



Vancouver School District School Plan for Roberts Elementary School Year 3: 2021 of 3 Year Plan, 2019 - 2021

June 7, 21
Roll over

Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year

1. GENERAL SCHOOL STORY

What are the important demographics of our community?

What are the unique, positive characteristics of the school?

What are our assets – what do we celebrate (including student intellectual achievement)?

Roberts Elementary School is located in the part of the downtown core of the City of Vancouver known as the West End. There is great diversity within our student population: 4% (23) of our students are Indigenous, and 163 (26 %) students are English Language Learners boasting at least 41 different languages spoken at home. Our students represent about 40 countries, and of these students, a significant number were born in Eastern Europe, Russia, and Japan. Many other students come from various countries in the the Middle East and Asia. We have a high number of vulnerable families (approximately 34% of our students are classified as being vulnerable). More than 43% of our students receive resource support and 54 students (8%) are designated as having special needs. Of this total 29 are students who have Autism or significant physical disabilities.

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 offers a unique program offering our children to learn through our garden. Roberts boasts having one of the largest gardens at an elementary public school in BC. The goal of our, Edible Education program ignites our curricular and core competencies within each grade by using the Big Idea of food literacy: "Food literacy is having the knowledge, skills and attitudes necessary to choose, grow, harvest, prepare and enjoy food to support one's health, community and the environment. as well as other curriculum areas." (from Healthy Schools BC - <https://healthyschoolsbc.ca/key-focus-areas/food-literacy>).

After school, our 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, a Youth and Family Worker, Multicultural Workers and Settlement Workers all play an integral role in helping Roberts' students transition and succeed in their learning.

2. WHAT DO WE KNOW ABOUT OUR LEARNERS? (SCANNING)

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

Many of our students have the strength of being part of a small diverse urban community in which most students walk to school and play in a common community playground at Roberts.

Our students are diverse in their experience and in their learning. Many students have had transitions in their lives leading up to and including their time as a student at Roberts. Many students are from families that have recently immigrated to Canada and some, come from long time members of the vibrant west end community. Regardless, our students are exposed to change directly or indirectly due to the diverse urban community in which they reside.

Many of our students continue to need support to assist them with tools to strengthen their resiliency due to the many transitions that they may have encountered. Poverty is also an issue with a number of our families.

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS? (SCANNING)

What is the evidence that we already have that supports this hypothesis?

School and district data, letter grades, attendance anecdotal, surveys, etc....EDI, MDI, student voice such as TTFM, etc.

There is a strong correlation between strength in social and emotional learning and literacy. Children who find strength with their literacy are empowered to communicate and bring sources of help to them through storytelling. Additionally, students build identity through their language. At Roberts, there are many tools that are used to create a base line and to monitor our children not only with their social emotional learning, but their literacy.

- MDI, Middle Years Index is completed each year to all grade 4 and 7 students helping us to understand many factors that comprise social and emotional health.
- The Kindergarten Protocol – informs us on literacy and is conducted in January and May
- Grade One: Observation Survey – a literacy assessment conducted Sept, Jan and May on vulnerable kids as identified by K Protocol
- Grade Two: Fountas and Pinnell Benchmark Assessment System - look at reading and writing levels for all students in the fall and spring
- Grade Three-Seven: the Gates gives us an indicator of reading comprehension and vocabulary and is used in the fall and spring.
- CELI tracking data (see Meredith, Sharon and Birgid)
- Writing: Using performance Standards to evaluate writing samples for each reporting period (see <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/bc-performance-standards/writing>) until something new is created

4. WHAT FOCUS EMERGES FROM THIS EVIDENCE? (FOCUSING)

Which learners and which areas will we be focusing on?

Where are we connected?

How does this focus connect to the district strategic plan? (Quote Strategic plan goal/objective #)

How does this focus connect to the Aboriginal Education Enhancement Agreement? (Quote AEEA goal/objective)

How does this focus connect to the redesigned curriculum including the big ideas, core competencies, curricular competencies, etc.?

