

**School**

Caulfeild iDEC

**FESL Year**

Year Three 2023-2024

**School Context**

Caulfeild iDEC is a growing school with 380 students and 16 divisions.

We have a team of 40 dedicated staff with a range of experience, all of whom are dedicated to making our school an excellent place for student learning.

We are a school of choice with a focused vision called iDEC; an Inquiry Digitally Enhanced Community. Collaboration and communication are the foundation of our learning together in the Caulfeild learning community.

**Identified Goal:**

Is your goal specific, meaningful, measurable and evidence-informed?

In year one of our FESL, feedback was collected from the school community, including staff students and parents, to develop a meaningful three-year goal. Through conversations with staff, and with parents at PAC meetings, as well as student surveys, the Caulfeild iDEC FESL committee committed to a FESL goal that incorporates Mental Health and Well Being.

Our Goal:

How can one's **sense of belonging** and **connection** to our **inclusive community** be strengthened through fostering **resilience** and **social emotional well-being** in order to equip individuals to face challenges and **thrive** throughout their lives?

**Rationale for Goal**

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

This goal is important to our school community because the voice of our stakeholders has provided the input for us to develop a new FESL plan for 2022-25 collaboratively.

School Goals that promote belonging and well-being improve can school connectedness and students' understanding of the Caulfeild "Bear Traits" of *Inclusive, Respectful, Supportive, Upstander, Vulnerable, Reflective, Tenacious and Courageous*

We also know that the SEL programs yielded multiple emotional and academic benefits. "SEL programs improved students' social-emotional skills, attitudes about self and others, connection to school, positive social behaviour, and academic performance; they also reduced students' conduct problems and emotional distress. Comparing results from these reviews to findings obtained in reviews of interventions by other research teams suggests that SEL programs are among the most successful youth-development programs offered to school-age youth. Furthermore, school staff (e.g., teachers, student support staff) carried out SEL programs effectively, indicating that they can be incorporated into routine educational practice. In addition, SEL programming improved students' achievement test scores by 11 to 17 percentile points, indicating that they offer students a practical educational benefit."<sup>[1]</sup>

Goals that promote belonging and well-being are aligned with district and provincial goals for education;

The [West Vancouver Schools Enhancing Student Learning Report](#) promotes student well-being in its *Human and Social Development Goal*, "Increase the number and percentage of students in grades 4, 7, and 10 reporting a sense of belonging on the Student Learning Survey within two years."

[BC Curriculum's Personal and Social Core Competency](#). The Personal and Social Competency, according to the BC's New Curriculum Documents (2019), encompasses, "...what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world."

*The First Peoples Principals of Learning* "Learning Ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors"

Our West Vancouver School Framework for Enhancing Student Learning FESL Support developing goals to support student wellness and inclusion.

<sup>1]</sup> Payton, J., Weisberg, et. al., (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. CASEL.

### Evidence/Data

What evidence/data is leading your school to this goal?

What student success data do you want to improve? What are your measures of success?

The collection of evidence/data leading us to our school goal has been gathered through a thoughtful and effective process.

To measure the success of our goal we will be focused on the feedback/voices of our students through personal interviews and survey data.

- Grade 4 and 7 Student Learning Survey
- Three-Year Cohort Study (Beginning in grades 1 and 4, 2021)

### Stakeholder Engagement

How have you included the perspectives/voice of all stakeholders in your school community?  
How will you ensure ongoing collaboration with all your different stakeholders?

In our FESL journey thus far engagement of the stakeholders in our school community has been a strength to ensure a collaborative voice has been achieved in the development of our FESL.

Moving forward, effective collaboration will be integral to our new goal. This is the communication and collaborative plan we have established thus far:

Staff:

- M3 – Monday Morning Memo feature section for staff each week.
- Staff Meetings will have a dedicated section for small and larger segments of discussion, data review and action item planning.
- FESL Committee Meetings will involve those staff members keen to go deeper with planning and preparation to work with our students and stakeholders.
- Collaborative and cooperative alignment of our professional development and FESL committee to develop meaningful learning and leading events for iDEC staff.

Families:

- Weekly E-Bulletin segment that will be ongoing for regular updates. This will focus on providing a focus/reminder of our goal statement and actions in our school that support our FESL learning and progress.
- Weekly CPAC

### Connection to the District FESL Goals (Sense of Belonging, Numeracy, Career and Life Goal Preparation)

The connection of our developing FESL goal at this time is broadly linked to the Sense of Belonging District FESL Goal.

