



Vancouver School District

School Plan for Wolfe Elementary School

Year 1: 2021 of 3 Year Plan, 2021 - 2024

1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

- 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)?

General Wolfe Elementary is a school that is committed to educating and engaging all students. Wolfe has a culturally diverse student population of around 350 students and 16 divisions. At General Wolfe, Social Responsibility is an integral part of the school's philosophy and Wolfe's culture is built upon the ideals of respect for people, safety, and the environment. Our School Code of Conduct is PAWS, which reminds students to be **P**olite, **A**ccountable, **W**elcoming and **S**afe. Our school has been located at the South Hill Swing Site for the past two years for our seismic mitigation project. We will be back in our original building by September 2021.

Wolfe School is committed to creating an inclusive community that celebrates diversity. The majority of students at General Wolfe speak English as their first language. There are currently just over 30 students who are English Language Learners who speak a range of first languages. There are approximately 30 fully integrated students with a variety of Low and High Incidence special needs. Overall, our students are creative and engaged learners who are exposed to a wide variety of experiences and opportunities, both at home and at school.

Our vision for success is that all students will achieve their full potential, including those working towards goals on their Individual Education Plans (IEPs). Our goal is to nurture students not only academically but also as global citizens. Our hope is that we are sending students from Wolfe into the world with the literacy, numeracy, technology and social responsibility skills needed to succeed as 21st century learners. Teachers and Staff are extremely committed to support students with all these skills.

Staff members are extremely committed to teaching and supporting students in all areas of the curriculum. They are passionate about providing relevant and experiential learning opportunities. Wolfe students are enriched by their teachers' willingness to volunteer their time to provide extra-curricular activities. Coaching is provided for intermediate students in volleyball, ultimate frisbee, basketball, track and field, and intramural floor hockey. Cross country running is offered to students in grades 3-7 and all the children are encouraged to join and strive for improvements in their own ability level. In the Arts, General Wolfe provides grade 6-7 students with the opportunity to join the Junior or Senior Band, grade 6-7 students may join our Pop Choir. Our Senior Band traditionally participates in the district wide Night of Bands. Student led assemblies, as well as Concerts, give students further opportunities to share their talents with the school community.

Students at General Wolfe are encouraged to take on leadership roles in the school by volunteering to serve our school and community in a variety of ways including: Spirit Team, KinderCare Buddies, PA Announcers, Equipment Monitors, School Safety Patrol, and Office Monitors.

The parent community at General Wolfe is strongly supportive of the school and of their children's learning. We have a very active, involved, and generous PAC which is committed to supporting our

school goals. Through a variety of community fundraising events they have provided our school with technology as well as have sponsored events such as school wide skating, trips to the Vancouver Symphony, school-wide performances and arts instruction as well as supporting our grade 6/7 camp experience. Our outdoor learning area committee, comprised of both parents and staff members, is currently planning and developing our future outdoor learning area for our seismically safe school. Wolfe staff is very thankful for the involvement and support of our parents.

In addition to parent support, General Wolfe is also supported by the Hamber Community Schools Team, and Sparetime before and after school care. Through these groups we have been able to provide many extracurricular opportunities for our students.

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?

Our school goal for the past four years was: “what evidence do we have the students are engaged in deep thinking and how do they articulate or make visible their thinking?” This goal was chosen when the updated CSL reporting format came to VSB schools in 2017. Wolfe was one of the first school to pilot the CSL reports and staff worked hard these past four years at changing the assessment culture at our school. The updated BC curriculum focused on Core Competencies and developing students’ independence to identify their strengths and stretches themselves. Information about new ways of communicating student learning were explored with students through class discussions and examples, and with parents through newsletters, information emails and a parent evening information session. CSL reports answer the following questions:

- What can the student do?
- Where is the student going in his/her/their learning?
- How will the student get there?

Our students have transitioned well with this new style of reporting and have developed strong strategies to continue their journey. Our school has been using goal setting conferences each October where students set learning and core competencies goals for the year. With teacher and parent guidance, students become self-reflective learners and are encouraged throughout the year to reflect on their learning with these questions: “*How are you doing? Where are you going? How will you get there?*” These reflections are communicated to families at regular intervals.

