

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.

Sir Wilfrid Laurier

MISSION STATEMENT

At Sir Wilfrid Laurier Elementary School we are a community of learners committed to providing a caring and supportive environment to help each other learn throughout a lifetime.

2015-2016 GOALS

1. To develop and improve social-emotional awareness and understanding throughout the Laurier community.
2. To further increase knowledge, awareness, 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?

Sir Wilfrid Laurier Elementary School is located in a community with a combination of middle socio-economic level families as well as families in a more transient, socio-economically challenged part of our community. There is strong family support for school initiatives and support for student achievement. The school parent community (PAC) provides financial support for a variety of enrichment activities, including performing arts presentations as well as tennis and dance lessons taught by outside organizations.

We currently enroll 290 students from Kindergarten to Grade 7. Our students generally work hard and are engaged learners, despite the language challenges that exist for some of them. In 2015-2016, 50% of the Kindergarten students spoke a language other than English at home. About 70% of the students have a home language other than English and about 30% of our students are designated as ELL learners. A number of our families have one parent living and working in Asia. Over the past few years there has been an increase of immigrants from mainland China and Eastern Europe which has increased the cultural diversity of our school community. Twenty different language groups are represented at Laurier Elementary.

The staff members at Laurier visualize success for our students and understand that intellectual development, social skills and physical well-being are all valued as components of a well-rounded whole child. With this in mind the staff are in the process of exploring a school wide approach to Social Emotional Learning to help students develop a social and emotional skill set that serve them now and in the future.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

1. To develop and improve social-emotional awareness and understanding throughout the Laurier community.

2. To further increase knowledge, awareness, 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?

1. The 2015/2016 school year marked the beginning of a three to five-year commitment that the staff have made to focus on developing Social and Emotional Learning at Laurier.

To achieve this goal, we focused on two main areas:

- a) A School Wide Approach to Social Emotional Learning
 - Classroom based lesson planning and initiatives to assist students with social development and self-regulation.

 - A school wide approach to Social Emotional Learning (SEL):

In the 2014-2015 school year the staff identified that Laurier students would benefit from a more comprehensive school wide approach to social emotional learning. The transformative curriculum states that in order for students to tackle the challenges of 21st century learning students need “social and emotional proficiencies in order to engage in deep-learning and life-long learning”. With this in mind the staff at Laurier identified that our students need more in-depth learning opportunities in areas such as problem solving, self-regulation, making and keeping friends, dealing with anxiety, and being respectful to themselves, others and the environment.

To meet this identified need the teachers and staff at Laurier agreed to dedicate four Professional Development Days to discuss and plan ways that as a whole school we could build a school wide social curriculum around SEL.

Andrea Harstone from the Centre of Ability led all staff through a session about the importance of SEL, its defining features, examples of programs and its impact on student learning, as well as ways to assess SEL competencies using the DESA Behaviour Index.

To direct our progress, we decided as a staff on key characteristics that a student with strong competencies in SEL would have. With the assistance of student, staff and parent input we agreed on four over-arching school expectations.

Laurier Eagles SOAR

At Laurier we are – Supportive
Open Minded
Awesome
And Respectful

The staff have committed for the next three to five years to use this school mantra to

help direct and develop a school wide SEL curriculum. This will include a monthly theme exploring each topic in classrooms and assemblies, guest speakers and positive school and community challenges. This will also provide us opportunities to link these concepts to deeper learning opportunities that match specific student need on topics such as Mindfulness, and Self-Regulation.

B. In the classroom teachers collaborated and shared effective resources relating to the topic of Social Emotional Learning (SEL). Teachers prepared resource bins, lessons and unit plans that each grade level could use during daily instruction. Teachers continued teach SEL related programs such as:

“Bucket Filling”

Second Step

FRIENDS

Roots of Empathy

and Zones of Regulation

2. To further increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students. Our school community encompassed this goal through many initiatives and activities. We provided school-wide, class, and group opportunities for students to engage with and appreciate Aboriginal culture through school wide programs such as ‘Earth Bites,’ where classes had opportunities to learn about native plants and aboriginal uses for them.

We continued to embed Aboriginal content and awareness into classroom lessons by inviting Aboriginal speakers/presentations to celebrate Aboriginal Learning. Students were offered opportunities to present on Aboriginal topics and themes through in class research and art projects. Grades 4-5 did soapstone carving with Oliver Harwood. Also, classrooms had the opportunity to use the Aboriginal activity baskets in primary grades (learning about First Nations animals and colouring pictures of them). In addition, we continued to add titles in our library and teacher resources by adding Aboriginal books and purchasing class sets of Aboriginal Leveled Readers.

On many of our field trips students were provided opportunities to explore Aboriginal history, art and connections to the land. Two divisions had visits to the M.O.A. to study the Aboriginal history of our area. Our Kindergarten classes went Snowshoeing at Mount Seymour which provided them with Aboriginal connections to animals, people, trees and plants. During our trip to Camp Latona students participated in a Cedar weaving activity from trees found in nature around the camp.

What was the evidence of success for each student?

2015-2016 is the implementation year for our SEL school goal, and therefore the staff focused on creating systems for meaningful assessment and measuring of social competencies. We developed an office referral system to keep track of patterns in behavioral problems, as well as responses. We also implemented a Positive Office

Referral to honour students who demonstrated exceptional examples of Social Competencies . We also trailed the DESA assessment in some classes. Now that the systems for assessment are in place, the 2015-2016 year can be used as base line data for 2016-2017.

How did we communicate and celebrate student success.

To communicate our success we used assemblies to share and celebrate each classes contribution to the development of our SEL mantra “SOAR.” Each class that significantly contributed to the development of our SEL Mantra celebrated with a Pizza Party. Students who made above and beyond contributions to our school SEL goal were chosen to be representatives on our SOAR student council and will help us with future SEL planning.

Ten students were honoured with a Positive Office Referrals, which included a positive phone call home from the Principal and picture of themselves with their award on our school Twitter account.

Pictures of the students in working towards our goals were shared at Monthly PAC meetings as well as community 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:

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