The [West Vancouver Schools Enhancing Student Learning Report](#) promotes student well-being in its *Human and Social Development Goal*, “Increase the number and percentage of students in grades 4, 7, and 10 reporting a sense of belonging on the Student Learning Survey within two years.”

*The First Peoples Principals of Learning* “Learning Ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors”

*West Vancouver’s Mental Health Framework*: “In WV Schools, we aspire to foster resilience, social emotional well-being and positive mental health

### Action Plan

What is your action plan for your FESL goal?

What specific strategies will you implement each year?

What resources, supports, and professional learning will you need to meet your goal?

What structures will you put in place to ensure an ongoing focus towards your goal?

### Year 1 - Action Plan and Strategies

A focus on collaboration with the FESL process and stakeholder input are the main areas of focus for year one of our FESL.

September 2021 - Pro D Needs Assessment with iDEC staff members

Feedback and information gathered will help us in thinking about areas teachers felt they needed to focus on for our September 2021 professional development day (and a potential FESL goal).

This professional development day launched our work in 2021-22 in three areas:

- Placed Based Learning
- Numeracy
- Student Wellness

September 2021 Staff Meeting

Information session with staff to review the three-year FESL process.

September CPAC Meeting

Information session with CPAC (Caulfeild Parent Advisory Council) to review the three-year FESL process and share our professional development work with iDEC staff from September 2021.

November 2021 - Staff Meeting Data Dialogue Session

Student Learning Survey, FSA 5-year data trends: Literacy, Numeracy and Sense of Belonging  
Introduction of the WV Schools: [Mental Health Framework Rollout](#)

November Pro -D with Alden Habacon: [Staff Collaborative Jamboard](#) - Areas of strength and areas of opportunity in student mental health and well-being was completed collaboratively with staff.

November 2021 PAC meeting presentation about our FESL Process  
Seeking input from parents regarding their thoughts on a school goal focus through dialogue and conversation.

November/December 2021  
Parent survey (Google Forms) circulated through our E-Bulletin

December 2021 PAC meeting  
Results: Two trends were identified in the results – Positive Health and Well-being and Place-Based Learning.

January 2022 Staff Meeting  
Review of our year one FESL process, parent data and actions have done together thus far as a team.

Staff survey (Google Forms) circulated following our January Staff Meeting.

## **Year 2- Action Plan and Strategies**

In the 2022/2023 year, we continue building our understanding of belonging, social-emotional well being and inclusion, as well as practices that support these values with our students.

September - June - #Bethebear traits raffle. Students 'caught' personifying our Bear Traits have their names put in a raffle for a prize at the end of each month. The day of the Bear Draw is also a monthly Pink Shirt Day, where classes speak of respect, kindness and inclusion.

September - June - School Wide Announcements are back! Morning announcements have returned to Caulfeild. Each day we will welcome guests, share student successes, share jokes and discuss information about school-wide clubs, programs and initiatives.

September 2022 Staff Meeting - Caulfeild Staff reviewed the goals as outlined.

September 2022 FESL Meeting - Data Collection Survey [Results](#) (the survey was given to students June 2022), Grade One and Four cohorts' responses were examined and results tallied to be shared with staff.

October 2022 CPAC Meeting - Principal reviewed FESL goals and rationale with the parent community

October 2022 Staff Meeting - Inclusion strategies shared by LSTs at a staff meeting (presentation). LSTs discussed their roles in the school and how they can help to support inclusion in the classroom. From School Based Team meetings, to how to use the Phonak voice amplification system, many inclusive topics were covered.

November 2022 Professional Development - Social Emotional Learning Programs: Sylvia King and Erin Rochfort from Hollyburn share information and resources about Social Emotional Learning programs and resources developed during their three-year FESL process on Belonging. [Presentation](#) and [Resources](#)

November 25 Whole school / Buddy Classes Inclusion Workshop “Fast Friends” - Mr. Blackburn (principal) reads the story “Fast Friends” by Heather O’Connor to each class in the school. This story about two school friends finding a sense of belonging in their classroom reintroduces the concept of an Inclusive School to students.

December 2022, [Whole School Inquiry on Inclusion](#) - Staff and students plan for activities for a two-week period centred around the question, “How can an inclusive mindset help us make connections to each other and our community?”

January 2022 Staff Meeting, Wellness Champion - Caulfeild Wellness Champion (Junel Lapinskie) will introduce the district Wellness program, as well as her role as Champion in the school.

