



Vancouver School District
School Plan for Lord Roberts
Year 3 (2018~2019)

1. GENERAL SCHOOL STORY:

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

SCHOOL CONTEXT

Roberts Elementary School is located in the downtown core of the City of Vancouver known as the West End. There is great diversity within our student population: 5% (32) of our students are Indigenous, and, of our students, 162 (26%) students are English Language Learners and there are at least 38 different languages spoken at home. Our students represent about 40 countries, and of these students, a significant number were born in Eastern Europe and Russia, and in Japan. Many other students come from Asian or Persian countries. We have a high number of vulnerable families and 24% of our students are classified as being vulnerable. More than 43% of our students receive resource support and 36 students (6%) are designated as having special needs. Roberts School is one of King George's feeder schools. We share programs and resources with this high school; specifically, Roberts' Grade 6 and 7 students are part of the International Baccalaureate Middle Years Program with Elsie Roy and King George Schools. Roberts was accredited in 2006 and was successfully re-evaluated in April 2013 and again, in 2018. Roberts also offers an inclusive band program where all Grade 6 and 7 students learn to play a musical instrument. Community Schools Team members coordinate programs and activities which both enhance our students' learning experiences and provide students with many outside school activities. Beyond our dynamic staff at Roberts, Counselors, Youth and Family Workers, Multicultural Workers and Settlement Workers – are crucial in helping Roberts' students transition and succeed in their learning.

INQUIRY QUESTION (2018 – 2019)

Our inquiry question reflects the need to have wellness front and center, and the need to have social and emotional language, tools and goals, that empower all of us in our learning as a community.

Who are the students who struggle with self-regulation and social/emotional learning, and, secondly, how do we best support them and their peers?

More so, how do all students develop a greater awareness and understanding of community values, how actions affect others, and how to solve problems in peaceful ways, with a focus on developing reflective self-regulation skills?

2. WHAT DID WE SEE?

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

2017-2018

- Consistent review the Code of Conduct with staff, students, and our school community.
- Social Emotional Learning/ Social Responsibility Committee in place to support implementation of Code of Conduct.
- Key visuals: agenda, posters, smile tickets, used to reinforce the stated expectations in the Code of Conduct emphasizing common language throughout the school.
- School wide assemblies each month reviewed each aspect of our code of conduct: ARMOUR – exemplars through student stories were shared.
- Daily announcements reviewed our Code of Conduct: ARMOUR
- Classrooms used various tools to support SEL: Second Step, Zones of Regulation, MindUP, and established classroom routines.
- SBT and “Class Review Meetings” identified at-risk learners and provided positive support plans (eg: Counsellor, Resource, Classroom Teachers, SSA, Administration).
- Classrooms used various tools to support Social Responsibility: Roots of Empathy and the Alert Program
- Theme-based performances were scheduled to support SEL and Social Responsibility.
- Implementation of Mindful Eating: students ate together, as a small class community in their classrooms. Core Competencies were ignited to support SEL and Social Responsibility.
- Food Literacy Committee struck to support: Mindful Eating and Outdoor Education. The themes being: Growing, Preparing, Sharing and Decomposing.
- Pilot School for CSL using, Spirals of Inquiry: incorporating strength-based language within informal and formal assessment. This model uses positive language and a growth mindset with an aim to support SEL. Whole school Pro-D with Lynda Kaser and Judy Halbert
- Daily physical activity for both staff and students to support SEL: Running Across Canada, Run Roberts Run and Yoga.
- Establishment of the, “The Play Project”, an intergenerational, community based, play initiative that builds connectedness to each other, within our community and environment.
- Leadership opportunities in our MYP program (Grades 5, 6 and 7), to support SEL.
- Incorporation of common resources to support empathy within the classroom: Ashoka Organization’s Empathy Toolkit: “Pass the Face”.
- School wide, “Heartmath” exercises from K to 7, supporting SEL.
- Consistent and advanced, growth-mindset lessons in our Intermediate grade support both SEL and Social Responsibility
- Increased digital literacy in our Intermediate grades, with emphasis on communication to support SEL and Social Responsibility.
- Inviting and recognizing community volunteers at Roberts to act as role models for our children to give back, supporting SEL.

