



Vancouver School District

School Plan for Lord Nelson Elementary

Year 3: 2020 of 3 Year Plan, 2020 - 2021

1. GENERAL SCHOOL STORY:

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

“Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/2022 school year.”

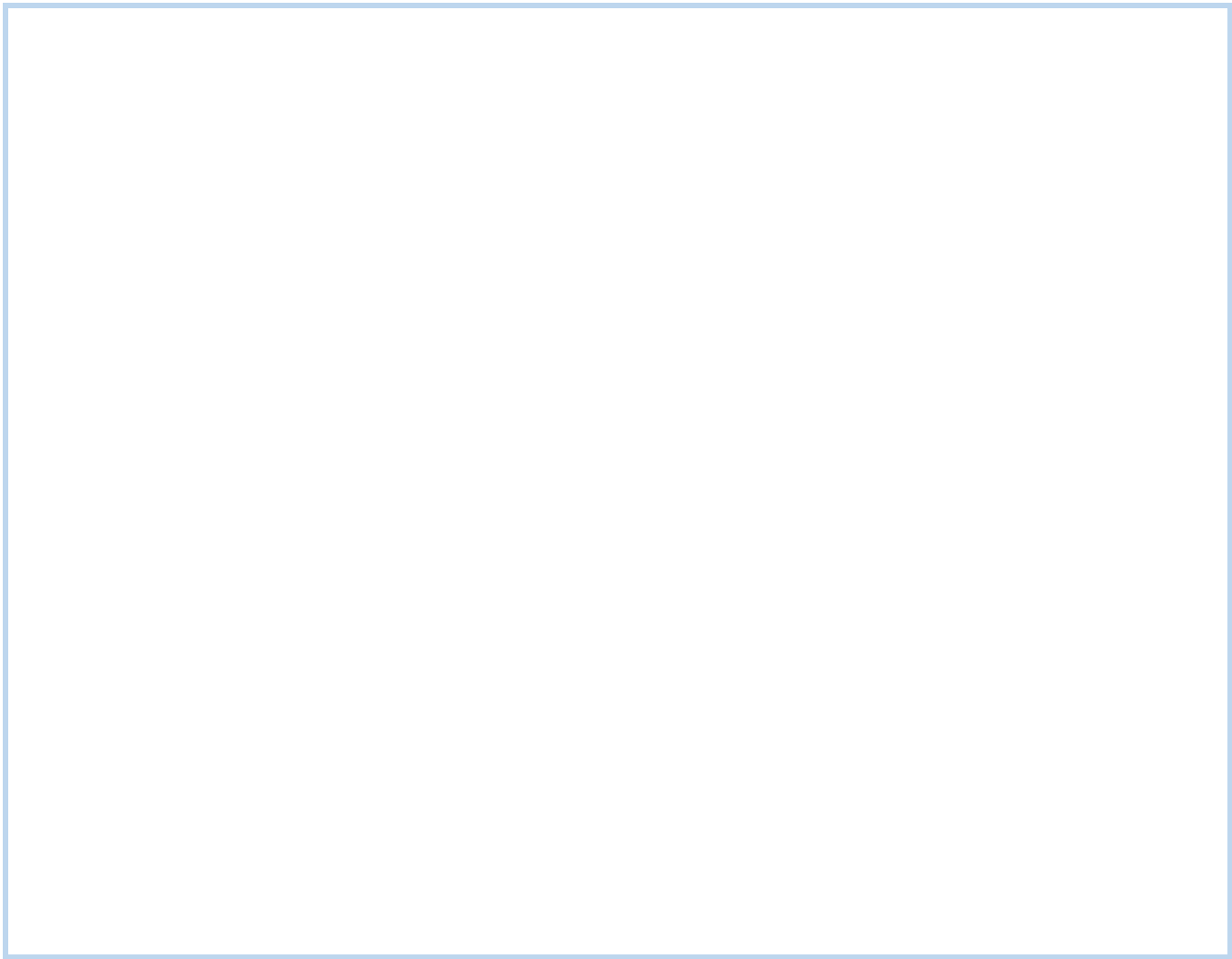
Lord Nelson Elementary School was built in 1911 in a diverse community in the Northeastern section of Vancouver near Nanaimo Street and East 1st Avenue. Together, with our regular enrolling Kindergarten to Grade 7 classrooms, we have a total of 471 students. We share our new building with Frog Hollow – “The Village” at Lord Nelson Childcare Program. Located on the third floor of our building, “The village” is an innovative partnership with the City of Vancouver and the Vancouver School Board. This partnership was designed to co-locate childcare with schools to help to build communities that are more walkable and family friendly. The Village offers programming for children from 3 months to five years of age and includes a school age program providing before and after school care to families. It is a great asset for the families and students here. With the Vancouver School Board, McFarland Marceau Architects, and our General Contactor ProCan Construction, we are in the process of the final stages of our seismic renewal project, the completion of the playground.