January 2022 Staff Meeting, Response Ladder - Children in crises need empathetic responses from adults. BCBA Tara Rodas speaks to CA staff about how to support students when they are finding themselves in the “Red Zone.”

January 2023 Staff Meeting, SOGIE - School staff discuss the reason and purpose behind SOGIE and inclusive attitudes at Caulfeild.

February 2023, FESL Review - Staff Meeting in February with dedicated time to conversations around ongoing progress with our FESL goals.

February 15, 2023 Staff Review and Scavenger Hunt using the “Supporting Student Health Guide: Elementary, 2022”

February 22, 2023 *Pink Shirt Day* School-Wide Dance and Anti-Bullying messages.

March - April 2023 *Whole School Inquiry* into the Bear Traits. Shared messages and learning around Inclusion, Respect, Reflective, Upstadne, Creative, Tenacious, Supportive, Courageous, Vulnerable, and Curious. April 6: Whole School Assembly to launch.

June - Sports Day multi-age classrooms, shifted focus this year to winners being those teams that represent our REP skills and Bear Traits

June - Colour Week, the theme of Everyone is Welcome. Pride displays and school-wide recognition on the announcements, Learning Commons and classrooms.

Year 3

Sept 2023: Teachers share Year Plan with SEL component that outlines research based SEL learning program and other strategies for addressing the five components of social emotional learning (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making) See chart below.

Sept 2023: Bear Week: Week one of school, redesigned to focus on shared language and values of the community. Bear Traits, Indigenous Ways of Knowing, Code of Conduct, Inclusivity, iDEC.

Oct 2023: Staff Meeting, SOGIE - School staff discuss the reason and purpose behind SOGIE and inclusive attitudes at Caulfeild.

Oct 2023: FESL Review - Staff Meeting in with dedicated time to conversations around ongoing progress with our FESL goals

November 2023: Staff Meeting on UDL. Lead by Ms. Lefaux, a reminder of what Universal Design is, and why it is important to our students' sense of belonging and success in the classroom. .

November - December 2023: [While School Inquiry on Community and Leadership](#) : Students work in multi-age groups with grade 6 and 7 leaders to reflect on how leaders build community.

Jan 2024: FESL Review by staff: *By the numbers. What does the Learning Survey, Parent Survey and Self Derived Student Survey say about iDEC?* Staff meeting activity.

**Reflection/Summary of Learning/Next Steps (End of each year)****What are the highlights of your learning journey for this year?**

Our Whole School Inquiry into Leadership and Community. Seeing our grade 7 leaders leading their groups in activities, ensuring that everyone is included, celebrating their successes and facilitating conversation about being part of a community was a true highlight.

**What progress have you made? How do you know this?**

At the end of these three years, Caulfeild iDEC is reporting on multiple measure (Learning Survey, Parent Survey, Student Survey) that we are feeling more welcome and included. We have a student leadership group who are supporting community projects, and every classrooms has begun to include research based SEL programming into their instruction. Our Code of Conduct was rewritten to focus on a Restorative Justice approach to problem solving, and all intermediate classrooms have begun to incorporate Restorative Justice Circles into their weekly routines.

**What aspects of your plan do you need to refine or adjust?**

Going forward, it will be important to evaluate and refine our SEL programming at each grade level, and continue to refine our approach to differentiation of instruction, along a UDL model. Universal Design helps all learners to feel successful in their learning, and a successful student is a happy and engaged student.



**Appendix 1: FSA**
Grade 4

2021/2022	Emerging	On Track	Extending
Literacy	0, 0%	16, 35.5%	29, 64.4%
Numeracy	1, 2.1%	33, 68.7%	14, 29.1%

2022/2023	Emerging	On Track	Extending
Literacy	5, 10.8%	20, 43.4%	21, 45.6%
Numeracy	2, 4.8%	29, 70.7%	15, 36.5%

2023/2024	Emerging	On Track	Extending
Literacy	0, 0%	41, 83.6 %	7, 14.2 %
Numeracy	2, 4%	23, 46.9 %	24, 48.9 %

Grade 7

2021/2022	Emerging	On Track	Extending
Literacy	0, 0%	45, 86.5%	7, 13.4%
Numeracy	1, 1.8%	26, 48.1%	27, 50%

2022/2023	Emerging	On Track	Extending
Literacy	0, 0%	38, 76%	12, 24%
Numeracy	2, 4.6%	18, 41.8%	23, 53.4%

