



Vancouver School District

School Plan for Sir Wilfrid Laurier

Year 2 of 3 Year Plan, 2015 - 2018

GENERAL SCHOOL STORY:

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

Sir Wilfrid Laurier Elementary School supports a diverse and changing community. We support students who come from varied socio-economic backgrounds. This includes families who are more transient and families who have socio-economic challenges.

At Laurier, 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 310 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 2016-2017, 70% of the students have a home language other than English and about 36% 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 in 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. Over the past three years we have seen a significant increase in the number of entering Kindergarten with significant learning and behavioural challenges.

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 will serve them now and in the future.

2A. WHAT DID WE SEE?

- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

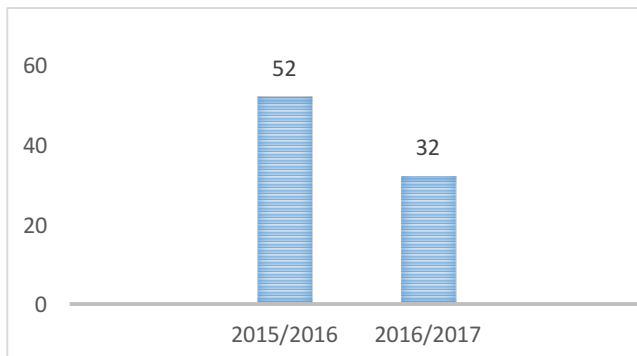
A. The staff at Sir Wilfrid Laurier have committed to the development of a School Wide Positive Behaviour Support (SWPBS) model to help support the social and emotional development of our learners. 2016/2017 marked our first year of full implementation. This included a monthly theme exploring each identified topic of S.O.A.R. (Supportive, Open Minded, Awesome Attitude

and Respect). This was accomplished through the development of a new School Code of Conduct, as well as direct teaching in classrooms, assemblies.

In our first year of implementation of SWPBS we have noticed the following:

Areas of Strength:

- With the implementation of SWPBS (School Wide Positive Behaviour Support) in the 2016/2017 school year we have seen a 38% reduction in serious office discipline referrals as compared to the previous year.



- With the implementation of SWPBS, including revision of our School Code of Conduct and an emphasis on pre-teaching, role-modeling and positively reinforcing school expectations, 86% of our Grade Sevens reported on the 2016/2017 Learning Survey that they Agree or Strongly Agree that “At school, rules and expectations for behaviour are clear (for example, school rules or codes of conduct).”

Areas of Identified Need:

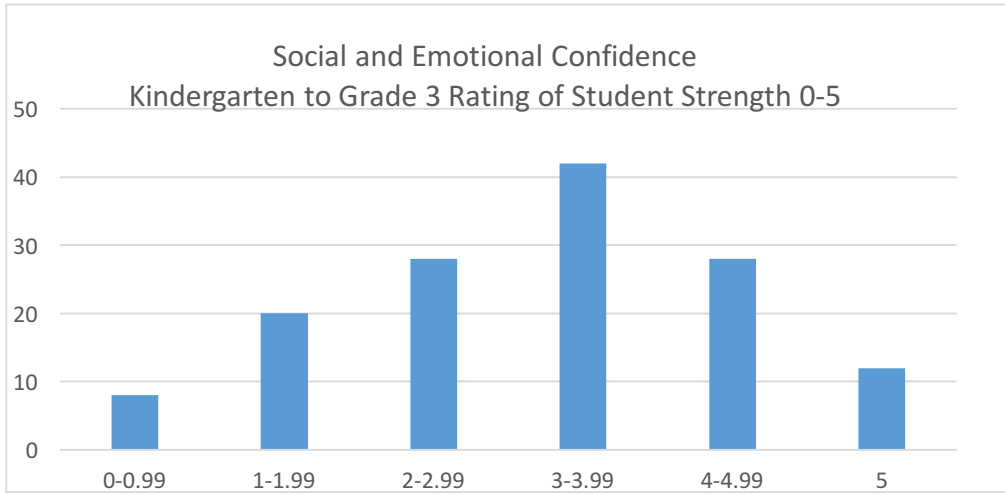
- A review of Office Discipline Referral data shows that Grade 7 accounted for 43% of Serious Office Discipline in 2016-2017.

