

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.

Elsie Roy Elementary School

MISSION STATEMENT

To honour and educate kind, inquiring, global citizens who are leaders in creating a harmonious and sustainable world. We do this with integrity and in the spirit of deep respect, curiosity and joy.

2015-2016 GOALS

1. **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.
2. **Aboriginal Enhancement Goal:** To increase knowledge, acceptance, empathy, awareness and appreciation of 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?

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.

Over the past year, together with input from our staff, parents and community partners, we have created a 5-year plan based on shared values, which culminated in a new school Vision and Mission Statement.

During the upcoming school year, we will be continuing to implement PBIS (Positive Behaviour Interventions and Support) throughout the school 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. There is also considerable socio-economic diversity within the school community. While the average level of parent education and average income is quite high, there is a proportion of low-income families. The variety noted above creates for divergent needs.

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.

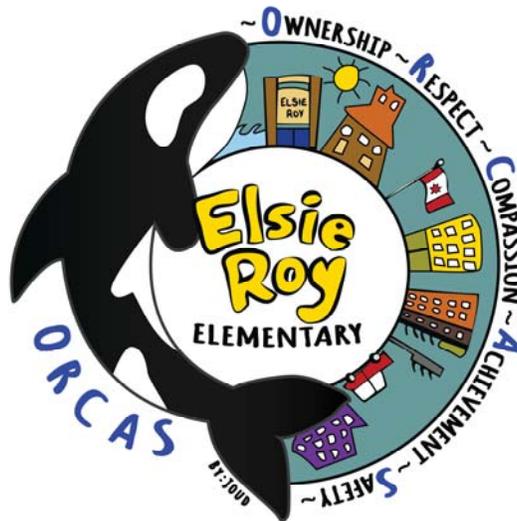
We have an International Baccalaureate Middle Years Program (MYP) in partnership with our Family of Schools that begins at the grade 6/7 level in the elementary schools and continues from grades 8-10 at King George Secondary. We underwent a successful evaluation visit with the MYP evaluation team last year 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.

We believe that students learn best when:

- They understand clearly what they are learning and what is expected of them.
- They have the ability to integrate technology in their learning.
- They are given feedback about their work and what they can do to make it better.
- They are given advice about how to go about making improvements.
- They are provided with additional in-school support if needed.
- They are supported at home with their learning.

Elsie Roy is an inclusive community. We do our best to support each student at their instructional level in their regular classroom. For students who require additional intervention for success, 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 in mind
- Implement, evaluate and re-evaluate progress



PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

Social Responsibility Goal:

To continue 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.

Aboriginal Enhancement Goal:

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

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

Social Responsibility Goal:

- PBIS strategies were implemented school wide including a matrix which clearly identifies expected behaviours in different areas of the school
- Six additional staff members attended PBIS training during the year
- Staff were engaged in a professional development day focusing on the RTI model.
- Implemented school wide mindful moments 3x per day, in the morning, after lunch and at the end of the day
- 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
- Code of conduct posters in every classroom
- Reorganization of morning routines such as open gym and library to support smooth transition into the school
- Social Emotional Learning committee report out and recommendations for next steps
- School wide focus on implementation of consistent social emotional learning programs in our classrooms such as Second Step, CARE kit, Zones of Regulation, whole body listening
- Staff focus on a 4:1 ratio of acknowledging expected behaviours to 1 unexpected behaviour.
- School wide activities such as Global Play Day, Day of Acceptance
- Incorporating greater physical daily activity and outdoors to support self-regulation
- Conversations with parents during student led conferences in regards to social emotional learning and mindfulness.
- Social emotional learning was reflected in students' report card comments
- Additional Counselling and incremental time was utilized to support students learning needs (friendship groups, apply goals of self-regulation programs in small groups, etc.)

Aboriginal Enhancement Goal:

- School wide project with Xwalactun (Rick) Harry, master carver from the Squamish Nation to carve a cedar panel representing our ORCAS code of conduct
- Classes worked with volunteer, Ray – Aboriginal Games, Art, story-telling and parent volunteer, Nika Collison Robertson – internationally renowned Haida curator
- Museum of Anthropology visit by some classes
- Increasing our Aboriginal stories section in the library
- Classes attended VAG indigenous workshops
- Students wrote aboriginal creation stories about our ORCAS panel,
- Connecting our logo to meaning of the ORCA (family, community)
- field trips – Hiawus Feast House at Grouse Mountain
- Inviting aboriginal community members into our school
- Hoop Dancer performance at assemblies
- Aboriginal acknowledgment at all assemblies....and teaching this within the classrooms
- First People Principles of Learning & cross-curricular teaching
- Teachers are beginning to implement more aboriginal content into lessons
- Seawall walk – aboriginal art (Biennale)

What was the evidence of success for each student?

Social Responsibility Goal:

- Hallways are calmer and are improving
- Improvement in mindfulness and students understand why we are doing the mindfulness.
- Students are calmer to start the day and are more aware of school start time
- Students know the ORCA matrix but are still working to implementing consistently
- Supervision Aids report improved behaviour on the playground.
- Students are better at problem solving independently
- Students have become more familiar with the school code of conduct
- Teachers, parents and students are using common language throughout the building
- Students are taking ownership of the common language
- Improvement in assembly behavior
- There are bins in the library for social emotional learning

Aboriginal Enhancement Goal:

- Noticed a significant increase in Aboriginal content books being used in the library.
- Carving
- more aboriginal content resources have been purchased
- Stanley Park field trip with First Nations connection to nature
- Aboriginal students involvement in the Blessing Ceremony

How did we communicate and celebrate student success?

Social Responsibility Goal:

- ORCA shout-outs on PA and shout out board
- PBIS – constant positive reinforcement (4 positives to 1 negative feedback ratio)
- use of school code of conduct to honour student success
- class management reward system i.e. class marble jar
- Fresh Grade in kindergarten classes
- Put the ORCAS matrix in student planners

Aboriginal Enhancement Goal:

- Art work is being displayed in hallways and classrooms
- ORCA door panel carving is being displayed in the front entrance
- Blessing Ceremony to celebrate and unveil our ORCA carving and the community was invited to attend

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.