performance of our students and their behaviours inside and outside the classroom. After adjusting for our Special Education and ELL students, there are no children in the school not meeting expectations in Numeracy, only 1.3% not meeting in Reading and only 0.6% not meeting in writing. Report card data and reading assessments tell us our students are performing well in all academic areas, but need support to solve problems peacefully, to identify appropriate behaviours and to take ownership for their actions.

2. WHAT DID WE SEE?

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

- Developed a new Code of Conduct. We are now the Quilchena WOLVES, and we will be teaching students to demonstrate Wisdom, Ownership, Leadership, Versatility, Empathy and Safety in their actions
- Implemented Positive Behaviour Supports (PBS) for school wide expectations. We developed school wide expectations for the washrooms, lunchroom, playground and for technology use.

- Taught the Second Step Program to equip students with specific problem-solving and self-regulation strategies
- Implemented school-wide mindful breathing
- Students worked in Spirit Teams (multi-age groups that were small in number). Staff worked with these groups to reinforce our Code of Conduct and support students' social emotional learning
- Implemented a structured outdoor education program as part of the regular school day
- Many classes participated in yoga routines
- Developed a school-wide problem-solving strategy form for primary and intermediate students
- Intermediates acted as trained Problem Solvers to help younger students mediate minor disagreements
- Staff have increased the cross-curricular/cross-grade interaction of students in the French and English tracks.

3. WERE WE SUCCESSFUL?

- Outline results

- Students are learning the new Code of Conduct. They actively participated in the creation of the Code of Conduct and the school mascot.
- Behaviours in areas identified by PBS have seen marked improvements
- Students developing personal behavior goals and assessing themselves throughout the day/week
- Staff using Core Competencies to identify areas of growth/progress
- Staff noticed positive changes in behavior after implementing the Second Step program
- Students sometimes calmer in class, and able to use strategies to monitor themselves accordingly

4. HOW HAVE WE SHARED?

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

- Students, staff and parents all involved in the development of our new Code of Conduct through student council, PAC meetings, online polls and assemblies.
- PBS shared at PAC meetings, weekly emails, bulletin boards and assemblies
- Positive reinforcement and one-on-one conversations
- Personal Planning comment included in report cards
- Assemblies to celebrate work done in Spirit Groups and to reinforce our Code of Conduct

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?

The staff have focused on a social responsibility/self-regulation goal for the past two years. In anticipation of developing a new multi-year goal, we thought it necessary to collect data on the students' current level of performance. After looking at report card data and our reading and writing assessments, we can report that 0% of students are not meeting grade level expectations in math, 1.3% are not meeting in reading, and 0.6% are not meeting in writing. Furthermore, 94% are meeting or exceeding grade level expectations in math, 88% are meeting or exceeding in reading and 89% are meeting or exceeding in writing. Staff will continue to focus on these core academic areas but we are very encouraged by the current academic performance of our students.

As part of our ongoing discussions, staff still see student self-regulation, problem-solving and decision-making as the greatest area of need. We plan to build on the work done the last two years by:

- Implementing our newly developed Code of Conduct. Students, staff and parents collaborated to develop the Quilchena WOLVES (Wisdom, Ownership, Leadership, Versatility, Empathy and Safety). Implementation will involve surveying students on their current knowledge of our code, obtaining baseline data, and focusing on specific areas of need. We will explicitly teach the new code, make it visible throughout the school and use it to identify positive behaviours and as a guideline when working through problem-solving situations.
- Developing our PBIS program to provide concrete descriptions of the expectations in our school. We are in the beginning stages of this work.
- Continuing to use the Second Step Program in all K-6 classes
- Finding an upper intermediate/grade 7 self-regulation program
- Continuing our mindful breathing program
- Starting a music listening program
- Utilizing our natural/physical environment to provide more outdoor education to students. This includes both lessons on our natural environment, as well as teaching lessons in other curricular areas outside.
- Developing a school wide Daily Physical Activity program. Staff recognize the connection between physical activity and self-regulation and want build the program into classroom and school timetables.
- Exploring self-regulated learning (children developing their own passion projects/curriculum based projects) and its impact on self-regulation



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.

We have one Aboriginal student in our school who is currently in the primary grades.

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.

- All students participated in Aboriginal pouch making workshop for one week. The artist connected the creation of pouches with storytelling and Aboriginal traditions
- All students participated in a cedar weaving, drumming and storytelling workshop for one week
- Our Spirit Groups were named after animals important to Aboriginal culture
- Aboriginal acknowledgement at assemblies and school gatherings
- Purchased and utilized new Aboriginal resources. We have also grown our library collection of Aboriginal literary works
- Earth bites program that taught students the importance of certain plants and herbs to Aboriginal culture
- Professional Development Day dedicated to infusing aboriginal content with the new curriculum
- Class creation of a Button blanket with our Aboriginal Artist in Residence
- Indigenous enhancement workers shared artifacts and perspectives with classes on several occasions, one of which will at Ravine Park
- Class discussions around how indigenous knowledge is passed down through oral history
- Use of a talking "medallion" for outdoor education discussions

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

- List continuing and new initiatives
 - Professional Development Days for staff
 - School wide workshops
 - Spirit Group meetings
 - Field trips to the Museum of Anthropology
 - Guided Aboriginal forest walks
 - Units focused on Aboriginal Artists
 - Guest Speakers who incorporate Aboriginal music and dance

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
 - Enthusiasm for the art workshops and pride in the finished results`
 - Increased awareness of the role that animals play in Aboriginal culture
 - Intermediate students able to understand and recognize the unceded land that we reside on
 - Enthusiasm for demonstrating and sharing knowledge of Aboriginal histories
 - Increased circulation of Aboriginal books from the library
 - Students making connections to Aboriginal topics in other curricular areas
 - Parent enthusiasm to volunteer for Aboriginal based activities and events