B. Over the past two years the staff have noticed an increasing amount of need at the primary level. This year 18 % of the incoming Kindergarten students had significant speech and language disorders resulting in challenges with general social skills, an inability to communicate effectively with peers and adults, and/or aggressive and acting out behaviours. This in conjunction with a high ELL and transient population specifically at the primary level made it evident to our staff that our students would benefit from a comprehensive social and emotional curriculum with particular emphasis on social language and problem solving skills.

To specifically address the social and emotional needs of our Kindergarten to Grade 3 learners the primary team at Sir Wilfrid Laurier, with support from Learning Services and the MIST team, piloted the PATHS program (Promoting Alternative Thinking Strategies), which is a research based program that helps to develop social and emotional skills. This year 5 teachers participated in an Inquiry study to see if PATHS would have a positive impact on social skills. The

focus of the teachers' efforts for 2016/2017 has been to become familiar and comfortable using PATHS curriculum weekly in their classroom and to collect base line data on all students to better focus our teaching. The following teacher assessment of individual student strengths and needs in Kindergarten to Grade 3 will help staff identify areas of focus for the 2017-2018 school year:

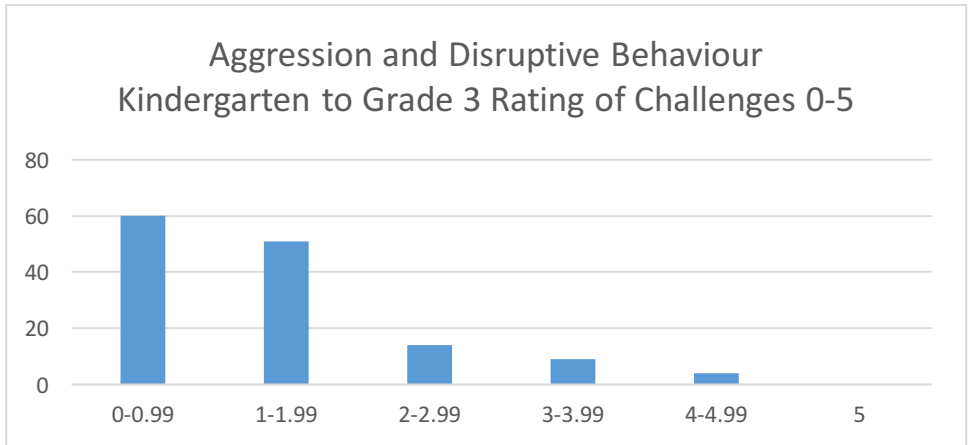
- Social and Emotional Confidence:



*Evaluation Kit Scale: 0 = never; 1 = rarely; 2 = sometimes; 3 = often; 4 = very often; 5 = almost always.

The above graph shows that out of 138 primary students, 71 % of the Kindergarten to Grade 3 population is in the low to average range for Social and Emotional confidence, indicating an area of student need.

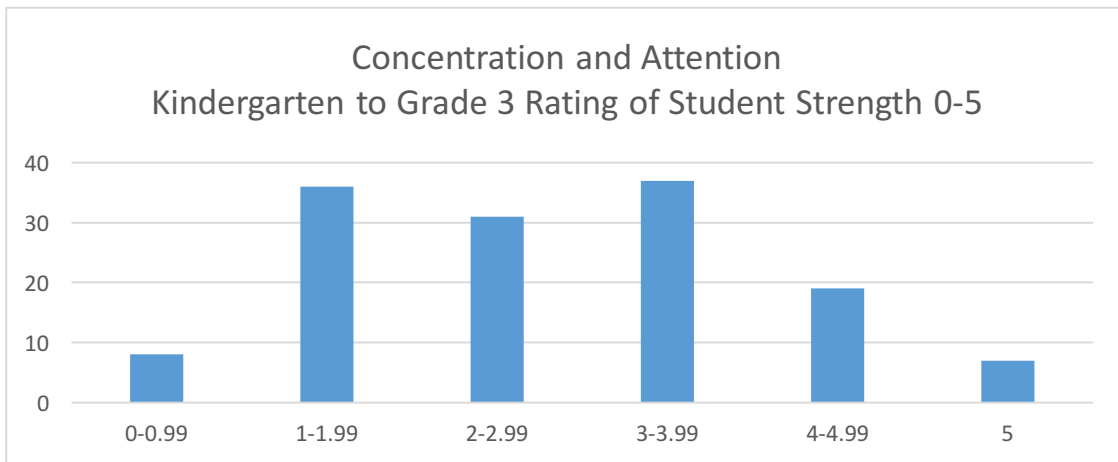
- Aggression and Disruptive Behaviour



*Evaluation Kit Scale: 0 = never; 1 = rarely; 2 = sometimes; 3 = often; 4 = very often; 5 = almost always.