Although most of our students (79%) are from English speaking homes, 10% of our students are designated as English Language Learners (ELL). The most common additional languages spoken in our community are Cantonese (10%), Vietnamese (3%), Japanese (2%), Chinese (2%) and Mandarin (1%). Other languages represented in our community include Italian, Tagalog, Kurdish, Persian, Baluchi, Spanish, Korean, Punjabi, Hindi, and Arabic.

Adults and children at Lord Nelson care about each other. In addition, teachers overwhelmingly identify that they are proud of students’ accomplishments, both in academics and in the area of social emotional learning. Within our Code of Conduct, we strive to emphasize “R.O.A.R.”: “Respect Others, Act Responsibly” in all aspects of our school life.

The strengths of our school continue to be home-school relationships and our ability to meet the needs of diverse learners and provide opportunities and programs that enrich student learning. Although we have a strong common language in instructional reading and writing strategies, we are focusing on the re-designed curriculum, with a focus on inquiry learning. It is the hope of our staff members that students identify themselves as global learners who view education in a positive way.

For the 2021-2022 School Plan, we will continue to focus on the teaching and modeling of self-regulation skills and strategies to enable students to self-direct their learning and improve their achievement while promoting Inquiry Based Learning and Aboriginal Education. This will be considered the third year for this Growth Plan.



2. WHAT DID WE SEE?

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

- Prior to the beginning of the 2017-18 school year, the staff at Lord Nelson identified that the lack of resiliency in our students was a concern
- As a group, we decided to find out what was going on for our learners by interviewing the students
- In (Year 1): Classroom/Resource Teachers and Administration asked 4 key questions of Grade 1 – 7 students:
 1. "Can you name two people in this school who believe you can be a success in life?"
 2. "Where are you going with your learning?"
 3. "How are you doing with your learning?"
 4. "How have you done with your learning? Where do you see yourself going next"
- Research informs us of some common basic beliefs about learning. Students retain knowledge and skills when their cognitive state is ready and focused. The basic needs are essential building blocks for our students developmentally and all students require a baseline to reach a zone of healthy cognitive functioning.
- When students were asked to "*Name 2 adults at school who believe you can be successful*", overall 86% were able to identify 2 adults at school who believed they could be successful and 14% were unable to identify 2.
- 39% of students who also identify as female were able to identify 2 adults at school who believed they could be successful.
- 6% of students who also identify as female were unable to identify 2 adults at school who believed they could be successful.
- 47% of students who also identify as male were able to identify 2 adults at school who believed they could be successful.
- 8% of students who also identify as male were unable to identify 2 adults at school who believed they could be successful.
- When students were asked "*What is the purpose of your learning?*", overall 72% were able to identify the purpose of their learning while 28% were unable to identify the purpose and value of their learning.
- 32% of students who also identify as female could identify the purpose of their learning and its value.
- 12% of students who also identify as female could not identify the purpose of their learning and its value.
- 40% of students who also identify as male could identify the purpose of their learning and its value.
- 16% of students who also identify as male could not identify the purpose of their learning and its value
- When students were asked "*How are you doing with your learning?*", overall 76% were able to explain how they were doing with their learning and 24% were not able to identify how they were doing with their learning.
- 30% of students who also identify as female were able to explain how they were doing with their learning while 13% of students who also identify as female were not able to explain how they were doing with their learning.
- 46% of students who also identify as male were able to explain how they were doing with their learning while 11% of students who also identify as male were not able to explain how they were doing with their learning.
- When the teachers are aware of the important questions, they are mindful and intentional about their teaching.
- Collaboration amongst teachers and students
- Inquiry projects and Genius Hours
- Students are given more opportunities to reflect upon their learning

