

# Douglas Road Elementary School Plan (2019-2022)

## SCANNING

Who are our learners and what is impacting their success?

Our neighbourhood is one that values family and community and our school is at the heart of that community. Challenges that our community face include: We are in an area that does not have easy access to transit, we don't have a central community centre or other accessible community gathering places. By default, our school is the "heart" of the community and functions as a community school. We have fully subscribed paid and free afterschool programming. Free programming includes: Canada Scores 4 days per week and YMCA Friendship Club (both have waitlists), as well as Big Sisters "Go Girls" program. Our parents struggle to participate as most families are two working parents or single parent/guardian homes. Anecdotal feedback from our families is that they really appreciate community building activities like our potluck dinners, winter celebration and carnival. Given the location and nature of our community, staff have consistently stated that they feel we need to continue to focus on building community and connectedness. Our data also supports an ongoing need for this to be a focus.

## WHAT DOES OUR FOCUS NEED TO BE?

Teachers feel the focus on Adrienne Gear and writing has resulted in strong classroom instruction for writing. While teachers have appreciated the opportunity to do a school wide write and meet in grade groups to look at exemplars to support consistency in assessment, they are feeling that this should now be a maintenance goal. Our data supports this decision however we need to focus now on targeting those students not yet meeting or minimally meeting expectations.

Writing: Students Not Yet Meeting or Minimally meeting

Following the 3 tiers approach we have identified these students and are providing appropriate interventions.

Strong classroom instruction in writing continues with the use of Adrienne Gear's Writing Power, team teaching with Learning Support and English Language teachers.

New staff who need it will be provided training in Adrienne Gear's Writing Power.

SEL Goals:

In year one of this plan we will gather further information about the role of empathy on school connectedness. We will continue to work with UBC to further our understanding of this new area of research and examine our data to draft preliminary SEL goals.

## TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

1. UBC Climate Study
2. Committee Formed to Look At School Plan And Transitional Year

Make all activities more student/family focused, and student driven e.g. celebrations of learning, family nights, welcome back picnic and whole school field trip to the beach, parent lunch and learns, open gym and family coffee.

## CHECKING

*DATA – Social Emotional Learning: Heart Mind Index, MDI, UBC Climate Study and anecdotal evidence*

### GOAL 1: School Bonding and Connectedness

- According to the UBC Climate Study 53% of students feel they have an adult in the school they feel connected too. This is below the average of all the schools who participated in the study (all school average is 70% for School Connectedness).
- The UBC Climate Study data also shows that 48% of our students feel that people care about each other at the school and feel there are positive relationships with staff and peers. This is far below the all school average of 70% (School Climate).
- In the 2018/19 study school connectedness dropped from 53% to 41%. School Climate percentage hovered around 52%.
- Teachers consistently state that we need to continue to focus on community building.
- Parent participation is low except for community events.
- PAC and staff continue to struggle to connect with and engage parents as volunteers.
- Parent participation in assemblies is virtually non-existent.

### GOAL 2: Empathetic Education

- Data from all three surveys (MDI grades 4 and 7 and UBC) shows that our student population lacks the ability to understand empathy as well as lacks an ability to recognize empathetic behaviour. Therefore, we will focus on educating our students and families on empathy and its importance to healthy relationships.

*DATA -Writing: Performance Standards/ Report Card Data/ FSA. DATA:*

### GOAL 3: Writing

- 18 Students Emerging
- 27% of Students Developing

## NEXT STEPS

Social Emotional Learning

### GOAL 1: School Bonding and Connectedness

Increasing Student Bonding and Connectedness

Whole school: The school will develop common beliefs and understandings as well as increase school spirit through:

- Student development and common understanding of “What it Means to be a Firebird.”
- Student development of new school Logo.
- Student led Celebration of Learning Assemblies (COLAs).
- School wide recognition of specific examples of “Firebird” behaviour.
- “Together We Can Soar” project with an indigenous focus looking specifically at community, how we are all connected.
- 4 Steps Apology – lessons on empathy.
- WITS program.

## Increasing Home and School Communication and Connections

We will increase communication and involvement of between the home and school through explicit teaching of empathy with parents through:

- Development of parent understanding of “What it means to be a Firebird” at home and at school.
- School to host “lunch and learns” with parents – lessons based on empathy.
- Firebirds bulletin board to post recognitions for “being a Firebird” both at home and at school.
- Development of section of website with articles, YouTube presentations and helpful links about community, connections and empathy.
- Continue to work with PAC to invite and encourage more parent involvement.

## GOAL 2: Increasing Empathy

Teaching perspective taking, staying out of judgement, recognizing emotion, communication emotion

Whole class instruction: teachers will work together across grade levels to include social-emotional learning (empathy and school bonding/connection) into daily instruction through:

- Daily “check ins” or “community circle”
- Guided discussions around empathy using chosen literature and activities
- Pridentity
- Roots of Empathy program
- Mind-up
- Zones
- WITS
- Four Step Apology

Targeted interventions

- Working with the counsellor and non-enrolling staff to practice using strategies.
- Individual and group sessions with the counsellor.

## GOAL 3: Writing: Increase the number of students fully meeting expectations

Identifying specific students and determine which interventions will be used for both tier 2 and 3 students.

Identify and provide interventions:

- Tier 3 interventions from our LSS team.
- Tier 2 interventions for classroom teachers, ELL teacher and LSS teachers.
- Primary teachers are using Story Workshop and Daily 5 to ensure all students have an entry point to writing and receive targeted support as required.
- Intermediate teachers are using Adrienne Gear’s Writing Power to ensure all students have an entry point to writing and receive targeted support as required.

## Ongoing Learning

How and Where Can We Learn More?

- Inventory of SEL strategies/resources and community building practices currently in place.
- Work with UBC to better understand the implications of our empathy data. Continue to increase our understanding or teaching/learning empathy.
- District Staff have offered to provide in-service in MIND-UP.
- Counsellor has and will continue to share resource on empathy.