



Vancouver School District

School Plan for Shaughnessy Elementary School

Year 3 (2017-2018)

1. GENERAL SCHOOL STORY:

Shaughnessy Elementary School is located in the heart of the Shaughnessy neighbourhood in Vancouver, British Columbia. The foundation stone was laid on September 22, 1919 by HRH the Prince of Wales and the school opened in 1920 as Prince of Wales Elementary and Secondary School. Additional wings were added to the school in 1922. In 1960, the current Prince of Wales Secondary School was opened and the school was renamed Shaughnessy Elementary after its neighbourhood. The school's interior was fully remodeled and updated to seismic standards in 1997.

Shaughnessy Elementary School is a heritage building (completed in 1919) serving students from Kindergarten to Grade Seven. Shaughnessy's student population is representative of the diversity of our community in Vancouver. We have 17 different home languages listed. English, Mandarin, Cantonese and Korean are the most widely spoken languages at home. Approximately twenty-five percent of our students receive English Language Learner support at school. In addition, Ministry Designated students are integrated into the regular classrooms. These students require a wide variety of program supports which are provided by both Resource Teachers and School, Student, Support Staff (SSSWs). A resource team model supports staff and students. Along with all other Vancouver schools, our school supports the district's Aboriginal Enhancement Agreement. Throughout the grades, we incorporate Aboriginal content in a wide variety of curriculum areas.

Shaughnessy's students are diverse, successful and well supported by teachers, support staff and parents. According to classroom, school and district data the majority of the students meet or exceed expectations in all major subject areas. A dedicated staff of teachers and support staff work together to provide rigorous academic, social, sports and music education for all students.

Our vision of success for learning is that each of our students becomes an independent, responsible, confident learner willing to think critically, take risks and solve problems peacefully in all aspects of life.

The school motto is "*Act Respectfully, Act Responsibly, Act Safely*". As well, we have a comprehensive school *Code of Conduct* which provides in-depth information regarding expectations and consequences for student behavior.

GOAL 1: Social Responsibility/Executive Functioning/Critical Thinking

To cultivate 21st Century Learners who are creative, independent and mindful members of society.

GOAL 2: Aboriginal Cultural Enhancement/Awareness

To increase knowledge, acceptance, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

2. WHAT DID WE SEE?

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

Steps Taken

- Professional development activities with a focus on Social Responsibility, Executive Functioning, Self-Regulation, cultural awareness
- Collaborated and consulted with the Social Responsibility Team, community partners (SLO) to support learning (access resources/materials, programs and selected class presentations)
- Used “relational learning” strategies; learning about one another, telling family/culture stories. Practiced “Relational Learning” (learning about ourselves, each other, cultural similarities and differences)
- Continued with the implementation of programs such as Mind Up, Friends, Boundaries, CARE Kit, Roots of Empathy, Second Step, Zones of Regulation
- Continued teaching students self-awareness and self-regulation skills; following the work of educators such as Adele Diamond, Stuart Shanker, Ellen Galinsky, Kimberley Schonert-Reich
- Provided student opportunities for calming down time (Roots of Empathy, Yoga, Mind Up, Second Step, WITS Program, Alert Program, Zones of Regulation), Taught about socially responsible behavior; internet safety, being responsible for own belongings, taking care of own and other’s property, respect for environment, etc.
- Resource teachers implemented social skills to selected student groups and classes
- School Liaison Officer (SLO) and guest VPD supported teachers, students and parents (presentations on safety and appropriate internet use).
- Regularly reviewed our Code of Conduct *Act Respectfully, Act Responsibly, Act Safely* in the classroom and at assemblies
- Implemented positive reinforcement programs for students (assemblies, Peer Helpers, Library Monitors, Safety Patrol, Sports Teams)
- Used technology to personalize and support learning (documentaries, discussions, projects, etc)
- Continued to purchase and upgrade library material on social responsibility topics; fiction and non-fiction
- Collaboration between Teacher Librarian and classroom teachers on relevant topics
- Provide information to parents via newsletter, PAC meetings, and parent-teacher conferences regarding the importance of understanding the whole child; play, peer conflict, improving executive functioning; manners, communication, behavior, sleep, exercise, nutrition, etc.
- Student planners
- Provided information to parents about time management, organizational skills, planning and preparation for test completion, and study skills, personal safety such as fire and earthquake safety, internet safety;
- Enhanced student creativity through Fine Arts (role playing, skits, dance, Young Actors Project)
- School-wide activities/assemblies; multi-age groupings, cooperative learning, themes, performances
- Provided student leader opportunities - Peer Helpers, Safety Patrol, Student Council, Lunch Leaders, Assembly Leaders, Me to We
- Parent education workshops on Internet Safety, Safer Schools Together, High School Transition, Saleema Noon, etc.
- Provided information in Parent Calendar Handbook from VSB Social Responsibility team on distinguishing among different types of conflict

