

2022-2023 - Year 1 School Learning Plan

GENERAL SCHOOL STORY

Elsie Roy Elementary School is located in Yaletown, a densely populated community of multi-unit high-rise buildings in downtown Vancouver. We are honoured to work and learn together on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm | Musqueam Nation. Elsie Roy acknowledges the history of our community and neighborhood. The school operates at capacity with approximately 440 students. Elsie Roy is considered a full school with some catchment students on our waitlist and consequently attending neighboring schools. Our community is diverse. Our families speak more than 20 languages.



Elsie Roy's Code of Conduct, Vision and Mission were developed by staff, students, and parents/guardians. As ORCAS, all members of our community strive to demonstrate **Ownership, Respect, Compassion, Achievement and Safety**. **Elsie Roy's Vision** is to be compassionate, courageous, ethical people who sustain that which is good and who innovate and create a better world. **Elsie Roy's Mission** is to honour and educate kind, inquiring, global citizens who are leaders in creating a harmonious and sustainable world. We do this with integrity and in the spirit of deep respect, curiosity, and joy.

In partnership with King George Secondary and Lord Roberts Elementary, Elsie Roy has an International Baccalaureate Middle Years Program (MYP). The program begins in Grade 6 and continues through to Grade 10. Elsie Roy is also part of the VSB Early Literacy Initiative – we have Reading Recovery and Levelled Literacy Interventions to support learners in the primary grades. We support inclusionary practices and follow a tiered RTI (Response to Intervention) model. We are committed to using technology to enhance student learning and are equipped with laptop and iPad carts. Our Learning Commons is designed to support the integration of technology with learning. Collaboration time is built into our Teacher Librarian's schedule to foster shared learning and opportunities for student inquiries. In addition to our Teacher Librarian, we are fortunate to have a Music Specialist and a Physical and Health Education Specialist on staff.

During the 2022-2023 school year, the following extracurricular activities were offered: Social Justice Alliance, Crossing Guard, Choir, Volleyball, Basketball, Chess, Track and Field, Intramural Volleyball, Badminton and Fitness and Conditioning.

Elsie Roy Elementary School benefits from strong family and community support. The proximity of the Roundhouse Community Centre, Dorothy Lam Children's Centre, Vancouver Public Library, Science World, Stanley Park, Chinatown, Vancouver Symphony, and Vancouver Art Gallery broadens learning opportunities for students. The Roundhouse Community Centre offers a variety of programs for our students at lunch time and after school. The Dorothy Lam Children's Centre operates an on-site before and after school care program for school-aged children.

Some of the ways that we celebrate our community and learning include school-wide themes and celebrations, displays of student learning, school-wide events, activities and assemblies, newsletters, PAC meetings, PAC socials and student-led conferences and celebrations of learning.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS? (SCANNING)

Elsie Roy has a diverse population of learners. Many of our students speak a language other than English in their home – the most common languages (other than English) are Russian (4%), Serbian (4%), Farsi (3%), Spanish (2.7%) and Mandarin (2.7%). Within our community, 27% of our students are English Language Learners, 7.2% of our population are students with designations and 1.3% of our population is Indigenous.

2022 Year End Report Card Data indicates that:

57% of the school population was Applying or Extending grade level proficiency expectations in Language Arts.

72% of the school population was Applying or Extending grade level proficiency expectations in Numeracy.

This year, 76% of our Grade 4 students state that they try their best in learning the lessons taught at school. 65% feel that they are getting better at math and 71% feel that they are improving at writing. 82% feel that they are making progress in reading (Student Learning Survey 2022-2023).

Comparatively, 33% of this year’s Grade 7 students state that they keep trying until they succeed. 43% feel they are getting better at math and 43% feel that they are improving at writing. 38% feel that they are progressing in reading (Student Learning Survey 2022-2023).

Based on data collected from our January 2023 Progress Reports, the following percentages of our Indigenous learners are meeting grade level expectations in Numeracy and Language Arts (they are consistently able to apply or extend their knowledge, skills, strategies, and processes):

Meeting Grade Level Expectations in Numeracy	Meeting Grade Level Expectations in Language Arts
83%	100%

Through conversations, surveys, focus groups and meetings with staff, students and families, the following have been frequently identified as the strengths and stretches of the learners in our community:

Strengths	Stretches
Resilience Responding to routines Active Demonstrating initiative Enthusiastic and active Responding to routine Ability to persevere, focus and work hard with preferred subjects and tasks/activities	Mental well-being Sense of belonging and connection Social Emotional Skills Interpersonal skills Problem solving skills Perseverance with non-preferred tasks/subject

