



# Vancouver School District

## School Plan for Elsie Roy Elementary

### Year 3 (2017)

#### 1. GENERAL SCHOOL STORY:

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

Elsie Roy Elementary School is located in Yaletown, a densely populated community of multi-unit high-rise buildings. An addition was added to the school 4 years ago to accommodate the increasing population and the school is operating at capacity with over 420 students.

We have a new Code of Conduct at Elsie Roy that was developed by the staff, students and parents. As ORCAS, **O**wnership, **R**espect, **C**ompassion, **A**chievement and **S**afety are the foundation for expected conduct for the Elsie Roy community and visitors.

Together with input from our staff, parents and community partners, we have created a 5 year strategic plan based on shared values (respect, truth & trust, freedom, integrity, happiness, peace), which culminated in a new school Vision and Mission Statement.

During the upcoming school year, we will be continuing with implementing Social Emotional Learning programs and strategies and PBIS (Positive Behaviour Interventions and Support) school wide, in support of our school goal. PBIS is a proactive approach to establishing the behaviour supports and social culture needed for all students to achieve social, emotional and academic success.

Elsie Roy Elementary School benefits from strong parent and community support. The close proximity of the Roundhouse Community Centre, Dorothy Lam Children's Centre, the Vancouver Public Library, Science World, Stanley Park Ecology Society, and the Vancouver Art Gallery broadens learning opportunities for students. Collaboration with these organizations is frequent and partnerships are being strengthened.

The school also benefits from close connections and collaboration with the other schools in the "Downtown Family of Schools," Lord Roberts and Annex and King George Secondary School, all of which are supported by the King George Community School Team. The Roundhouse Community Centre and the Community Schools Team offer a variety of programs for our students at lunch hour and after school. Dorothy Lam Children's Centre operates a before and after school program for school-aged children on site.

Our school community is representative of the world. Cultural diversity is the beauty of Elsie Roy. We have 24 languages spoken by our families. We also have a high presence of students with complex learning and behavioural needs along with English Language Learners. Elsie Roy Elementary is part of the VSB Early Literacy Initiative and we have Reading Recovery and Leveled Literacy Interventions programs to support early learners in the primary grades. Several of our primary classes are exploring a Reggio Emilia inspired approach to early learning.

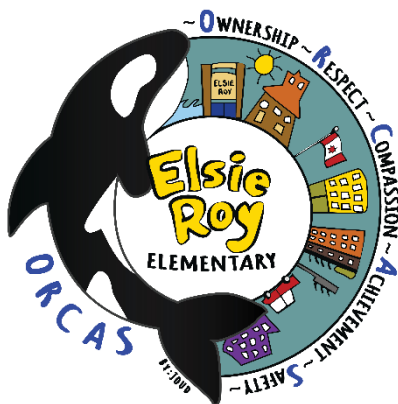
Elsie Roy is an inclusive community where every child is valued and respected for the gifts that they bring. We do our best to support each student at their instructional level in their regular classroom. We follow a 3 tiered RTI (Response To Intervention) Model that is comprised of best classroom practice at the foundation of student success. The next level comprises of small group instruction and intervention for students who are still struggling within the classroom context. For students who require additional intervention for success, or one to one support, we follow this process:

- Collect and compare observational data
- Collaborate with grade groups and School Based Team
- Consult and invite District specialists
- Dialogue with parents
- Develop student specific individualized support programs with engagement and technology
- Implement, evaluate and re-evaluate progress

We have an International Baccalaureate Middle Years Program (MYP) in partnership with our Family of Schools that begins at the grade 6/7 level in the elementary schools and continues from grades 8-10 at King George Secondary. We underwent a successful evaluation visit with the MYP evaluation team in 2013 to ensure that the standards and practices on which the IB program is founded are maintained and furthered. We are currently in the process of implementing the MYP New Chapter and will be undergoing our 5 year evaluation process during the 2017/18 school year.

We believe that students learn best when:

- They understand the purpose of their learning and its application to the real world.
- They have choices and are actively engaged in their learning through hands on activities.
- Their input is valued and they take ownership of their learning through self-assessment.
- They are given constructive feedback about their work and how they can improve.
- They feel safe to make mistakes and to learn from them.
- They have a growth mindset to overcome difficulties and to persevere when challenged.
- They are provided with additional in-school support if needed.
- They are supported at home with their learning.



### **Rationale For Our School Goal(s):**

**Social Responsibility Goal:** To improve the knowledge and skills of students, staff and parents in the area of social emotional learning in order to increase student social responsibility, engagement and academic achievement.

Data that was collected in June 2016 from DESSA Mini questionnaires indicated that 13% of the school population fell within the at risk range for self-awareness around social responsibility, engagement and academic achievement.

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## **2. WHAT DID WE SEE?**

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

- Strong focus on the School Code of Conduct (ORCAS) beginning at the start of the year with students rotating through various classes that focused on each aspect of our school expectations.
- School Code of Conduct is referred to each morning on our morning announcements.
- Implemented ORCA shout out Friday's where students are recognized for following the School Code of Conduct.
- Social Emotional Learning Committee that reports out any recommendations for next steps.
- School wide focus on the implementation of social emotional learning programs in each classroom such as Second Step, Zones of Regulation, Strong Kids, and Roots of Empathy.
- Classroom meetings to check social emotional temperature of each student as well as to discuss problems in the problem box, and check in about student needs.
- Implemented school wide mindful moments 3x per day, in the morning, after lunch and at the end of the day.
- Implemented school wide instructional DPA twice per day where all students were expected to be outside with their teachers to get 15 minutes of physical activity and movement breaks.
- School wide activities such as Global Play Day
- Sensory tools such as fidgets, wiggle cushions and headphones were utilized for students that needed them.
- Additional counselling and incremental time was utilized to support student learning needs (friendship groups, apply goals of self-regulation programs to small or large groups)
- PBIS strategies were implemented school wide with a matrix which clearly identifies expected behaviours in different areas of the school.
- Staff focus on a 4:1 ratio of acknowledging 4 expected behaviours to 1 unexpected behaviour.
- Staff participated in staff professional development surrounding social emotional learning