- Administrators held monthly parent coffee club meetings with guest speakers (speakers spoke on a variety of topics, such as anxiety, internet safety, high school transition)
- Increased collaboration and connection with our Family of Schools, in particular, secondary schools and articulation (meetings to discuss common goal/ideas, shared professional development days, grades 6/7 students joining the PW ski/snowboarding Club, grade 7 students attending PW for a morning)
- Resource Team provided extra support for students as needed (SuperFlex, Incredible Flexible You)

3. WERE WE SUCCESSFUL?

- Outline results

Evidence of Success`

- Teachers collaborated on the Social Responsibility report card statements to ensure SR report card comments were consistent amongst grade groups (grade groups Kindergarten, Grades 1-3, Grades 4-7). Comments were guided by the Social Responsibility Quick Scales K-7
- Social Responsibility report card comments and marks were collated/reviewed
- Used Social Responsibility Quick Scales and rubrics/checklist meaningful to our school to assess student learning, some staff worked in grade groups to individualize/adjust performance standards to measure more specific areas appropriate to their grade level(s)
- Regular review of student learning at SBT
- Collected anecdotal information from teachers and parents about students' progress (Code of Conduct, organizational skills, independence skills)
- Highlighted student learning via bulletin board displays, technology presentations and student performances at assemblies (Remembrance Day, Winter Concert, Earth Day, Anti-bullying Day)
- Weekly PA announcements celebrating student success (Acknowledgement of teams, classes and students)
- Student inventories/self-assessment reflection surveys, blogs, projects/presentations

School Garden Program implemented. Students learned about team work, collaboration, taking responsibility for the environment, respecting nature, garden space and plants. Students recognize and identify play spaces and garden spaces.

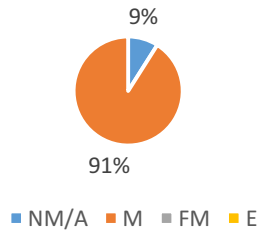
A quick look at the data below comparing results of social responsibility from last year to this year shows improvement at all grade levels.

In summary

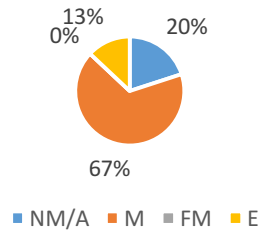
- At the Kindergarten level, there was an increase of 13% for students that were exceeding expectations for social responsibility
- At grade 1 there was a 7% decrease in students who weren't meeting expectations
- At grade 2 students who were fully meeting expectations increased by 19%
- At grade 3 students who were exceeding expectations increased 9%
- At grade 4 students who were meeting expectations increased by 5%
- At grade 5 students who were meeting expectations increased by 11%
- At grade 6 students who were fully meeting expectations increased by 4%
- At grade 7 students who were meeting expectations increase by 4%

Social Responsibility Results Comparison from 2016 to 2017

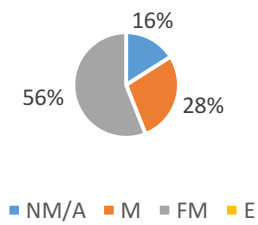
Social Responsibility Term 2
Data 2016 - K



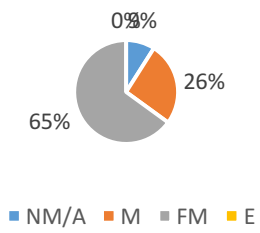
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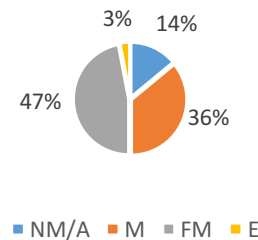
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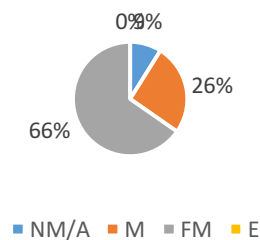
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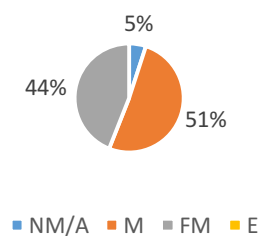
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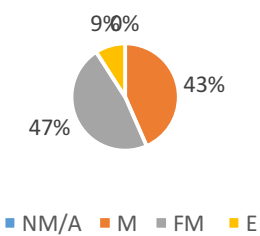
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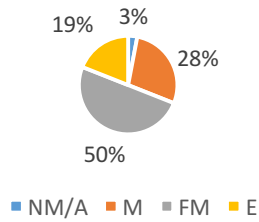
Social Responsibility Term 2
Data 2016 - Gr. 3