During 2021-2022 focus groups, students commonly described an “ideal” school as having the following attributes:

- Choice of learning topics and activities
- Hands-on and visual learning opportunities
- Access to and use of up-to-date technology
- After school activities, clubs, and teams
- Programs such as Project Chef, Global Play Day, Young Entrepreneurs, Coding, Science Fair, Dance, Hot Lunch
- Quality equipment for music classes (instruments), the library (more books), the gym
- Accessible, fun, active learning
- Fieldtrips
- Assemblies

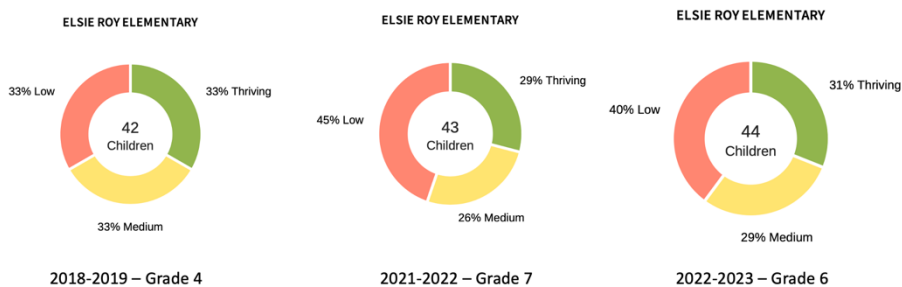
WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

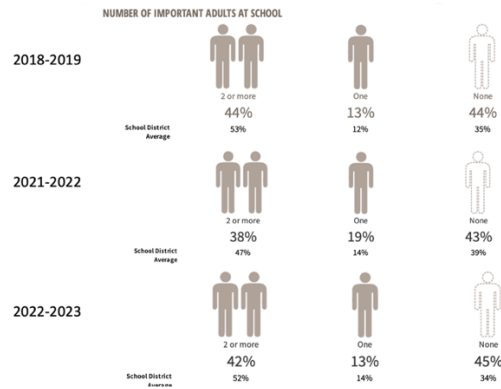
(SCANNING)

During our September, January and February staff meetings, staff considered and discussed our student’s greatest needs in relation to three areas of focus within the VSB’s Educational Plan (achievement, physical and mental well-being and belonging). Many identified “mental well-being” and “belonging” as areas requiring support and focus. Staff identified several factors impacting our students’ well-being and sense of belonging at school - repercussions of a global pandemic, limited strategies for self-regulation, intergenerational trauma, complex and varying family experiences, and challenges relating to positive social and/or communication skills.

MDI data collected during the 2018-2019, 2021-2022 and 2022-2023 school years aligned with staff’s understandings of our students’ needs.

The well-being index measures a child’s perception of their own optimism, happiness, self-esteem, absences of sadness and general health. In all three years, over 65% of students surveyed fell into the low to medium levels of well-being.





When asked about connectedness and belonging, significant numbers of students in all three years could not identify an important adult at school.

Through questions about belonging and connection, many students indicated that the school was not always a place where they felt connection and/or a sense of belonging.

SCHOOL BELONGING	High	Medium	Low
2018-2019 Grade 4	66%	29%	5%
2021-2022 Grade 7	45%	24%	31%
2022-2023 Grade 6	39%	22%	39%

2022-2023 Student Learning Survey Data also echoed the MDI data and feedback from Staff Meeting discussions.

	Most/All of the Time	Grade Responses
Is school a place where you feel like you belong	58.5%	Gr. 4 & 7
I am happy at school	67%	Gr. 4
I feel welcome at school	75%	Gr. 4 & 7
I like school	57.5%	Gr. 4 & 7
I feel stressed or worried at school	15.5%	Gr. 4 & 7
I feel good about myself	70%	Gr. 4 & 7

2 or more adults at school care about me	47.5%	Gr. 4 & 7
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WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE? (FOCUSING)

Elsie Roy's 3 Year Plan will focus on all learners' sense of well-being, belonging and connection to the school/school community.

The school plan aligns closely with the VSB's Education Plan – especially the district's goal to improve student achievement, physical and mental well-being and belonging.

Our focus also connects to the "Belonging" goal of the Aboriginal Education Enhancement Agreement and the Agreement's target of using "MDI data to track 'connectedness to adults at school' and 'school belonging' at the Grades 4 and 7 levels [aiming to see an increase in these areas]".