2023/2024	Emerging	On Track	Extending
Literacy	0, 0%	16, 50%	16, 50%
Numeracy	2, 6%	26, 81.3 %	6, 18.8 %

**Appendix 2: Learning Survey**

	Grade 4 2021/2022	Grade 4 2022/2023	Grade 4 2023/2024
Are you learning to solve problems in peaceful ways?	<b>CA</b> Sometimes or Never 27% Most of the Time/All 55% <b>WV</b> Sometimes or Never 29% Most of the Time/All 63%	<b>CA</b> Sometimes or Never 35% Most of the Time/All 52% <b>WV</b> Sometimes or Never 35% Most of the Time/All 49%	<b>CA</b> Coming Spring 2024 Sometimes or Never Most of the Time/All <b>WV</b> Sometimes or Never Most of the Time/All
When you make a choice, do you think about how it affects others?	<b>CA</b> Sometimes or Never 27% Most of the Time/All 48% <b>WV</b> Sometimes or Never	<b>CA</b> Sometimes or Never 26% Most of the Time/All 59% <b>WV</b> Sometimes or Never	<b>CA</b> Sometimes or Never Most of the Time/All <b>WV</b> Sometimes or Never

	31%  Most of the Time/All  61%	29%  Most of the Time/All  57%	Most of the Time/All
School Based Question: <i>Do you feel a sense of Belonging (Welcome, Safe, Connected) at Caulfeild iDEC?</i>	<b>CA</b>  Neither/Disagree  27%  Agree/Strongly  71%	<b>CA</b>  Neither/Disagree  24%  Agree/Strongly  75%	<b>CA</b>  Neither/Disagree  Agree/Strongly

	Grade 7 2021/2022	Grade 7 2022/2023	Grade 7 2023/2024
Are you learning to solve problems in peaceful ways?	<b>CA</b>  Sometimes or Never  33%  Most of the Time/All  61%  <b>WV</b>  Sometimes or Never  35%  Most of the Time/All  59%	<b>CA</b>  Sometimes or Never  32%  Most of the Time/All  60%  <b>WV</b>  Sometimes or Never  39%  Most of the Time/All  54%	<b>CA</b> Coming Spring 2024  Sometimes or Never  Most of the Time/All  <b>WV</b>  Sometimes or Never  Most of the Time/All
When you make a choice, do you think	<b>CA</b>	<b>CA</b>	<b>CA</b>

about how it affects others?	Sometimes or Never 21% Most of the Time/All 75% <b>WV</b>	Sometimes or Never 32% Most of the Time/All 62% <b>WV</b>	Sometimes or Never Most of the Time/All <b>WV</b> Sometimes or Never Most of the Time/All
School Based Question: <i>Do you feel a sense of Belonging (Welcome, Safe, Connected) at Caulfeild iDEC?</i>	<b>CA</b> Neither/Disagree 21% Agree/Strongly 76%	<b>CA</b> Neither/Disagree 24% Agree/Strongly 74%	<b>CA</b> Neither/Disagree Agree/Strongly

**Appendix 3: CA Cohort Survey**
**2021-22**
**Grade One Cohort**

Question	Never	Sometimes	Most of the Time	All of the Time
1 "School is a place where I <b>belong</b> "	2.8%	17.1%	25.7%	54.2%
2 "At school I have <b>friends</b> who are nice to me"	0%	19.4%	16.6%	63.8%



3 "I feel <b>welcome</b> at Caulfeild"	5.5%	5.5%	13.8%	75%
4 "I feel <b>valued</b> and welcome by others at our school, including students and adults"	5.5%	5.5%	25%	63.8%
5 "When I'm facing a difficult task, I <b>keep trying</b> until I succeed"	0%	5.5%	25%	69.4%
6 "I can <b>identify how I'm feeling</b> and what zone I am in"	5.5%	2.7%	30.5%	61.1%
7 "I know how to <b>solve problems with others</b> in peaceful ways"	2.7%	11.1%	19.4%	66.6%
8 "I <b>believe I can be successful</b> at almost anything I set my mind to"	0%	16.6%	19.4%	63.8%
9 "I am <b>respected by people who are different from me</b> (for example, those who look different than me)"	2.7%	13.8%	61.2%	21.1%
10. "I <b>feel good about myself</b> "	5.4%	5.4%	29.72%	59.5%
11 "I feel <b>happy</b> when I am at school"	2.7%	16.6%	16.6%	63.8%

