



Vancouver School District

School Plan for OPPENHEIMER

Year 3 (2020/2021)

*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 2021/2022 school year.

1. General School Story:

David Oppenheimer Elementary School is located in a culturally diverse community and is characterized by a history of excellent teaching, meaningful traditions, and strong parental support. The school is situated alongside of Bobolink Park, allowing for extensive outdoor educational experiences. Oppenheimer teachers and support staff bring a vast array of gifts and specializations to the learning community. The staff is committed to innovative teaching and Oppenheimer is known for its strong academic program, combined with high quality arts & music/band instruction, and athletic program. Through the generosity of the Parent Advisory Council and their outstanding fundraising efforts, Oppenheimer students continue to enjoy enriched programs such as winter skating, spring gymnastics and dance programs. (These events were put on hold during the COVID-19 Pandemic.) The school enrolls approximately 395 K- 7 students with a broad mix of multicultural and multilingual families. We have 29 language groups. (The top 6 are: 57% English speaking, 17% Chinese speaking, 4% Kurdish speaking, 3% Punjabi, 3% Spanish and 3% Arabic.)

2. WHAT DID WE SEE?

Oppenheimer has an energetic and curious student body. These strong learners can, at times, be dis-regulated by social-emotional worries, anxieties, and learning difficulties. Many of our students have benefited from increased social-emotional learning strategies both within the classroom setting and in unstructured times, such as recess and lunch. Programs such as Ready Bodies Learning Minds, Zones of Regulation, Mind Up, TAPS, Second Step and Incredible Flexible You have been used throughout the school over the last few years to help support our learners. Our Resource team uses the RTI model, and the team has been trained in new testing and assessments, resulting in a more targeted student support plan.

3. WERE WE SUCCESSFUL?

There were definite gains in the first half of the 2019/2020 school year; however, the second half of the school year was mainly spent in remote learning. This was due to the onset of the COVID-19 Pandemic. This lack of in-person connection to peers, staff and the community brought about a whole new set of worries, not only for our school, but for the broader community. As a staff, we have decided that supporting our student's social emotional health is the highest priority. The 2020/2021 school year has brought most of our students back to in-person learning. As of April 2021, 93% of students returned to in-person learning. It is clear that in this current climate we need to continue with a school-wide focus on social emotional learning.

4. HOW HAVE WE SHARED?

- Formal Parent-teacher or Student-led virtual conferences as well as Teams, telephone meetings and other informal meetings throughout the year.
- Student demonstration of ORCAS (our school Code of Conduct) behavior in all settings throughout the day
- Student morning announcements on social responsibility
- Use of our monthly assemblies to showcase student achievement (when we held these)
- Term reports recognizing students' social emotional well-being and their social learning
- Reporting guidelines—Communicating Student Learning Self-Assessments
- Daily assessments (teacher observations)
- Daily self-assessments/reflection
- Immediate, descriptive on-going feedback (teacher/peer feedback)
- Messages at PAC meetings and messages in the school newsletter
- Bulletin Board Displays

5. WHAT ARE OUR NEXT STEPS?

To learn more about our students as learners, our staff have met together virtually and responded to a survey. We discussed who our students are and their needs. It was clear that our students are kind, curious, creative, enjoy technology, are athletic and for the most part, enjoy reading. A consistent theme arose around social emotional needs, specifically high anxiety, lack of self-regulation and need to build resiliency skills. Thus, we would like to continue with a goal that would support our student's social emotional health. Specifically, we would like to broaden our goal from last year to encompass self-regulation, anxiety, emotional literacy, resilience and mindfulness in an effort to support their overall mental health. It was also mentioned that we may want to look at a school wide program such as Zones of Regulation and specific mindfulness exercises to create consistent language and strategies that all teachers will use from year to year.



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

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

Indigenous Learners make up 1% of our students in Grades K-7.

We teach Indigenous Education by teaching the whole class in an inclusive way and using the First People's Principles of Learning.

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

- Territorial acknowledgment at assemblies, meetings and school events
- Classroom teachers integrated Indigenous cultural awareness into their units of study wherever possible across the curriculum.
- Class field trips highlighting Indigenous content and learning
- Purchase of Indigenous literature-based units for K-7 that are housed in our library
- Purchase of Raven Tale DVD's
- Indigenous Story Tellers to speak at assemblies – 3 Crow Productions
- Classroom visits from elders
- Implemented First Peoples Principles of Learning in the classrooms
- We have a large collection of picture books and other literature in our school library that is consistently used in our classrooms

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

- Territorial acknowledgement at assemblies
- Increasing library collection to specifically target and identify Indigenous content books
- Indigenous cultural performances and assemblies to be held at various points throughout the year
- Access Indigenous Education Department school presentation for staff: "How to Integrate and Enhance Indigenous Content and Culture into your Existing Curriculum"
- Discussions with staff at staff meetings, and during Pro-d re: "Shared Learnings: Integrating BC Indigenous Content K-10"
- Continue implementing First Peoples Principles of Learning
- Discussion with parents at PAC meetings highlighting our learning
- In response to the progressive thinking that is moving through our community and highlighted by the press, next year we would like to add an anti-racist component to our goal. We understand that it is not enough to claim to "not be racist", but to actually move from being a passive bystander to take action. We want to examine our system to ensure there is equity and justice for all of our learners.

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

- AIMS completion each school term with School Based Team
- Improved attendance
- Improved academic marks
- Administration, teachers, support staff will monitor attendance and communicate with families as needed.
- Anecdotal observations by Classroom Teachers, Resource Teachers, Administration, SSA's, parents and students
- Students seeking out opportunities to incorporate Indigenous content in their learning
- Encourage Indigenous Grade 7 students to participate in Grade 7 Moving Forward Celebration (2019-2020)