

## 2023-2024 School Learning Plan

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### SCHOOL STORY

Elsie Roy Elementary School is located in Yaletown, a densely populated community of multi-unit high-rise buildings in downtown Vancouver. With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation). Elsie Roy acknowledges the history of our community and neighborhood. The school operates at capacity with approximately 445 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 2023-2024 school year, the following extracurricular activities were offered: Social Justice Alliance, Student Council, Choir, Volleyball, Basketball, Chess, Track and Field, Intramural Volleyball, Badminton, Math Club, Library Monitors, 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?

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 – 67.3%) are Russian (3.6%), Serbian (3.2%), Farsi (3.2%), Spanish (2.9%) and Mandarin (2.9%). Within our community, 24.8% of students are English Language Learners, less than 10 percent of the population are students with designations and less than 10 percent of the school’s population is Indigenous.

**2024 Term 2 Learning Update** Data indicates that:  
 55% of the school population is Proficient or Extending grade level proficiency expectations in Language Arts.  
 70% of the school population is Proficient or Extending grade level proficiency expectations in Numeracy.  
 \*this is equivalent to On Track or Extending for the Foundation Skills Assessment (FSA)

**2023 Foundation Skills Assessment** data indicates the following:

	Gr. 4 On Track or Extending	Gr. 7 On Track or Extending
Numeracy	79%	68%
Literacy	77%	82%

This year, on the **Student Learning Survey**, 81% of our Grade 4 students state that they try their best in learning the lessons taught at school. 69% feel that they are getting better at math and 72% feel that they are improving at writing. 83% feel that they are making progress in reading (Student Learning Survey 2023-2024).

Comparatively, 60% of this year’s Grade 7 students state that they keep trying until they succeed. 74% feel they are getting better at math and 62% feel that they are improving at writing. 60% feel that they are progressing in reading (Student Learning Survey 2023-2024).

Based on data collected from the March 2024 Learning Updates, the following percentages of Indigenous learners demonstrate a complete understanding of the concepts and competencies relevant to the expected learning in Numeracy and Language Arts:

Meeting Grade Level Expectations in Numeracy (Proficient or Extending)	Meeting Grade Level Expectations in Language Arts (Proficient or Extending)
75%	75%

100% of all Indigenous Learners demonstrated a partial to complete understanding of the concepts and competencies relevant to the expected learning.

During staff meetings, staff considered and discussed Elsie Roy’s 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 annual Student Learning Survey data is also congruent.

The 2024 Student Learning Survey Data, for example, helps us to understand students’ sense of connection and belonging at Elsie Roy.

Number of Adults at School Who Care About Them	0 adults	1-4 adults	Don’t know
Grade 4	0%	75%	25%
Grade 7	11%	48%	37%

Feel a sense of belonging at school	Never or Almost Never	Most or All of the Time
Grade 4	2%	76%
Grade 7	16%	58%
Feel welcome at school		
Grade 4	0%	79%
Grade 7	8%	77%

While there are many students who can identify a caring staff member, and/or feel a sense of belonging at school, we will continue to foster each child’s sense of connection and care at Elsie Roy.

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

Strengths	Stretches
Resilience Responding to routines 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

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## AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

### Improve student achievement in literacy, physical and mental well-being, and belonging

**Literacy** – Elsie Roy staff will continue to work collaboratively within the school (Classroom Teachers, Resource Teachers, Teacher Librarian) and with the District (CELI, CAM, Responsive Literacy) to support student’s literacy skills and fluency. Specifically, we will continue the following supports and strategies:

- Commitment to CELI and Reading Recovery
- Levelled Guided Reading and Literature Circles at the Primary and Intermediate levels
- Opportunities for Collaboration with the Teacher Librarian
- Strategies to develop a love for reading through the classroom and library reading programs
- Partnership with the VPL
- Ensuring diversity and visibility within classroom and library resources

### Well-being and Belonging -

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.

Some of 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

Distributed leadership opportunities and actions that foster well-being and wellness 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

Initiative will include:

- Program selection for common language
- 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
- Review and reworking of the school’s Code of Conduct
- Buddy Classes
- Staff Mentorship
- School-wide wellness initiative (including Day(s) of Play)

**Improve equity**

Elsie Roy staff will continue to uphold VSB policies and consider and implement various school-based strategies to improve equity. Some of our key considerations include:

- Resource Allocation (funding, technology, staff support)
- Developing diverse and inclusive classrooms where curriculum and resources reflect the diversity of the students and represent different cultures, backgrounds and identities
- Participation in professional learning about diversity, equity, anti-racism, differentiation etc.
- Collaboration with school, district and outside agencies to meet the diverse needs of students and their families
- Working with parents and caregivers to build connection and community
- Implementing restorative approaches to conflict and problem solving and a restorative justice model
- Considering accessibility when planning curricular activities, field studies and extra-curricular opportunities
- Building and maintaining an equitable and diverse calendar
- Ensuring that no student is denied an opportunity to participate in an activity due to financial hardship

**Continue our journey of reconciliation with First Nations, Metis, and Inuit**

Elsie Roy’s 2023-2024 Student Learning Survey data revealed that many of our Grade 4 and Grade 7 students recognize that Indigenous content is integrated into lessons, programs and activities at school.