A goal of well-being, belonging and connection is also aligned with the Personal and Social Competencies of BC's Curriculum (Positive Personal and Cultural Identity, Personal Awareness and Responsibility, and Social Responsibility).

INQUIRY QUESTION (FOCUSING)

There are several factors impacting our students' well-being and sense of belonging at school - repercussions of a global pandemic, complex experiences within families, generational trauma, developing skills in self-regulation, and challenges relating to positive social and/or communication skills.

According to UBC's Human Early Learning Partnership, a child's experiences have critical and long-term effects and can predict a child's adjustment and success. During adolescence, "children are experiencing significant cognitive, social, and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop, and maintain friendships and make thoughtful decisions". Furthermore, a child's sense of connection to their school is an important contributor to a child's well-being, health, and success.

The most important work that we can do to improve student success is to focus on student well-being and belonging. Together, we will do this by:

- Building a sense of belonging and community
- Increasing authentic student connectedness with adults
- Implementing a program and Code of Conduct that foster common language, shared understanding, and a sense of school pride

Our inquiry question is: How can Elsie Roy foster student well-being, belonging and connection within our learning environment? What is the impact of improved well-being, belonging and connection on a child's overall educational experience and growth?

WHAT IS OUR PLAN? (PLANNING)

Distributed leadership opportunities and actions will occur throughout the community.

For students: Student Council, Social Justice Alliance, class and school-wide leadership initiatives, teams, and clubs

For families: PAC initiatives that offer opportunities for family connection and learning

For staff: School Culture Committee, Mentorship Program, Professional Development Committee, Sunshine and Wellness Committee, Staff Inquiry Projects

Year One	Years Two and Three
<ul style="list-style-type: none">• Program selection for common language• Pro-D and implementation of program• Student Leadership/Council• Monthly Assemblies• 3 school-wide learning opportunities• Partnership with CST to implement more After School Programs• Grade 3-7 Survey about well-being and belonging• Staff Book Club – Kids These Days• Review and reworking of the school's Code of Conduct• Buddy Classes• Staff Mentorship• School-wide wellness initiative (including Day(s) of Play)	<ul style="list-style-type: none">• Scanning, focusing, planning, checking• Review and continuation of common language/program• Student Leadership/Council• Monthly Assemblies• School-wide learning opportunities• After School Programming• Grade 3-7 Survey about well-being and belonging• Staff Book Club – book TBD• Continued implementation of the school's Code of Conduct• Buddy Classes• Staff Mentorship• School-wide wellness initiative (including Day(s) of Play)

WHAT SUPPORTS WILL WE NEED? (PLANNING)

New areas of staff-wide learning and focus will include developing a common language, understanding well-being and trauma-informed practice, building authentic connection with students and planning opportunities and positive experiences for staff and students.

Staff and student learning (in relation to this goal) aligns closely with the “Personal and Social Competencies of BC’s Curriculum – Positive Personal & Cultural Identify, Personal Awareness & Responsibility & Social Responsibility.

Supports will include:

- Ongoing professional development around Trauma Informed Practice, Well-being, Connection and Community, Growth Mindset, Personal & Social Competencies of BC’s Curriculum
- Opportunities to collaborate
- Opportunity for celebration and connection
- Opportunities to collect school-wide data using questions from Student Satisfaction Surveys, MDI etc.
- Continued support from our parent community
- Opportunities for parent and caregiver education in relation to the school goal

HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

During Year 1 of our plan, students in Grades 3 – 7 will participate in a Belonging and Connection Survey. The survey will be conducted between April and May and the results will track student belonging, well-being, and connection. The same survey will be conducted during Years 2 and 3 and data will be used to track change. Additional data will be accessed through the yearly MDI, Student Learning Surveys and Student Progress Reports.

We will know that our plan is effective when we see an increasing number of students reporting a greater sense of well-being, belonging and connection. Each year, we hope there will be a 5+ percent increase in the number of students who:

- can identify 1 or more important adults at school
- indicate that the school is a place where they feel they belong
- feel happy and welcome at school
- like school

Improvements will also be seen in the well-being index of the MDI and questions pertaining to well-being, connection and belonging in the Student Learning Survey. Progress Reports will indicate a greater number of students meeting grade level expectations in Numeracy and Language Arts. Should there be little improvement in our data, we will work as a team to adjust our understandings, strategies, and plans. We will re-scan, re-plan and re-consider our understandings, intent, and impact. Over the course of the next 3 years, we will continue to gather street data and listen to our dynamic community of students, staff, and families. Our plan is created with fluidity and the recognition that shifts may be needed.

HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

- Our Classroom Teachers, Resource Teachers and Support Staff will continue to collaborate on how we foster a positive, caring, connected and supportive community of learners
- Communicating and celebrating student learning will occur through assemblies, class and grade group meetings, progress reports, student-led conferences, conversations with families (formal and informal), displays, newsletters, and PAC meetings.
- We will also recognize student accomplishments through daily announcements, class-based acknowledgements, slideshows at assemblies and buddy activities.
- Formally, our Grade 7 students will be acknowledged and celebrated at the Indigenous Gr. 7 Leaving Ceremony and our Gr. 7 School Leaving Celebration.
- We will share our learning with the VSB Communications team a minimum of 2 times per year; our sharing will highlight an event, inquiry project or school-wide initiative that focuses on our community, well-being, or learning.



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

Over the last 3 years, Elsie Roy staff have gained greater understanding of Indigenous knowledge and worldviews. With growing confidence and understanding, staff feel better equipped to take risks and infuse Indigenous ways of knowing and being into their lessons and classroom inquiries. Staff learning has included Professional Development (e.g., Professional Learning Inquiries, VSB Focus Days, Drum Making with Davita Marsden and ongoing learning with Lori Snyder), co-creating Land Acknowledgements and developing our classroom libraries and the collection in our Learning Commons. Staff have participated in a Book Club - reading 21 Things You Didn't Know About the Indian Act, written by Bob Joseph, during the 2021-2022 school year and are looking forward to reading Wayi Wah, written by Jo Chrona, together in 2023.

School-wide learning opportunities have included the ORCA wood carving and unveiling ceremony, our Feather Displays in 2021 and 2022 (for the National Day for Truth and Reconciliation) and our Student-led Orange Shirt Day Assembly in 2022. Staff and students continue to learn about protocols, traditions, ceremonies, and reciprocity.

WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY?

Elsie Roy's 2022-2023 Student Learning Survey data reveals that most of our Grade 4 students recognize that Indigenous content is integrated into lessons at school.

2022-2023 Student Learning Survey – Grade 4	Sometimes	Most of the Time/All the Time
At school, are you learning about Indigenous Peoples?	52%	38%
At school, are you learning about local First Nations?	49%	25%

Evidence of understanding of Indigenous worldviews and knowledge includes:

- School-wide initiatives including wall-displays, student art projects, gallery walks and assemblies
- An active Social Justice Club that shares information via announcements, assemblies, posters, and bulletin boards
- Student's recognition/knowledge/sharing of Indigenous cultures, traditions and language during lessons, discussions, activities
- Student demonstration of curiosity, openness and respect when learning about Indigenous worldviews and knowledge
- Staff Mentorship
- Students sharing their knowledge and understanding with their families
- Students and staff committing to acts of decolonization
- Indigenous authors and literature embedded within subject areas (and our library collection)
- Orca carving in the front hall (all staff and students participated in the carving and unveiling ceremony and learned about protocol)
- First Peoples' Principles of Learning embedded within lessons and routines
- Restorative approach to incidents, problem-solving and resolving conflicts
- Incorporating Indigenous frameworks in our renewed school Code of Conduct

HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

Continued learning opportunities include:

- Staff Book Club
- Participation in the VSB Focus Day
- Strength-based approach to learning
- Compilation and sharing of Indigenous classroom and library resources
- Embedding the First Peoples' Principles of Learning into lessons, theory, and practice

New learning opportunities include:

- Professional Development and implementation of place-based learning
- Indigenous presenters/guest speakers/artists
- School-wide lessons with an Indigenous artist
- Each class to participate in a walking tour of Stanley Park
- Partnership with an Elder
- Indigenizing our Code of Conduct
- Continued learning about (and implementation of) a restorative approach
- Continued learning about (and implementation of) the concept of circle and dialogue within a circle

The actions that we are taking to move forward with facilitating reconciliation include:

- Orange Shirt Day Assembly
- School-wide displays/gallery walks in September (Day for Truth and Reconciliation) and/or June (Indigenous Peoples' Month)
- Celebration of National Indigenous Peoples' Day
- Drum Awakening Ceremony (drums made at our May 2023 Professional Development Day)
- Learning more about the Salish Anthem
- Understanding our land – what and who were here before us? What are the Indigenous contributions to our way of life on this land? What are the stories, legends and cultural practices that pertain to this land and area?
- Learning and applying Musqueam protocol when using vetted Indigenous resources