**Grade 4 Cohort**

Question	Never	Sometimes	Most of the Time	All of the Time
1 "School is a place where I <b>belong</b> "	0%	22.2%	41.6%	36.2%
2 At school I have <b>friends</b> who are nice to me"	0%	15.8%	44.7%	39.5%
3 "I feel <b>welcome</b> at Caulfeild"	0%	15.8%	31.6%	52.6%
4 "I feel <b>valued</b> and welcome by others at our school, including students and adults"	0%	17.9%	38.5%	43.6%
5 "When I'm facing a difficult task, I <b>keep trying</b> until I succeed"	0%	15.4%	80.8%	3.8%
6 "I can <b>identify how I'm feeling</b> and what zone I am in"	2.9%	31.4%	42.9%	22.9%
7 "I know how to <b>solve problems with others</b> in peaceful ways"	0%	17.1%	68.6%	14.3%
8 "I <b>believe I can be successful</b> at almost anything I set my mind to"	0%	27.7%	43.2	27.7
9 "I am				

respected by people who are different from me (for example, those who look different than me”	0%	21.6%	56.7%	21.6%
10 “I feel good about myself”	0%	26.3%	34.2%	39.5%
11 “I feel happy when I am at school”	5.5%	16.6%	50%	27.7%

**2022-23**
**Grade One Cohort Cot’d (Now Grade 2)**

Question	Never	Sometimes	Most of the Time	All of the Time
1 “School is a place where I <b>belong</b> ”		9.1%	31.8	54.5
2 “At school I have <b>friends</b> who are nice to me”		4.5%	50%	40.1%
3 “I feel <b>welcome</b> at Caulfeild”		9.1%	31.8%	59.1%
4 “I feel <b>valued</b> and welcome by others at our school, including students and adults”		4.5%	45.4%	40.1%
5 “When I’m facing a difficult task, I <b>keep trying</b> until I		9.1%	40.1%	50%

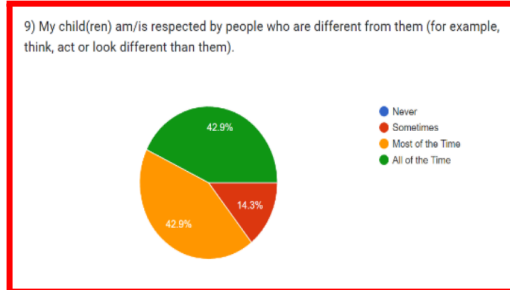
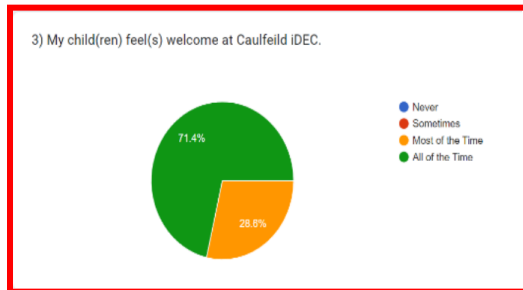
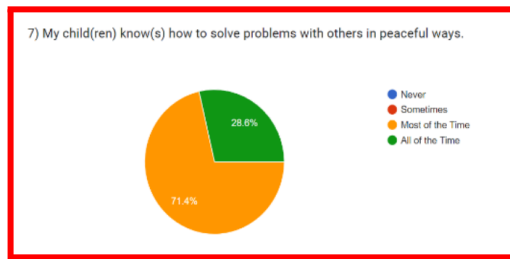
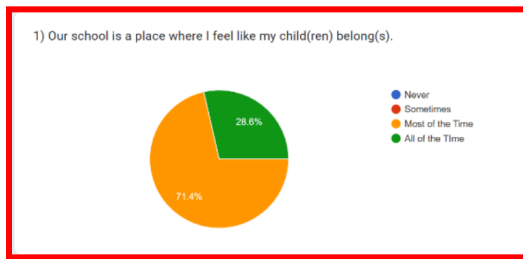
succeed”				
6 “I can <b>identify how I’m feeling</b> and what zone I am in”		9.1%	36.3%	50%
7 “I know how to <b>solve problems with others</b> in peaceful ways”	4.5%	13.6%	50%	31.8%
8 “I <b>believe I can be successful</b> at almost anything I set my mind to”		9.1%	50%	36.3%
9 “I am <b>respected by people who are different from me</b> (for example, those who look different than me”		1.5%	40.1%	48.4%
10. “ <b>I feel good about myself</b> ”		3.6%	36.3%	50.1%
11 “I feel <b>happy</b> when I am at school”		4.5%	36.3%	59.1%