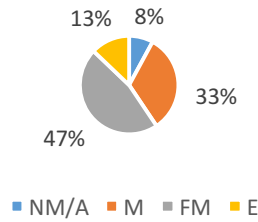
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Data 2017 - Gr. 3



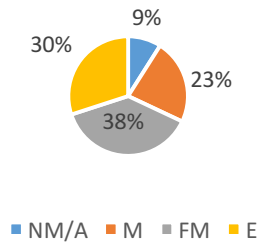
Social Responsibility Term 2
Data 2016 - Gr. 4



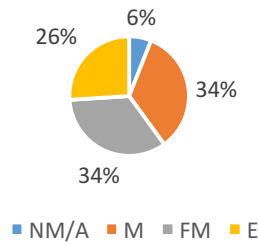
Social Responsibility Term
2 Data 2017 - Gr. 4



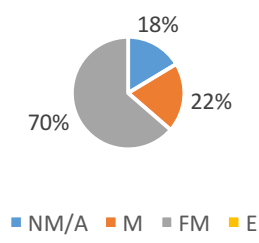
Social Responsibility Term 2
Data 2016 - Gr. 5



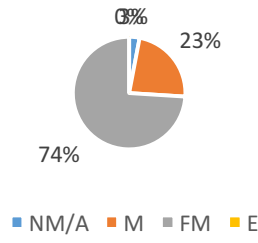
Social Responsibility Term
2 Data 2017- Gr. 5



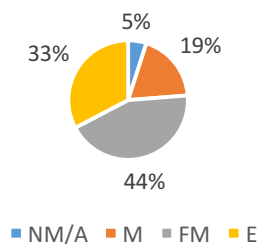
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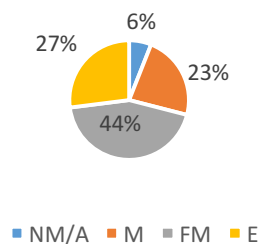
Social Responsibility Term
2 Data 2017 - Gr. 6



Social Responsibility Term 2
Data 2016 - Gr. 7



Social Responsibility Term
2 Data 2017 - Gr. 7



4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
 - Special Day celebrations to demonstrate tolerance, respect and an appreciation for diversity and our environment (Family Day, Anti-bullying (Pink) Day, Earth Day, Student Council events)
 - Acknowledgement of student achievements and program information shared with the community via assemblies, newsletters, report cards, PAC meetings, Twitter, School Website, PA announcements (Virtues Project, class and individual projects/writings, student/team accomplishments)
 - Bulletin board displays highlighting school-wide theme and demonstrating student success (writings, artwork, projects, activities)
 - School-wide Assemblies – students run assemblies, class performances focused on themes/school goal (Social Responsibility, Code of Conduct)

Successes were communicated and celebrated through PAC executive and general meetings, Twitter, school website, bulletin board displays, PA announcements, parent-teacher conferences/meetings, report cards and during special events

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?

As we plan for next year and our next multi-year goal we are looking at the work we have started in the area of Communicating Student Learning. With changing report card requirements and the increased emphasis on student self-assessment and learning portfolio, it is important that our students are able to accurately assess their learning and make appropriate plans for further growth. Until now, student assessment has largely been in the hands of educators. It is important for our students to be able to self-identify their strengths and areas for further development in order to become truly independent learners.

This year we have undertaken the following steps:

- 1) Participated in the District Assessment Inquiry
- 2) Examined various reporting models from a variety of Metro and BC districts.
- 3) Worked in Intermediate and Primary teams to develop common template language
- 4) Held Professional Development sessions to learn about reporting models in other Vancouver
- 5) Discussed different formats (student-led conferences, open house, learning fair, celebration day) for students to share their learning with their parents and guardians
- 6) In grade groups, developed templates for student self-assessment of Core Competencies for June 2017 report card
- 7) Discussed new reporting guidelines with parents at PAC and Coffee Club meetings

As a staff, we will be continuing our discussions and work in the area of Communicating Student Learning, and in particular, student self-assessment.



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?

- Include numbers of students, grade levels, etc.

We have four designated Aboriginal learners in our school next year, Grade 5 and Grade 3 and two in Kindergarten.