3. WERE WE SUCCESSFUL?

- Outline results

2017-2018

Placing wellness front and center, provides the foundation for any goal moving forward. Students cannot be successful with SEL and Social Responsibility if they do not have the ability to care for their physical needs. Nutrition, exercise and play set our entire community up for success regardless of what goal is next.

During mindful lunch, teachers have been able to support children and families to select healthy choices when building their lunch, to help them feel better in the day. Self-regulation has improved. Additionally, not eating in a crowded lunch room with 200 students reduces anxiety.

All students have been involved in growing and understanding food at Roberts. With this understanding, children have been more apt to participate in preparing and eating healthy food which in turn, helps with SEL.

Working as a community to encourage and normalize exercise has been extraordinarily successful for all. This is a common experience all can feel part of. Feeling part of something bigger than yourself, is a successful tool to help with SEL and Social Responsibility.

Play ignites and expressed our wellness. Our community is able to connect with each other through the diverse and creative thinking that play fosters. This mindset spills into our learning and brings deeper understanding and experiences in our classroom experiences.

The common language of ARMOUR, Second Step, Zones of Regulation and MindUP, have fostered a culture that places SEL front and center. All members of our community have the ability to help one another, peer to peer, child to adult, at Roberts. From this, we see students making healthy choices, from each other through community and classroom meetings, and on their own, through calm, thoughtful decision making. Students have the tools to follow a path that will help them reach their personal goals.

As a community, we have many avenues to collaborate to support all student with their learning at Roberts. To support vulnerable students within our community, the consistent collaboration within our SBT, has established an effective process in identifying students who would benefit from support in social/emotional learning, and as a team, we have focused our efforts with specific strategies for students at risk.

To sum up, we are successful in building capacity as a school community to support students with social emotional challenges, we are successful in that we have increased our knowledge and understanding of SEL, and we have agreed upon a strategy to focus on and support the social emotional well-being of our students and school.

4. HOW HAVE WE SHARED?

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

2017-2018

We communicated and celebrated student success by...

- Student presentations in classes, in our halls and during our assemblies
- Student-led conferences, goal setting conferences (set social responsibility goals for students) and student-led, multi-grade “Galas” to celebrate student learning
- Project presentations to help build school community, school connectedness and school pride such as Run Roberts Run, Across Canada, School Wide Garden Vote
- Strength-based communication of student learning – January and June
- Blogs and classroom e-newsletters
- School website
- PAC website
- Parent nights
- Student-led assemblies

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?

2018 – 2019

Over the school year, we have had many discussions as a staff about the wellness of our children and our school community. When we speak of wellness, we consider the ability to learn, socially, emotionally and intellectually. As a community that has had many changes in our staff, we will be continuing to deepen our existing school goal for the 2018-2019 school year.

To deepen our support for children building social and emotional strength in their day to day choices, as a staff, we have prioritized to examine the following “big ideas” to support this goal:

1. Social Emotional Learning
 - How can we establish a school-wide approach/system to teach SEL beyond the tools we have established (Zones/Second Step/MindUp), with an emphasis on growth mindset?
2. School Climate
 - How can we continue to build a strong, caring community in which we all feel safe and acknowledged, students and staff?
 - Connectedness, how are we supporting students so they have multiple adults that they trust/love?
3. Giving Back
 - How can we foster all students feeling valued, needed?
 - How can we increase opportunities to empower role modelling and leadership?
 - How can we increase opportunities for volunteerism in our community?
4. Wellness
 - How can we continue to foster physical wellness within our community through nutrition, exercise and play?
 - How can we create more opportunities for staff to collaborate and reflect on their work as educators at Roberts?