**Grade 4 Cohort Cot’d (Now Grade 5)**

Question	Never	Sometimes	Most of the Time	All of the Time
1 “School is a place where I <b>belong</b> ”		6.8%	53.5	39.2%
2 At school I have <b>friends</b> who are nice to me”		11.1%	48.1%	40.7%



3 "I feel <b>welcome</b> at Caulfeild"		10.3%	31.0%	58.6%
4 "I feel <b>valued</b> and welcome by others at our school, including students and adults"			65.3%	34.6%
5 "When I'm facing a difficult task, I <b>keep trying</b> until I succeed"		10.7%	60.7%	30.7%
6 "I can <b>identify how I'm feeling</b> and what zone I am in"	6.8%	10.3%	41.3%	41.3%
7 "I know how to <b>solve problems with others</b> in peaceful ways"		11.1%	66.6%	22.2%
8 "I <b>believe I can be successful</b> at almost anything I set my mind to"	7.1%	10.7%	40.7%	44.4%
9 "I am <b>respected by people who are different from me</b> (for example, those who look different than me)"		11.1%	35.7%	55.1%
10 "I feel <b>good about myself</b> "		10.7%	46.4%	42.8%
11 "I feel <b>happy</b> when I am at school"		10.7%	57.1%	32.1%

**Parent Survey Results, 2023**

**Appendix 4: 2023/2024 Classroom Scan**

Grade Level / Division	Programs (Second Step, Open Parachute, Zones, Ease...)	Tools and Strategies (Class meeting, quiet corner...)
k	We Thinkers! Social Explorers Curriculum The Zones of Regulation We Can Solve Problems Program	Peaceful Place Power Talk/ Power Listening Alternate seating arrangements Class Meetings Gratitude Circles Bucket Filling Kindness Inquiry Movement Breaks Outdoor Ed Consistent Routines Visuals to support learning Direct Instruction for Play- Traffic Signals, Get Ready, Do, Done Belly Breathing/Calming Music for transitions/ activities When planning, considering the pace of activities and student needs Gentler academic demands/slower start
1	First unit of Inquiry based on Zones	Zones of Reg lessons

	of Regulation which is revisited and used throughout the year Ease Program - Div. 13	<p>Quiet Corners</p> <p>Self reg physical literacy outside in hallway</p> <p>Action Breaks</p> <p>Class meetings- open discussions/ problem solving discussions</p> <p>Quiet background music</p> <p>Calming activities - mindful breathing</p> <p>Fidget toys - self regulation toys/tools</p> <p>Soft start in the morning</p> <p>Forest Friday - connecting with nature</p> <p>Calm corner/ area</p> <p>Low lighting</p> <p>Kindness wall</p>
2	EASE Second step	<p>Class meetings, self -assessment( thermometer, engine)</p> <p>Post box</p> <p>Peddles</p> <p>Mindful moments</p> <p>Regular deep breathing exercises</p> <p>Mindfulness bin of tools and strategies (Buddah board, breathing ball etc)</p> <p>Morning meetings</p> <p>Focus on identity in term 1</p> <p>Compliment circles</p>
3	Second Step Zones of Regulation	<p>Morning Music</p> <p>Fist bump endings to the day</p> <p>Morning meetings/circle</p> <p>1, 2, 3 line up</p> <p>Cozy Corner</p> <p>Soft start or soft after lunch return (silent reading/checking in with kiddos)</p> <p>Fun Fridays</p> <p>Mindful Music during activities</p> <p>Meetings about seat placements</p>
4	EASE Cyber Safety	<p>Weekly Mon &amp; Fri meetings</p> <p>Outdoor sit spots</p> <p>Mindfulness, breathing techniques</p> <p>Identity inquiry in term 1</p> <p>Quiet starts in the morning and when coming in after lunch</p>
5	WVPD and Cari Wilson Cyber Safety  <a href="#">The Fourth R:</a> "Strategies for Healthy Youth"	<p>Cozy Chair</p> <p>Monday Meetings/circles</p> <p>Classroom playlist</p> <p>Meditation Moments (w/ or w/o chime)</p> <p>Class Read Alouds</p>



	Relationships”	Trivia Tuesdays Actions Breaks/Brain Breaks Flex Fridays
6	Open Parachute, WVPD SHIFT	Class meetings, Todd Lund sessions as needed (individual and class sessions) Action Breaks
7	Open Parachute, Carrie Wilson, WV Police Liason Officers	Class meetings, Action breaks/brain breaks, Office