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.

Steps Taken

- On-going professional development and collaboration with District Aboriginal Team Consultant, Mentor and Enhancement Worker, and District Aboriginal Knowledge Keeper to work with staff to further develop their understanding of Aboriginal people and culture and to support classroom/school-wide projects and programs
- Increased First Nations focused via classroom/school-wide workshops and activities for students dedicated to awareness about Aboriginal people (BC Artifacts Mobile Museum, performances,)
- Collaborated with the District Aboriginal Team to embed Aboriginal content in units of study across the curriculum (Aboriginal perspectives in literature, Social Studies curriculum)
- Guest speakers
- Class/grade group field trips (Anthropology Museum, Grouse Mountain, district First Nations events – First Peoples Festival at UBC)

Commenced all school-wide meetings/assemblies/performances with the Aboriginal acknowledgement statement

- Continued to record Aboriginal student learning through the use of the Aboriginal Information Management System (AIMS)
- Used assessment strategies to determine student strengths and learning needs (Spirals of Inquiry: Aboriginal Understandings of Learning Progression Indicators)
- PAC sponsored International Day Celebration with an Aboriginal display table
- Promoted cultural awareness in classrooms through teaching and projects

(Blanket Activity, Cedar Weaving, Talking Circles, Medicine Wheel, Salmon Enhancement Project)

- Promoted access to community resources and expertise to supplement and

enrich instruction (District Aboriginal Team, VSB Knowledge Keeper Shane Pointe, Bill Reid Gallery)

- Supported students with the transfer and application of skills and knowledge into daily learning activities (art projects based on medicine wheel, button blankets, First Nations paintings, BC Artifacts Mobile Museum, First Nations Storytellers)

Worked with the Teacher Librarian to maintain, upgrade and promote a variety of primary and intermediate First Nations resources/materials to support class programs and projects in the goal areas. Purchased library materials with Aboriginal content written by Aboriginal authors.

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

- List continuing and new initiatives

The district-wide Aboriginal Goal is to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students, is now firmly and increasingly embedded in all aspects of Shaughnessy culture.

The following practices are ongoing:

- Class/grade group field trips (Anthropology Museum, Grouse Mountain, district First Nations events- First Peoples Festival at UBC, Gulf of Georgia Cannery)
- All school-wide meetings/assemblies/performance with the Aboriginal acknowledgement statement
- Aboriginal acknowledgement on all school newsletters and school website.
- Aboriginal student learning recoded through the use of the Aboriginal Information Management System (AIMS)
- Assessment strategies to determine student strengths and learning needs (Spirals of Inquiry: Aboriginal Understandings of Learning Progression Indicators)
- Cultural awareness in all classes through teaching and projects:

(Blanket Activity, Cedar Weaving, Talking Circles, Medicine Wheel, Salmon Enhancement Project, Residential School Survivors)

- Access to community resources and expertise to supplement and enrich instruction

(District Aboriginal Team, VSB Knowledge Keeper Shane Pointe, Bill Reid Gallery)

- Supported students with the transfer and application of skills and knowledge into daily learning activities (art projects based on medicine wheel, button blankets, First Nations paintings, BC Artifacts Mobile Museum, First Nations Storytellers)
- Continued to maintain, upgrade and promote a variety of primary and intermediate First Nations resources/materials to support class programs and projects in the goal areas. Purchased library materials with Aboriginal content written by Aboriginal authors.

New initiatives:

- Introduction of First Nations practices incorporated into school-wide Earthbites garden program
- Establish native plantings and teaching in conjunction with the new Outdoor Classroom to be installed summer, 2017.
- Incorporate first Nations component into upcoming Centennial Celebration of the school
- Work with local first Nation to create a legacy project for 100th Anniversary of the school

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

Evidence of Success

- Assessments from student work, assignments and projects, and report card comments
- Anecdotal information and teacher observations on understanding, acknowledgement and interest about aboriginal people and cultures
- Visual records and bulletin board displays of students' work (story and legend writing, artwork, projects)
- Regular review of student learning at SBT and through completion of AIMS for Aboriginal students
- Student involvement and engagement in performances, activities, field trips with a First Nation Focus (First Nations' Festival, Anthropology Museum, Bill Reid Gallery, Salmon Enhancement Project, Blanket Activity, etc)
- Aboriginal Acknowledgement is embedded in school assemblies and newsletters
- PAC support for native plantings and aboriginal context in Earthbites garden program
- Anecdotal appreciative comments from parents regarding integration of First Nations materials, activities and understandings