2023-2024 Student Learning Survey (Gr. 4 & 7)	Sometimes	Most or All of the Time
At school, are you learning about Indigenous Peoples?	44%	43%
At school, are you learning about local First Nations?	47%	33%
At school, do you participate in any Indigenous celebrations or activities?	31%	14%
At school, do you participate in any ongoing Indigenous programs or activities?	19%	10%



The Elsie Roy community (staff, students and families) will continue to increase their knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

Continued learning opportunities and acts of reconciliation include:

- Staff Book Club
- Participation in the VSB Focus Day and other Professional Learning opportunities
- 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
- School-wide learning programs with an Indigenous artist
- Continued learning about (and implementation of) a restorative approach
- Continued learning about (and implementation of) the concept of circle and dialogue within a circle
- Orange Shirt Day Assembly and school-wide learning about Truth and Reconciliation
- School-wide displays/gallery walks in September (Day for Truth and Reconciliation), May (Red Dress Day) and/or June (Indigenous Peoples' Month)
- An active Social Justice Club that shares information via announcements, assemblies, posters, and bulletin boards
- Student demonstration of curiosity, openness and respect when learning about Indigenous worldviews and knowledge
- 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)
- First Peoples' Principles of Learning embedded within lessons and routines
- Restorative approach to incidents, problem-solving and resolving conflicts

New learning opportunities and acts of reconciliation will include:

- Each class to participate in a walking tour of Stanley Park
- Partnership with an Elder
- Indigenizing our Code of Conduct
- Small group/full class opportunities for drumming
- 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 x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) protocol when using vetted Indigenous resources

## HOW WILL WE KNOW WE'RE ON TRACK?

Data will be collected through formal and informal conversations, observations, focus groups and meetings with students, staff and families. Additional data will be accessed through school-based surveys, FSAs, the MDI, Student Learning Surveys and Student Learning Updates. We will know that we are on track when we see the following:

- improvement in students' literacy skills
- an increasing number of students reporting a greater sense of well-being, belonging and connection at school
- a greater number of students being able to describe an authentic and thorough understanding (and inquiry) of Indigenous peoples, cultures, contributions

Specifically, we hope to see the following gains pertaining to students' mental and physical wellbeing and sense of belonging, students' literacy skills, and our collective school community's journey towards Reconciliation:

Mental and Physical Wellbeing and Belonging	Literacy	Journey Towards Reconciliation
<p>School-based data collection, Student Learning Survey data and MDI data will indicate that more (all) students can identify at least one adult at school who cares about them.</p> <p>Data will also indicate that more students feel a sense of belonging and feel welcome at school.</p> <p>Conversations, surveys and focus groups with staff will indicate improvements in the following student stretches that were identified during the 2023-2024 school year:</p> <p>Mental well-being Sense of belonging/connection Social Emotional Skills Communication Skills Perseverance</p>	<p>Term 1, 2 &amp; 3 Learning Update data will show growth in the number of students meeting grade level expectations in Language Arts (proficient or extending)</p> <p>FSA data for Grade 4 &amp; 7 learners will show growth in the number of students on track (or extending) grade level expectations in Literacy</p> <p>More students attending Reading Recovery will make substantial or accelerated progress while participating in the Reading Recovery program</p> <p>Collaborative Blocks will be offered and accessed within the library schedule (and accessed by teachers in the primary and intermediate grades).</p> <p>Classroom and library resource collections will be diverse and accessible to all learners.</p>	<p>During the 2024-2025 school year, we will implement a school-wide (K-Gr. 7) annual survey that asks the following 3 questions:</p> <p>What do you know about Indigenous peoples and cultures (contributions, stories, history, traditions, language...)?</p> <p>We have many Indigenous people in our communities. They make many contributions to our city, our province and our country. How do you think learning about Indigenous peoples connects to your own life?</p> <p>What do you wonder about Indigenous people in our community, our country or in the world?</p> <p>Moving forward, we will know that we are on track when we see a greater number of students being able to describe an authentic and rich</p>

	<p>Classroom and Resource Teachers will work collaboratively to offer diverse and differentiated literacy programs (levelled reading, literature circles, guided reading groups).</p> <p>Literacy will be supported through a Universal Design for Learning Model which supports student learning within the classroom and, where needed, through 1:1 or small group literacy support.</p>	<p>understanding and inquiries about Indigenous peoples and cultures, contributions</p> <p>Student Learning Survey data will also indicate that more students recognize their learning about Indigenous Peoples, local First Nations, and/or Indigenous celebrations or activities.</p>
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