Our school will focus on developing a common language that is consistent and supportive to assist all students with positive behavior as well as social and emotional learning.

One of the key findings of the Middle Years Development Instrument (2014) is that children's health and well-being is directly related to the presence of the following assets they perceive in their lives:

- Supportive relationships with adults
- Supportive relationships with peers
- Enriching activities
- Proper nutrition and sleep
- Positive school experiences

Our District has been working on social emotional-learning with Kimberly Schonert-Reichl and Shelley Hymel for many years. We have relied on their research into belonging and relationship to inform our practice in this area. Shonert-Reichl and LaRose (2008) provide multiple sources of evidence for the need for children to feel a sense of belonging. In short they show that "children's engagement or disengagement in institutions, such as schools, depends largely on whether children's fundamental needs for belonging, autonomy, and competence are being fulfilled" (p.14). They further go on with a reference to the framework developed by Martin Brokenleg and others in a "Circle of Courage". The framework is based on Aboriginal worldviews as well as the latest research on resilience in youth. The "Circle of Courage" takes into consideration the universal growth needs of all children and includes four dimensions: belonging, mastery, independence, and generosity.

Leading to a sense of belonging is a connection with adults in the school. Results from the study that initiated the Middle Years Development Instrument which is used regularly in our District, found that children in grades 6 and 7 who felt connected to a parent, peer, or community adult reported greater empathy towards others, higher optimism, and higher self-esteem than children who felt less connected. These kinds of research have informed both the selection of this goal and the strategies used to promote a sense of belonging.

Looking at our Aboriginal Education Enhancement Agreement, we will be focusing on the following areas:

- Increase all students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
- Increase knowledge, awareness, appreciation of, and respect for all histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.
- Encourage and enhance practices that support cultural, emotional, physical and mental well-being. Support effective, thoughtful transitions for all students at each stage of their development.
- Respect and celebrate all forms of diversity.
- Support collaborative relationships with community partners that enhance student learning and well-being.

Through this work, we will be able to deepen our learning within our district strategic plan by looking at:

- Goal 2: Build capacity in our community through strengthening collective leadership.
- Goal 3: Create a culture of care and shared social responsibility.

Using our BC curricula, our school will be collaborating to look deeper into the Core Competency of Personal and Social learning. The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

5. INQUIRY QUESTION (FOCUSING) – PREVIOUSLY KNOWN AS “GOAL”

What is leading to this situation for our learners?

How might we be contributing to this?

From what we know, what is the most important work that we can do to improve the success for our students?

What key areas of learning will we focus on?

Our inquiry question continues to reflect 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.

How do we create a climate to care for ourselves, each other, and for our school?

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?

6. WHAT IS OUR PLAN? (PLANNING)

- What are the actions that we propose to take related to our inquiry. What will we do more of, less of, differently to improve outcomes for our students?
- How can we break it down into a manageable and realistic 3 year plan:
 - Year 1, Year 2 , Year 3

Roberts has established a SEL (Social and Emotional Learning Committee to help create support for our staff and students. This committee will be using many tools to assist with our inquiry question and school goals

- School Code of conduct – “Care”
- Concentrated SEL focus for all classes during the first week that creates a common, understood language, to give children tools to support their wellbeing and learning.
- Concentrated Grade 6/7 SEL focus at the beginning of the year will concentrate on positive leadership. With this, Grade 6 and 7 students will build with staff a positive behavior plan to support our school moto and code of conduct. The code of conduct will guide what each child needs to be successful emotionally, socially and academically.
With this, this plan provides a model to support learning when children make mistakes.
There will be a clear student-led and communicated model, for all children, to support the ability to build a positive caring environment.
- Class meetings will be encouraged as a common practice, to continue the work from our first week of SEL
- Monthly learner profiles will continue to support social and emotional learning throughout the year*
- Visual language will help to create a climate of care and social responsibility:
You belong Here, Smile, I Matter, You are loved, Take Care . . . self, others, place,
Be a Hero, Be Kind, Be Loving, Be Yourself, Be Honest, Be Different, Try your Best,
Stay Very You, Loved, Sharing is Caring, Love is Compassion, Breathe, You are Here
- Cooperative team building for staff will continue and be strengthened.