The above graph shows that out of 138 students, only 9% of the Kindergarten to Grade 3 population struggle with aggression and disruptive behaviour.

- Concentration And Attention



*Evaluation Kit Scale: 0 = never; 1 = rarely; 2 = sometimes; 3 = often; 4 = very often; 5 = almost always.

The above graph shows that out of 138 students, 54% of the Kindergarten to Grade 3 population struggle with concentration and attention.

2B. WHAT DO WE NEED TO RE-ADJUST?

- Outline any changes or adaptations from previous plan. Be sure to include rationale for why these changes should be made and how you believe that it will help.

School Wide Positive Behaviour Support:

Our data suggests that there is a need to increase behaviour support at the upper intermediate level, with particular attention paid to grade six and seven.

PATHS Social and Emotional Curriculum:

While initial data indicates areas of need in the school, such as social and emotional competence and concentration and attention, this data is base line data. The staff at Laurier will use post data after one full year of implementation to assess any needed changes in the future years.

INQUIRY QUESTION (previously known as "Goal")

- Does the original question need to be readjusted/continued/changed given the results outlined above?

How do we develop and improve social-emotional awareness and understanding throughout the Laurier student community?

WHAT IS YOUR NEW PLAN?

- Explain plan (i.e. specific activities for year 3) and any changes from previous plans

A. The staff at Sir Wilfrid Laurier will continue to develop a School Wide Positive Behaviour Support (SWPBS) model to help support the social and emotional development of our learners. 2017/2018 will mark our second year of full implementation. We will continue to explore a monthly theme from each identified topic in S.O.A.R. (Support, Open Mind, Awesome Attitude and Respect). This will continue to include direct teaching of school wide expectations in classrooms and assemblies. As a staff, student and parent community we will continue to develop our teaching matrix for all locations in the school.

On reflection of the office discipline data from 2016/2017, the staff agree that particular focus needs to be paid to supporting the upper intermediates, particularly grade six and seven. In order to do this the staff has agreed that we should:

1. Allow more opportunities for student voice with regards to school expectations at the grade six and seven level through student surveys and student meetings.
2. Have grade six and sevens involved in organizing and supporting monthly school expectation challenges to improve engagement and ownership.
3. Have grade six and sevens be responsible for monthly school expectation assemblies

B. To enhance the social and emotional development at the Kindergarten to Grade 3 level the primary team at Sir Wilfrid Laurier has piloted the PATHS program (Promoting Alternative Thinking Strategies) with support from Learning Services and the MIST team. This evidence based program supports the development of social and emotional skills through a specific curriculum that focusses on three areas of social emotional growth: a) social and emotional confidence; b) concentration and attention; and c) improved self-regulation in regards to aggression and disruptive behaviour

In the fall of 2016 the primary teachers (Kindergarten to Grade 3) began an inquiry study into the effectiveness of PATHS. They collected base line data on all students. In January 2017, the teachers began to implement the PATHS curriculum in their classrooms two times per week.

Base line data collected in 2016 indicates three specific areas of need. The primary staff have agreed to continue our pilot with the district. This will include:

1. Increasing teacher training opportunities in PATHS
2. Providing opportunities to visit other teacher's classroom to discuss and share best teaching practices for PATHS.
3. An agreement by all staff to expand PATHS from Kindergarten to Grade Seven.

WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year

- Professional Training: Organize and host a District Professional Development Opportunity in PATHS. Arrange for a PATHS Master Trainer to deliver full day workshops during the September and December Professional Development Days.
- Continue our school Inquiry Project on the effectiveness of PATHS.
- Provide staff with time to collaborate and share throughout the year.
- Continue our partnership with Learning Services and the Centre of Ability in the promotion of Social and Emotional Learning, specifically in the area of Professional Development for staff. This will include a cost-sharing for Professional Development Days to bring the Master Trainer for PATHS to the district.