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 INDIGENOUS LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

32 Indigenous students attend Roberts School. Two are in Grade 7, five in Grade 6, seven in Grade 5, four in Grade 4, four in Grade 3, one in Grade 2, two in Grade 1 and seven in Kindergarten.

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.

Our community integrates Indigenous “ways of knowing” in teaching and instruction with designing and implementing experiential hands-on learning opportunities that build connections and relations with Indigenous culture throughout the year. More so, educators and students continued to model virtues and values of Indigenous cultures within the lens of SEL, Social Responsibility and Wellness – nutrition and play. As a community, we have many supports in place to help with our work: Indigenous Education Committee, a District IEEW two days per week and Community Volunteers.

The use of story-telling, music, art and dance, as part of the holistic teaching approach, for many lessons were used. Examples of this approach were:

- Students learned many Indigenous songs to share with each other in class and in our assemblies: Coast Salish Anthem, Cherokee Morning Song, Hopi Bear Song, Mohawk Rabbit Dance and Lakota Women's Water Song.
- Traditional oral legends were shared with many classes to create a shared experience and understanding: Raven Steals the Sun, Grandmother's Spider and Turtle Island Creation Story.
- Art projects engaged students in a kinetic way that enabled students to create and share Indigenous stories visually with our community: diorama plank house/longhouse scenes, Hudson Bay canoes, Roy Henry Vickers inspired work, West Coast Winter Eagles, West Coast animal bookmarks, Button Blankets, West Coast Raven Steals the Sun visual work, Beadwork from the Plains, Ojibway style visual work and the building of musical instruments to support the Rattle song.
- Many writing activities provided an opportunity for children to think divergently: Activities from Ashoka organization's Empathy Toolkit: "Pass the Face", creating a new ending to Raven's Call by Bill, Indigenous found poetry and free verse and Indigenous fairy tales.
- Many activities provided an opportunity for children to share their personal stories, incorporating both oral storytelling, gathering and making. An example is the memory bags student made that sprung from Raven Tales.
- First Nations levelled readers are a significant part of our library and culture such as, Strong Nations. These resources have also included Indigenous French readers for our students. Additionally, Indigenous professional resources have increased in our Library.
- The big idea of connecting teaching and learning to the environment and the earth was found in all classrooms through the work of our community garden. All children had an opportunity to experience growing, preparing, sharing and decomposing food. As a whole staff, we worked with an Indigenous mentor at the UBC Garden in the spring, to further support us with this understanding.
- Our IEEW worked collaboratively with all teachers to bring enrichment into each classroom. Specifically, work on the following big ideas was supported: Anishinaabe culture, Metis Nation, Medicine Wheel teachings and inquiry based Bear studies
- An Indigenous Veteran's Day activity was contributed during our Remembrance Day ceremony
- Classes participated in an Indigenous focus camp that created an opportunity for students to understand Indigenous ways of knowing
- Many classes learned about plants and their medicinal uses at the Stanley Park Ecology Center.
- Full school participation in National Orange Shirt Day, recognizing indigenous communities became an annual celebration.
- This school year, we increased the profile of Indigenous artists and musicians through assemblies and performances
- Community volunteers have been welcomed and valued to bring Indigenous peoples and cultural stories in the classes through games, crafts, songs and drumming
- An Indigenous mentor worked with teachers, helping to build drums to bring into their classrooms. The building of these drums was used as an exemplar of Indigenous ways of teaching.