- We will build capacity through strengthened collective leadership by:
 - enhancing leadership / SEL training for Grade 6/7's at the beginning of the year to help build and support our school motto and code of conduct.
 - the creation of a Student Council
 - formalized buddy classes at the beginning of the year

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- Summarize what the new areas of learning will be and how we will support that new learning in order to benefit the students (i.e. resources, pro-d, etc.).
- Link these new areas of learning to the redesigned curriculum

We will aim to engage *all* learners through innovative teaching and learning practices by:

- School wide engagement with Adrienne Gear's, *Powerful Understanding*.
- School wide Pro D sessions focusing on SEL
- Creation of Maker Spaces
- Continued organization of collaboration time for all educators to meet.

8. HOW WILL WE KNOW WE'RE SUCCESSFUL? (CHECKING)

- How will we know that what we are doing is working and is making a difference for our learners?
- What will we be using as baseline data? How will we chart growth?
- How will we respond if we see no changes?

We will use MDI data to track "connectedness to adults at school" and "school belonging" at the Grades 4 and 7 levels (and Grade 10 when available). We aim to see an increase in these areas.

The District will track attendance with the use of the Student Information System. We have collected base-line data and will aim for an increase in attendance each year for the next three years.

Results from the Student Learning Survey data (Grade 4 and 7) will also be used to guide our plan.

We will track Aboriginal student involvement and participation in extracurricular, leadership and volunteer opportunities at the secondary level as well as looking at MDI data related to "social responsibility and volunteering" and "use of after school time". We will aim for increases to participation rates in all of these areas.

We will continue to track student literacy within our school:

- Kindergarten Protocol
- Grade One: Observation Survey
- Grade Two: Fountas and Pinnell Benchmark Assessment System (reading levels) (F&P BAS)
- Grade Three-Seven: Gates
- CELI tracking data

We will have a consistent and active SEL committee that will review and respond to our data.

9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

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

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



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

10. WHAT DO WE KNOW ABOUT THE INDIGENOUS LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

23 Indigenous students attend Roberts School. Three are in Grade 7, one in Grade 5, three in Grade 4, five in Grade 3, three in Grade 2, three in Grade 1 and five in Kindergarten.

11. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- School-wide drumming and singing sessions
- Presentation of Th'owxiya (The Hungry Feast Dish) with follow-up discussion and studies
- Discussion with staff at ProD and meetings

- 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: a storytelling focused three day event which included five Indigenous artists. Musqueam elder, Alec Dan welcomed our student body at an assembly, Alex Wells preformed for our student body, emphasizing storytelling through hoop dancing and music, Irving and Adele Waskewich worked with students for two days sharing their story through traditional Pow Pow dancing, which included student participation.
- 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, and Sth-oqwi
- 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, West Coast Raven Steals the Sun visual work, Beadwork from the Plains, Ojibway style visual work including the creation of Metis dolls. West coast animal image activites were also created throughout the year.
- 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.
- Our Robets garden utilized the Three Sisters Method, an Indigenous method of planting. Students experienced a video sharing this technique, read trantional stores and created individual maps of this planting practice.
- 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: Coast Salish culture was examined in the fall as well as Anishinaabe culture, Metis Nation, and inquiry based Bear and Salmon studies
- An Indigenous Veteran’s Day activity was contributed during our Remembrance Day ceremony
- 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.
- One to one metorship was offered to individual Indigenous stduents to wupport their learning of their Indigenous nation thourgh research.
- Community volunteers have been welcomed and valued to bring Indigenous peoples and cultural stories in the classes through games, crafts, songs and drumming

12. 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.

13. 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

- 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.