Staff met and discussed successful strategies several times in the past four years. Staff have found that with set guidelines and modelling, students were able to show their thinking clearly and to reflect on their learning with minimal adult support. After strategies and scaffolding were put in place, most students improved their ability to visualise their learning process over time.

Here is a summary of useful strategies developed by staff K-7:

- Using *Reading Power* tools to transform thinking and *Powerful Understanding* (what? So what? Now what?)
- Using current events and World issues to engage in deep thinking
- Personal research projects and providing choice in learning as much as possible
- Giving more open-ended questions, challenges
- Open-ended coding or Maker Space activities
- Making learning meaningful and connections to the real world
- Incorporating inquiry and questioning in our learning
- Coming up with evaluation criteria together as a class
- Integrating the Core Competencies in the language of the class
- Meaningful explorations of questioning and connecting it to the Core Competencies

Teachers and students have shared their experiences in various ways. For younger students, the reflections were often done one-on-one with teachers, as at times reported to the whole class. Teachers used quotes from the one-on-one conversations for their CSL reports so that parents could have a conversation starter point at home with their child. Older students also used one-on-one verbal conversations, journal reflections and written self-reflection sheets. All students at Wolfe choose learning goals each year in consultation with their teacher. Students, depending on their independence level, make a plan to achieve these goals throughout the year. They meet with their teacher and parents/guardians in October to share these goals and devise a plan to achieve them. At various times

during the year students revisit their goals. Teachers also comment on each child's progress on our two formal written CSL reports in January and June.

After four years of focusing on this goal, Wolfe staff has decided to pursue a new goal for the next three years: *creating a culture of care*. Wolfe staff chose this goal because we see a great need in our students' daily school life in the area of taking ownership for their learning and their actions. After many group discussions with staff and looking at the core competencies of the curriculum, "Personal Awareness and Responsibility" seems to be an area where our students need more support.

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

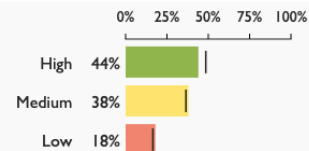
- What is the evidence that we already have that supports this hypothesis?
 - School and district data, letter grades, attendance anecdotal, surveys, etc....EDI, MDI, student voice such as TTFM, etc.

Our staff has noticed in the past few years that many of our students do not seem to make connections on their own between their actions and how it impacts their learning and that of others around them. Our behaviour logs in all grades also indicate this trend. Since we are returning to our original building this September, our staff wants to take this opportunity for a fresh start, and to focus on developing a stronger caring culture at our school.

In the 2018-2019 school year, our grade 4 students completed the MDI survey from UBC's Human Early Learning Partnership. This data shows us that our students are doing moderately well in the areas of prosocial behaviour and self-regulation, but that approximately one fifth of them need to improve in these areas.

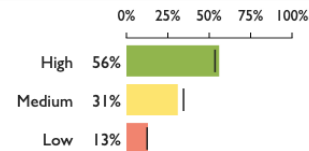
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



SELF-REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g., "If something isn't going according to my plans, I change my actions to try and reach my goal."



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.?

This goal fits with the Core Competencies of “Social Responsibility” and the following child-friendly statements:

- I can participate in classroom and group activities to improve the classroom, school, community, or natural world.

- I contribute to group activities that make my classroom, school, community, or natural world a better place.

- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change

This goal is also in line with the third goal of our VSB Strategic Plan:

Goal 3: Create a culture of care and shared social responsibility.

- Ensure school communities are safe spaces where racism and discrimination will not be tolerated.
- 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.
- Increase Indigenous students’ sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
- Increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.
- Respect and celebrate all forms of diversity.
- Support collaborative relationships with community partners that enhance student learning and well-being.

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?

For our next three years, we will focus on the following inquiry question: “How can we cultivate more care and personal responsibility in our classrooms and school community?” We will focus on all areas of learning for this inquiry.

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

Year 1:

Year 1 will see us establish a common framework and understanding of our goal. A SGP committee will be formed to create leadership among the staff and consistency over the years. We will focus on selecting a method of data collection for this inquiry, such as behaviour logs and SEL questionnaires. We will need to develop a common behaviour log used by all staff so that data can be compared over time with a similar set of criteria.