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

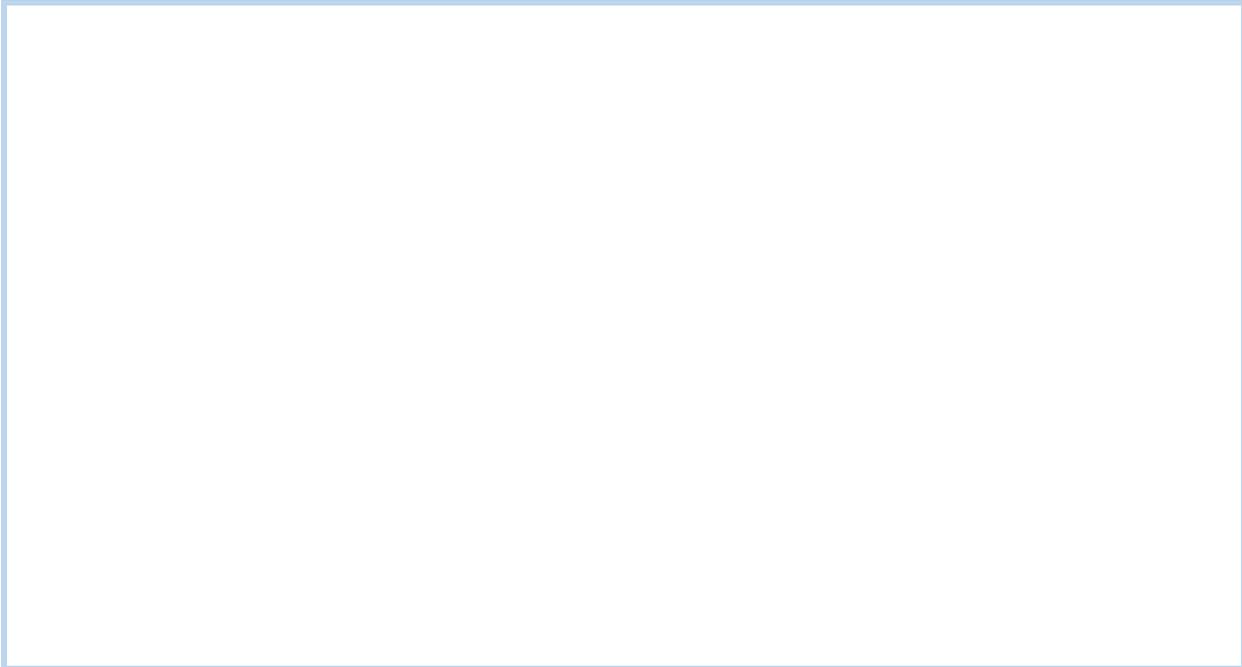
- List continuing and new initiatives

Next year we will continue to build upon our outdoor learning to support Indigenous ways of learning. We will be offering collaborative prep blocks which emphasize health and outdoor education rather than just physical education. Through a generous donation, we will be able to work more in our garden. Each division will have access to one garden box. We will also continue to use our many grants received, to support growing, preparing, sharing and decomposing in our school as a whole.

Creating opportunities for all of us to increase our connectedness and build our sense of belonging is key with the goals that we have before us. Creating opportunities to give, to lead and to connect with one another, through common experiences is a priority, be it from our outdoor education experiences to our play initiatives during our recess and lunch hour.

Extending ourselves to others, from building relationships with students from King George, to building mentorship through our many community partners (Gordon Neighborhood house, WECC, West End Arts, Senior’s Network and the YMCA) will strengthen our community.

Our school for this upcoming year would like to consider a dedicated budget to incorporate more elders and volunteers at our school. Specifically, to work on a school wide art project that will visually be a touch stone for who we are. Again, increasing our connectedness, our belonging, our acknowledgement of each other. And with this, having an opportunity to celebrate and acknowledge the many volunteers who give to our school.



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

2017-2018

Examples of success in this area come from feedback from students and ideas they have shared in both the Middle Years Program Gala, which was a several-day sharing of students “passion projects”, from projects shared in the Primary Writer’s Festival and from student work shared with buddy classes and at assemblies and special events.

There is a clear and authentic understanding and appreciation of Indigenous histories, traditions, cultures and contributions at our school, our identity reflects this as you walk in to our school.