- Support: Mind-up curriculum, DPA for activity throughout the day, related their learning to the real world/their lives, teachers were more intentional in their language (pointing out cause and effect)
- Students are more engaged and inquisitive. They've been more curious and aware that there's not one right answer. Their self-esteem is greater knowing that there's more than one right answer. They like to argue their point even if they're told that it's wrong. (they need to do this more respectfully)
- Kindergarten teachers engaged in collaborative teaching and learning activities with the intention of building connections between teachers and students, intentionally communicating to them that we, as teachers, believe they can be successful. This resulted in teachers being on a first-name basis with Kindergarten students in all classes.
- We also saw an increase in student understanding of active listening skills and communication of specific skills around collaboration, as well as increased student involvement in group work.
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3. WERE WE SUCCESSFUL?

- Outline results

- School-wide check-ins with staff
- Through discussions at staff meetings, we have collectively formulated key questions to drive our practice moving forward into the third year:

What kinds of questions should we be asking our students?

- Why are we learning this?
- Why is this important?
- What are you interested in?
- How does this connect to what we are learning in math? (or in science, etc...)
- When do you do this at home? (at school? In your community?)
- What problems of the world does this help us solve?
- What does this teach you about learning to learn?
- How would you explain/teach this to someone else?
- What do you want to know? What do you wonder?
- What did you notice about yourself as a learner?
- What does this make you feel?
- How does this help you? Affect you?
- How does your attitude contribute to how you do with your learning?
- When else do you...
- What else have we learned about this? (in the past?)

Use of open-ended questions

- questions that spark perspective and debate

How do we help our students create connections in their learning?

- ask them to!
- provide choices in learning topics and ways of showing their learning
- modelling: e.g. provide an example of a time you use fractions in real life, and then ask them to come up with more examples
- back-track and revisit previous learning
- tell students what part of the curriculum their learning relates to (not just the subject area, but across big ideas, core and curricular competencies)
- ask students to make cross-curricular connections
- make posters/visuals that show connections and learning intentions
- journaling/reflections on learning (e.g. exit tickets, learning logs)

What intentional language should we use?

- Tell us more...
- How do you know...
- How does this connect to...
- When do you use this? At home? At school? In your community?
- What competencies are we focusing on?
- KWL
- What strategy(s) did you use?
- What is our learning goal?
- Why does this matter?
- What is the big idea?
- What does this teach you about yourself as a learner?
- How did you learn this?



4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
 - School assemblies and gatherings
 - Staff Meetings
 - Primary and Intermediate Team Meetings
 - Blogs, See Saw, Fresh Grade, monthly “Celebrations of Learning,” Art Fair, Exhibits
 - Students buddy with other younger students
 - Students mentor each other
 - Students get into grade groups and collaborate
 - Meet the Teacher, Goal Setting, Report Cards

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?