Using our existing PAWS code of conduct, as well as the VSB code of conduct framework, we will develop a list of strategies for both elementary and intermediate students that can be used towards our goal. We currently have monthly social responsibility themes that could be used more efficiently by all staff at all levels to reinforce this concept. Some of our teachers are leaders in the area of self-regulation; we will learn from them in the hope that we can integrate more social emotional learning in each grade level. We will also look at possible book clubs on this topic that a group of lead teachers can participate in.

Year 2:

We will reflect on our experiences in Year 1 and build on our successes. Year 2 should focus on the school-wide integration of successful strategies acquired either by experience or research. At the end of year 2 we should have a set of data to look at for our inquiry.

Year 3:

We will again reflect on our previous two years and on our data. This data will set our targets for the last year of our inquiry.

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

In our first year, we will need to do some research on possible data set for social responsibility and resources necessary for staff. We will also need some advice from our District behaviour and inclusion consultants on PBIS (Positive Behaviour Intervention Support) and SEL strategies which can give us a common language framework around expectations. We also hope to be able to complete a few book clubs on this topic. We can use some of our Pro-D days to focus on these as well as workshops on SEL, mindfulness, PBIS, StrongKids.

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 continue to track our behaviour logs and MDI data for year to year comparison. After we find an assessment tool in year 1, we will track this data for the next two years and hopefully see a positive progression. Staff will discuss our inquiry question at regular intervals each school year and reflect on the effect all our work is having on our school's culture.

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

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

We will share the information with parents at PAC meetings and in our newsletter periodically. Teachers will share their successes with each other at SAC meetings and at primary/intermediate meetings. SGP committee members will report at regular periods at our SAC/staff meetings.



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

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

- Include numbers of students, grade levels, etc.

Wolfe has a small population of indigenous students: five in primary grades and one in Grade Four.

11. 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.

Wolfe staff have worked collaboratively along the years to create enriching first nations experiences for all of our students. Unfortunately we do not have a VSB Aboriginal Enhancement Worker attached to our school because our number of indigenous students is under ten. However staff are committed to increasing knowledge, acceptance, empathy and awareness of Aboriginal histories and cultures and here is a list of some of the activities that our students have experienced over the past four years:

- Teachers are incorporating Indigenous ways of knowing and history into their curriculum
- Doing the land acknowledgment daily
- Making connections from ourselves to Aboriginal cultures and learning
- Perspective taking, applying understanding to other marginalised groups
- Using First Peoples' Principles of Learning, posters and collections of books that support that topic
- Field trips and performances to encourage conversations and extensions (Museum of Anthropology, Flight of the Hummingbird)
- Round of seasons
- Celebrating Orange Shirt day and teaching about its significance
- Incorporating First Nation literature in frequent LA lessons (Six Cedars). Primary classes are exploring the majority of those themes through story time (using Coast Salish art cards)
- Looking for experiences and activities done and presented by indigenous people
- Looking at how FN principles and values resemble values of other well-known systems such as Reggio, environmental awareness and sustainability
- Weaving with marble paper for empathy month, linking it to weaving culture in First Nations
- Sharing circle, using the talking sticks and the drums in our circle
- In class activity with indigenous educator (eg plant walk and identification)
- Heritage bags and talking about community traditions
- Focusing on the concept of community, how it relates to First Nations history and culture, and why it is important

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

- List continuing and new initiatives

We will continue to embed Indigenous learning in as many aspects of the curriculum as possible and to seek authentic learning experiences for our learners. Our inquiry goal of creating a culture of care is an opportunity to link both of our school goals for the next three years.

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

Each year Wolfe students complete the Learning Survey and our students show an increased awareness and participation in Indigenous learning activities. The most recent data from April 2021 shows that 78% of our Grade Four students and 98% of our Grade Seven students have answered “sometimes/many times/all of the times” to the question: “At school, are you being taught about Aboriginal or First Peoples in Canada?” This data is very encouraging and staff will continue to collaborate on this subject to increase our students’ awareness.

We will continue to share examples of classroom and school-wide activities in our newsletter, website and PAC meetings with our parent community.