



Vancouver School District

School Plan for Emily Carr Elementary

Year 4 (2021-2022) of 4 Year Plan, 2018 - 2022

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

1. GENERAL SCHOOL STORY:

Emily Carr Elementary is located at Oak Street and King Edward in the Douglas Park area. We have 310 students in grades Kindergarten to Seven. Our school is named after the Canadian writer and painter Emily Carr. Emily Carr has a strong, supportive parent community. Students at Emily Carr are well-rounded, successful children with many background experiences. They have many strengths in the

BC Curriculum Core Competencies including positive communication skills, solid creative and critical thinking and a strong sense of personal and social responsibility. Our students celebrate many aspects of their learning through activities including: performances, assemblies, concerts, sharing within classes and between buddy classes, environmental club, volunteer opportunities and fieldtrips.

2A. WHAT DID WE SEE?

Our students are engaged in their learning. They are welcoming, friendly and have positive peer relationships. They have skills to solve problems and show kindness towards others. They are creative, active, and have a willingness to share with adults. They create positive relationships with teachers and staff. Students at Emily Carr have strong academic skills, engage in technology, and demonstrate flexibility and openness to new learning opportunities.

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

We continue to reflect on the areas of need for our students. Our students are willing to solve problems and will engage in the process of problem solving. Through the lens of a Growth Mindset, we have been working on using kind words, being inclusive, treating each other well, supporting each other throughout the school. We will continue to follow the Code of Conduct and its values of community. Some of our learning is in the area of Self-Regulation. Engaging in the process of Communicating Student Learning and self-reflection will be a continued emphasis.

3. INQUIRY QUESTION

How do strategies that engage students in communicating their learning support student engagement, student success and emotional wellness?

Additional for 2020-2021: How do we support students' self-reflection as we communicate student learning throughout the year?

4. WHAT IS YOUR NEW PLAN?

"Due to the Covid-19 pandemic and the suspension of all in-class instruction on March 13, 2020, current school plans have been carried forward to the 2020/21 school year."

A focus in 2019-2020 was on Communicating Student Learning. By engaging the students in the process of reflection we will work on identifying their areas for growth, and address these needs by focusing on their strengths. Teachers will continue to develop language and strategies to teach self-reflection. Components of lessons will include the Core Competencies and Curricular Competencies providing opportunities to practice and to receive feedback.

5. WHAT SUPPORTS WILL WE NEED?

Continue to engage in Professional Development for staff around CSL reporting, use of myBluePrint and Teams and other online platforms. We continue to learn/teach Growth Mindset and Self-Regulation so more strategies can be used school-wide.

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

We will know that we are successful if we have continued positive reporting on the MDI, Learning surveys and student summative reports, as well as ongoing communications with families. We will share our understanding of our students to our families and will continue to build on their strengths using various tools and methods to help make their thinking and learning visible.

7. HOW WILL WE SHARE?

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

PAC Meetings, website, Teams meetings, newsletters, celebrations, performances, ongoing communications with families.



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

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

We have 10 indigenous students from Kindergarten to Grade 7.

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

Next year we hope to have an Aboriginal Enhancement Worker at our school to engage in conversations with our students sharing stories from Indigenous learning. In 2019-2020 we continued to build our library resources, to have students recite the Indigenous Land acknowledgment at assemblies, to acknowledge same at our online staff and Staff Committee Member meetings.

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

Acquire new literature with an Aboriginal focus, embed Aboriginal learning in our lessons, continue to grow as teachers in our understanding of how Aboriginal culture can be shared and explored in the classroom and school community. Participate in District pro-D. Continue to acknowledge that we live, learn, work and play on the unceded and traditional territories of the Coast Salish peoples – Squamish, Tsleil-Waututh and Musqueam nations.

11. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

We will continue to ask students to express and share their experiences and knowledge of Aboriginal topics from Kindergarten to Grade 7.