



Vancouver School District School Plan for Lord Kitchener Year 2 of 3 Year Plan: 2021 – 2022



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

GENERAL SCHOOL STORY:

The original Lord Kitchener Elementary School opened in the Dunbar neighbourhood of Vancouver in 1914. In October 2012, a striking seismically upgraded school that incorporated the original 1914 frame school building was opened. The design of the new school enables students and staff to work together in a school environment that is bright, innovative, modern, visually stimulating, and physically accessible. The school is comprised of six learning communities. Each community features professional offices, learning spaces, and a learning commons; a space where students and staff can meet and work together.

During the 2020-21 school year an average of 415 students from Kindergarten through Grade Seven enrolled at Lord Kitchener School. The school culture is vibrant and caring, where the staff and students work together to foster an environment that is based upon respect.

The school Code of Conduct was revised in September 2020 to help guide the behaviour of students, staff and parents when we are together at school. Our school Code of Conduct reminds us to *be the “I” in PRIDE*. The staff reviewed our shared school wide expectations for learning and working together, which has been included in the updated document. We have also included the statement, “Racism will not be tolerated at our school.”

Our school community includes families from a rich diversity of cultural backgrounds and our students speak a variety of languages. Our students do very well in all aspects of the curriculum and many of them meet or exceed the Ministry of Education expectations in academic areas. Lord Kitchener has a Parent Advisory Council that is actively involved in many ways to support the school and community. They have designed and built an outdoor garden space for students and support the EarthBites programming to keep the garden beds thriving.

The staff of Lord Kitchener is a dedicated group of educators who are passionate about engaging students in relevant, active learning experiences, while maintaining high expectations for each student’s academic and social development.

Our original inquiry question for Year One of the school plan was to focus on the impact of teaching kindness on students’ social and emotional development. Teachers have previously observed growth in compassion and self-regulation, the development of language of interpersonal skills to solve problems in peaceful ways, sharing of stories of how problems were solved and offering feedback. Many students

are using the language of the *Zones of Regulation* program, and prior to the pandemic, showing an increase in building resiliency and self-sufficiency. We have previously focused on creating a culture of care and shared responsibility; responsibility for action and words, and respecting differing perspectives.

WHAT DID WE SEE?

Students show a high desire to be academically successful and are well supported by families. Literacy is a strength in general, while there is also a strong interest and capabilities in Math, athletics and technology.

Most of our students in grades 4 and 7 reported through the 2019-20 Ministry of Education Learning Survey that they read books for fun, participate in sports or other activities in and out of school, feel like they belong at school, feel adults at school care about them, feel welcome in their school and like school. Most report a clear understanding of the expectations for behaviour, but a few feel they are unclear. Quite a few grade 4 students did not understand the terminology of the Learning Survey questions related to First People or First Nations, and so underreported their exposure and learning in school. Whereas, the Grade 7s reported strongly that they were learning about First Nations culture and peoples.

Results from the MDI (Middle Years Development Instrument) report that students rate School Climate higher than the district average. The Learning Survey results for Grade 4 reflect above average numbers of students reporting that “4 or more adults care about me.” Many students report that they feel they are getting better at Reading and Math (strongly agree). However, many students also report struggling with negotiating interpersonal relationships outside of the classroom, and the MDI indicates improvement could be made in perseverance and self-awareness. The DESSA Mini survey results indicate that “optimistic thinking” is somewhat low in students, which affects their sense of efficacy and competency.

The enthusiasm and high participation rate amongst students in the many programs and events that were part of the school day and beyond show us that students are happier and healthier when they are active and involved.

The activities offered at school included:

- Extra-curricular sports were not available this school year, but volleyball, basketball, & badminton were offered during the school day. Track and Field and Ultimate were offered to students in May and June.
- EarthBites nutrition and garden program
- Zones of Regulation; Ready bodies, Learning minds; Second Step

WHAT DO WE NEED TO RE-ADJUST?

- Connections within the school environment; increase sense of belonging for all
- Common expectations of how to interact as a community; social understanding of behavioural expectations contributing to a positive culture and environment
- Strategies to support connectedness, belonging and competency

INQUIRY QUESTION

Original question: *How will direct teaching of kindness impact student learning?*

We are adjusting the original question to reflect the need to create a greater sense of community and connectedness.

- Importance of weaving concepts and teaching into daily life
- Importance of adult modelling, visual learning and reminders, acknowledgement of success
- Building resilience and positive thinking

Inquiry for Year 2:

- How can we create environments that support students in their social emotional learning?

WHAT IS YOUR NEW PLAN?

- Implement Positive Behaviour Intervention Systems (PBIS) school wide
- Indigenous connection – Relationships, Respect, Reciprocity, Responsibility; Seven Sacred Teachings philosophy to connect Social-Emotional Learning
- Enhance use of Zones of Regulation, Second Step and other social development programs in each class to directly support social-emotional development for each child

WHAT SUPPORTS WILL WE NEED?

- VSB district staff support for Positive Behaviour Intervention System (PBIS) school wide program
- Schoolwide commitment and committee to implement PBIS
- Timetabled monthly student-led assemblies celebrating student growth; rotating communities responsible
- New Staff Orientation
- Scheduled time for Staff Team Building activities
- Timetabled monthly assemblies to create community connectedness, belonging and competency

HOW WILL WE KNOW WE'RE SUCCESSFUL?

- Devereaux Student Strengths Assessment (DESSA) mini to monitor social and emotional growth
- Foundation Skills Assessment Grades 4 and 7 data
- Positive Behaviour Intervention System data
- Parent feedback
- Teacher feedback

HOW WILL WE SHARE?

- Monthly Assemblies; presentations; Staff and student participation
- Newsletters
- School mascot
- School wide displays
- Morning announcements



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

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

There are currently no Indigenous learners attending Lord Kitchener.

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

- Increased library and teaching resources across all grade levels in English and French
 - Indigenous stories and novel studies in classrooms
 - Indigenous greetings at all meetings, assemblies, gatherings
 - History of Indigenous cultures integrated in upper intermediate curriculum
 - FINESC Workshop Resources for K-12
 - Take Action for Reconciliation resource used in classes
 - Treaty studies integrated in Grade 4/5 curriculum
 - *Raven Tales* as literacy studies in early primary
 - Seven Sacred Teachings approach to Social Responsibility
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WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- Invite Indigenous artists, authors to share their knowledge and teachings.
- Implement Seven Sacred Teachings connected with Social-Emotional Learning as school wide approach

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

Indigenous perspectives and culture are being presented at the school and in the classrooms in a variety of ways. This is an area that we can continue to expand on and enhance. Through connecting our goal of social emotional learning to First Peoples Principles of Learning and the Seven Grandfather Teachings, we expect to weave our goals together and effect growth for the community.