- Continue to: talk to students about our Growth Plan questions; foster the love of learning and celebrate
- Collaborate with teachers, staff and students
- Office 365 survey once a term as part of a staff meeting to determine whether Staff can answer the following questions related to the 7 Principles of Teaching
- Learners at the centre
- Can learners answer the question, 'Where are you going with your learning?'
- Can they describe in their own words what they are learning-and why what they are learning is important?
- Can they use a range of ways to demonstrate their learning?
- Can they self-manage independent learning times?
- Are they able to set specific learning goals and construct their learning through active exploration?
- The social nature of learning
- Do learners demonstrate the kinds of social and collaborative skills needed for teamwork, citizenship and the workplace?
- Emotions are central to learning
- Can each learner name at least two adults in the setting who believes they will be a success in life?
- To what extent are learners able to monitor and manage their own emotions?
- · Recognizing individual differences
- Do learners feel their teachers know their individual strengths, interests and passions?
- Do they believe their teachers know and understand what they find difficult or challenging?
- Are the prior knowledge and cultural backgrounds that learners bring to the setting respected, valued and utilized?
- Stretching all students
- Are learners, regardless of their age, able to teach someone else and are they able to make a contribution to the community as a whole?
- Are all learners experiencing demanding, engaging and challenging work without excessive overload
- Assessment for learning
- Can learners describe what quality work looks like—and how they are doing with their own learning? ·
- Are learners confident and comfortable in both giving and receiving feedback with their peers, based on co-constructed criteria?
- Building horizontal connections · Can learners see and understand the connections across content areas?
- To what extent can learners connect with and learn from the broader environment – and from members of their community?
- The previous 2 questions tie directly into the 7 Principles of Teaching, specifically Principal 1 and 3.
- Create a page on our school Notebook so teachers can assess as we go along
- By the end of Year 3, we would like 100% of our students to be able to identify two staff members who believe that they will be successful. By the end of Year 3, we would like 100% of our students to be able to identify the purpose of their learning.
- We know from the literature that good student – teacher relationships are those where students feel seen, felt and understood and these types of relationships strengthen resilience
- I don't think there is a finish line. We as educators continue to refine, adapt, change our style of teaching so we can reach as many students as possible.
- We will be looking to see how the students adapt to the new learning environment in the new school.
Some considerations: space, time difference for preps.

- Our students are becoming more comfortable thinking outside the box and they need to complement this new confidence with learning how to see another person’s perspective and maybe disagree respectfully (debating skills). We could deliberately teach these skills at their level.
- We should choose a more specific goal which is easier to measure objectively. We found this one difficult to wrap our heads around.
- Continuing to develop common language and solid relationships with students throughout the school
- Planning and Teaching collaboratively so the students feel connected to a variety of teachers in the school
- Have explicit talks about who students can go to seek assistance with a variety of issues
- Explaining why we are teaching specific skills, ideas, concepts, core competencies etc.
- Getting them to connect what they’re learning to their life experiences or something that’s happening around the world
- Inviting guest speakers and experts to come in to explain their background or experiences about something we’re learning about
- How can we make our learning intentions/connections to the real-world, more visible to students? How might the UDL framework help us to teach students why their learning is important?
- Continue with our focus of Collaborative Inquiry with students – Staff to attend a second sessions with Trevor Mackenzie
- Future question: What role might teacher collaboration play in helping to build connections with students and to communicate learning intentions and future goals.
- In the future, invite speaker Jennifer Katz to engage teachers in three learning session on UDL.
- As we move into our third year of the 3-year process we will continue to focus on increasing the resiliency in students by building connections with all students and continuing to explicitly communicate learning intentions
- In the upcoming year we will once again undertake a school wide interview with all students



District-wide Indigenous Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous 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.
 - At present, Lord Nelson has 11 students who have Aboriginal ancestry. These students are currently from Grades 1-7.
 - According to the Student Learning Survey results, most of our grade 7 students felt that at no time did they participate in Aboriginal or First Peoples celebrations or activities.
 - The Grade 4 and 7 students did acknowledge that they are being taught about Aboriginal or First Peoples at school.