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## **3. WERE WE SUCCESSFUL?**

- Outline results

- Students are becoming better at problem solving independently
- Teachers witnessed an increase in student focus in class after Daily Physical Activity (DPA) movement breaks
- Students reported that they were able to focus and get more work completed due to the predictable breaks worked into the school day.
- During DPA teachers are utilizing a walk and talk strategy to check in with students to give them one-to-one attention for student individual needs.
- ORCAS shout outs are being read each week and students are beginning to write ORCAS shout outs for when they witness their peers displaying exceptional ORCAS behaviour
- Supervision Aids report improved outdoor behaviour during unstructured times.
- Consistent social emotional language and programs are being implemented across all classrooms
- Targeted our social emotional learning resources towards our students that fell within the at risk range on the mini-DESSA
- Most classes have buddy classes where older students are role models for younger students while participating in an activity
- Each morning the gym and library are open at 8:30AM to support the smooth transition to school.
- Make Amends Forms are established for students to have them reflect upon a problem and brainstorm restorative actions

## 4. HOW HAVE WE SHARED?

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

We have continued to make social responsibility the focus for all school activities this year.

Communication has included the following:

- Students continued to participate in the Mindful Moments 3 times per day, in the morning, after lunch, and at the end of the day
- E-blasts to the parent community about the benefits of Daily Physical Activity
- Parents have been invited to learning fairs/goal setting conferences/parent teacher conferences that communicate student progress and social emotional learning.
- Discussions at PAC meetings about programing being implemented within the classrooms such as Zones of Regulation, Second Step, and Strong Kids, Health Presentations
- Formal Communications with parents through report cards regarding their social emotional learning comments.
- Elsie Roy School Code of Conduct is displayed in the front hallway and in each classroom
- School Code of Conduct is also referred to each morning on our school announcements.
- Participation in Global play Day
- Incorporating Explorations afternoons once per term encourage students to participate in community excursions and field trips, Outdoor Education, and Free Play

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## 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?

- Continue to monitor our DESSA Mini results and target specific programming for students identified as at risk
- Social Emotional Learning Committee to provide feedback and monitor school wide initiatives
- Teach students to take ownership over their actions
- Teach and build a growth mindset and resilience in our students
- Adopt a school wide problem solving model
- Educate and support parents and community groups to be consistent with the Code of Conduct at home and in the community
- Develop lanyards with language around problem solving
- Continue to develop the consistency in our social emotional language and expectations
- Continue to adapt our Daily Physical Activity procedures
- Have older students participate in Daily Physical Activity as "activators" by setting up games and being role models for other students at the school
- Continue to direct some of our incremental teaching time toward Social Emotional Learning
- Social Emotional Learning is a goal that the Elsie Roy community wishes to continue to work towards in the upcoming years.



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

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

- Include numbers of students, grade levels, etc.
  - We have 3 identified aboriginal learners in grades 3, 4 and 6 at Elsie Roy.

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## 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.
  - Increasing our Aboriginal stories section in the library
  - Connecting our logo to meaning of the ORCA (family, community)
  - Field studies – Hiawus Feast House at Grouse Mountain, Museum of Anthropology, Vancouver Art Gallery (Susan Point and Sonny Assu)

- Inviting aboriginal community members and parents into our school
- Classes participating in soap stone carvings
- Completed an ORCAS legends book
- First People Principles of Learning & cross-curricular teaching
- Classroom activities such as perspective taking discussions and research about First Nations animals, residential schools, and cultural integration.
- Students completed inquiry projects about residential schools
- Teachers are beginning to implement more aboriginal content into lessons
- Seawall walk – aboriginal art (Biennale)
- Individual teacher professional development around aboriginal focus.

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

- List continuing and new initiatives

- Continue to incorporate indigenous content in classroom lessons
- Ensure the aboriginal acknowledgement is shared at the beginning of each school assembly
- Add an aboriginal acknowledgement greeting at the beginning of each week's morning announcements
- Begin to share resources through book talks to ensure all classrooms have access to the aboriginal resources at school.
- Bring in more outside resources to expose students to aboriginal content
- Continue our Field Studies to the Museum of Anthropology
- Continue to display the cedar carving in the front hallway of the school
- Look for opportunities to incorporate more aboriginal content/experiences in daily student learning.
- Participate in more professional development to help educators better understand Aboriginal culture
- Engage in outdoor education experiences that builds awareness of indigenous ways of learning that connect with the environment and understanding the relationship to the earth
- Use the AIMS tool to track student progress

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## 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

- Noticed a significant increase in Aboriginal content books being used in the library.
- First Peoples perspectives built into the core curriculum
- More aboriginal content resources have been purchased
- Teachers participated in aboriginal education professional development at Britannia Secondary
- Students portray a sense of cultural pride
- Community resources are being utilized such as seawall aboriginal art, Vancouver Art Gallery, totems at Stanley Park, Museum of Anthropology, Bill Reid Gallery, and storytellers
- Our ORCAS wood cedar door panel carving is proudly hung in our front hallway
- Reporting on the AIMS tool is completed each term