HOW WILL WE KNOW WE'RE SUCCESSFUL?

- Revise (If necessary) or repeat indicators from previous plan

- Student self-assessment of SEL core competencies in fall and spring.
- Early Primary SEL continuum (PATHS Assessment) assessment of students in fall and spring. Expand to Grades 4-7 by Spring 2018.
- Tracking of Office Discipline and Positive Office Referrals.
- Tracking at-risk students regarding Social Emotional well-being and need for administrator intervention.

HOW WILL WE SHARE?

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

- Celebrate student accomplishments with SWPBS at school assemblies, in newsletters, and on social media
- Acknowledge and have regular updates on SWPBS and PATHS in school newsletters, displays, school-wide presentations and social media (school website, twitter)
- SWPBS bulletin board



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

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

- Include numbers of students, grade levels, etc.

Sir Wilfrid Laurier has 4 students who identify as First Nations. One student is in Kindergarten, two students are in Grade 3 and student one is in Grade 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.

Over the past year, our school community encompassed this goal and supported many initiatives including:

- Instructional strategies and accessing cultural resources
- Maintained the library/community resources listed and organized on a PDF file on Library website (links page)
- Added Aboriginal stories and early readers to our home reading collection.
- The Library hosted an Author Visit by Michael Kusugak (Inuit Author)
- Connecting and integrating Aboriginal learning to other curriculum areas through student writing, photos and presentations
- Use of Aboriginal activity baskets in primary grades (learning about First Nations animals and colouring pictures of them)
- Soapstone Carving with Oliver Harwood (Grades 4-5)
- Artist in Residence, Christine Mackenzie, provided a workshop for Grade 2 and 3 on Aboriginal Spirit Animals and the use of graffiti
- Snowshoeing field study at Mount Seymour with Aboriginal connections to animals, people, trees and plants (Grades K-1)
- Camp Latona field study incorporating connections between in-school Cedar weaving activity and trees found in nature around Camp Latona
- EarthBites – Exploring traditional Aboriginal foods, as well as growing and harvesting techniques

WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

- Provide school-wide, class and group opportunities for students to engage with and appreciate Aboriginal culture
- Continue to embed aboriginal content and awareness into classroom lessons
- Invite speakers/presentations to celebrate Aboriginal learning
- Encourage student presentations of Aboriginal topics in class and at school-wide assemblies using a variety of formats
- Continue to build on Aboriginal titles in our library and teacher resources
- Explore assessment rubrics for possible use
- Apply for Aboriginal Education Cultural/Curriculum project grant
- Offer opportunities for students and parents to present on Aboriginal topics and themes
- Explore Aboriginal Education Learning Community rubric with staff and parents
- Provide/ participate as a staff in Professional Development to improve our ability to facilitate authentic learning opportunities about Aboriginal culture and history
- Incorporate Aboriginal ways of knowing and learning into our social and emotional learning goal
- Language – Incorporate Aboriginal languages into our instruction (Greetings, salutations, Aboriginal names etc).
- Approach local Aboriginal families involved in Aboriginal Dance Company to present at school to help solidify the school community connection to Aboriginal culture.

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

Despite an emphasis on aboriginal curriculum content in each classroom and ongoing Aboriginal celebrations and activities school wide the Provincial Student Learning Survey data suggests that students may not be recognizing and/or identifying these specific activities as Aboriginal activities.

The 2016/2017 data is as follows:

Grade 4: At school, do you participate in any Aboriginal or First Peoples celebrations or activities?

At No Time: 14%

Few Times: 34%

Sometimes: 28%

Many Times: 5%

All of the Time: 5%

Don't know: 5%

Grade 7: At school, do you participate in any Aboriginal or First Peoples celebrations or activities?

At No Time: 65%

Few Times: 21 %

Sometimes: 6%

The staff agree that, although the student survey results do not reflect the amount of activities that occur in our school, it is clear that a greater emphasis on Aboriginal content needs to be made to help students make more meaningful connections. By emphasizing Aboriginal content both in classrooms and reinforcing those concepts through school wide initiatives, it is our hope that an increased number of students will, not only be able to identify these activities, but go beyond identification to develop authentic acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures. To measure success in this area we will continue to reflect on the Provincial Learning Survey data, as well as create a way to assess anecdotal feedback from students, staff and parents.