- Based on these results, it would probably be beneficial for school staff to be more explicit when we are teaching / attending presentations about First Peoples.
- There are increasing numbers of students who strongly identify as being Indigenous and are proud of their culture and want to share
- Students do not get a lot of support from our Aboriginal Support Worker
- All students want: a hands-on activity and appreciate positive stories about the Aboriginal culture
- Certain individuals are very proud and open to showing their skills and sharing about their background (performances)

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.
 - Performance – Dancers of Damelahamid
 - Future performance How the Raven Stole the Sun
 - Salmonid Program with Grade 3/4 classes
 - Salmon release
 - Invite Aboriginal Enhancement Worker into classroom on a weekly basis to have discussions on topical issues that pertain to/affect Indigenous peoples and society in general, learn about Indigenous community games for youth, Q & A on issues re: Reconciliation
 - Learn about contributions of Indigenous people worldwide and throughout time in Science (tools and technologies), and Social Studies (legacies of ancient civilizations and ancient cultures)
 - Interactions and exchanges between past Indigenous civilizations and cultures, including conflict, peace, and trade
 - Elder visit
 - Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond, in terms of residential schools and the colonization of Indigenous People.
 - Aboriginal Acknowledgment every morning during student facilitated Morning Announcements
 - Aboriginal Acknowledgment at every school assembly/gathering, student facilitated
 - Biennale – *Spirit of the Drum* - Artist in residence Alice Guss (Tsawaysia Spukwus) Artist worked with all of our students to create Indigenous drums after learning about Indigenous cultures
 - Students completed their drums with Indigenous symbols after facilitated discussions focussed on the importance of our shared connection with mother earth
 - All the classes are learning about the Aboriginal artwork, animals, symbols and stories
 - Our guiding questions for the project:
 - Why is connection to land, place so important to Indigenous people?
 - Why is respect for nature and Mother Earth central to Indigenous peoples?

➤ Why is the drum an instrument for ceremonies?

- final celebration will include a drumming circle in grade groups Biennale grant, students going to the VSB totem raising/National Indigenous Day, looking at BC history through an indigenous lens.
- Alice Guss (Tsawaysia) shared indigenous stories with students
- Read aloud in class- "Fatty Legs", "I am not a number", etc
- Showed students a Youtube video about the Aboriginal soldiers that fought with the Allies in Canada
- Incorporated Indigenous beliefs into academic subjects (ie Science, Health and Career)
- Teachers have gone to indigenous themed events (Blanket Exercise, other pro d)

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

- List continuing and new initiatives

- Incorporate aboriginal opportunities into the classrooms as well as the whole school setting
- Continue with Aboriginal acknowledgment to open any gatherings/morning announcements
- Student led assemblies-- have students bring forward the Aboriginal Acknowledgment
- Use of Raven Tale series (DVD and books)
- Indigenous literature. (Stories and cultural books)
- Classroom/ whole school speakers
- Teaching why we acknowledge the unceded territory of the school
- More promotion and an awareness assembly on Orange Shirt Day (September 30)
- Use the resource "Building Bridges" in addition to What in the World
- Have an Aboriginal Teacher Committee (include Megan Haggerty, Indigenous Education Worker, where we plan and discuss ways to integrate the Aboriginal Principles of Teaching in our classes
- Performances with an Aboriginal theme
- Guest speakers in classrooms
- Tie in local Indigenous cultures to Social Studies and Science themes
- Continue to receive support from our Indigenous Education Worker (Megan Haggerty) and have her use her connections to help classroom teachers source out more information, speakers, activities, programs, etc
- Continue to teach about the art designs and animals to elaborate on what they learned this year
- Field trips to learn more about the culture ie. Museum of Anthropology, Nature Parks, Snow Shoeing, Carving Center at Britannia
- Bridge local Indigenous cultures to cross- curricular themes
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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
- Results of future Student Learning Surveys for questions about First Nations Peoples
 - Class questionnaires that all students complete
 - Discussions at Staff Meetings
 - Discussions at Primary and Intermediate Team meetings
 - Student/class discussions reveal their understanding of indigenous point of view.
 - Report card data, are kids demonstrating strengths in the goal areas?
 - Observations of students in class
 - Student comments
 - Parent input (formal or informal)
 -