

School

Irwin Park Elementary

FESL Year

First Year: 2022/23

School Context

Irwin Park Elementary School is a Kindergarten to Grade 7 school with a population of approximately 406 students and 16 divisions. Students come from varied socio-economic backgrounds and a wide array of cultural and ethnic backgrounds as well. Students are drawn primarily from the Ambleside and Dunderave neighbourhoods in West Vancouver, but we also draw from North Vancouver City and District, as well as far away as Burnaby and Richmond, BC. Irwin Park is a comprehensive K-7 school situated geographically between schools providing programs of choice (International Baccalaureate, French Immersion), as well as two well established private independent schools.

Identified inquiry question or goal:

Is your inquiry or goal specific, meaningful, measurable and evidence informed?

Will an intentional focus upon promoting the importance of **healthy bodies, minds and relationships** improve **student achievement, student well-being** and **sense of belonging**?

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

Our established School Goal falls around Overall Health & Wellness and Sense of Belonging.

After spending the past 3 Year FESL Cycle focused upon Physical Literacy and improving Irwin Park students' overall confidence and competencies in physical literacy skills and attitudes towards movement, our staff realized the importance of student health outcomes overall.

Most especially after enduring the uncertain and isolating conditions of the COVID -19 pandemic, staff and our greater community have come to realize the importance of strong interpersonal relationships and student resiliency in the face of adversity.

It is also well researched that when students have weak social connections, learning is limited through reduced executive function. Executive function serves as the command center of the brain which nimbly sorts and applies new learning. It is depressed by the stress and cognitive load caused by low social connection, and the following capacities are greatly diminished:

- *Organization, planning, & time management.*
- *Working memory and attention.*
- *Flexible transfer of knowledge & skills.* (Chuter, 2022)

Considering this research and realization, and the lifelong benefit of positive health choices, our team hopes to expand our focus on health outcomes to the area of mental well-being, and relationships, on top of a continued focus on physical literacy experiences.

An intentional investment in protective mental health habits will hopefully lead to happier and healthier students who will be better able to meet their academic potential and be more resilient in facing the challenges of life. By creating safer more welcoming culture at school where students feel more connected to one another and the adults around them, students will be more likely to be academically successful.

By providing clear examples and opportunities to practice positive habits of mind, and learning strong interpersonal relationship skills, while creating a stronger connection amongst students through physical activity opportunities, our school community will be happier and healthier.

Predicted Indicators of Success

How will you know your goal has made a difference?

What student performance data is guiding your goal?

Student achievement improvement over time in literacy measures as mentioned:

- FSA Reading & Writing (Gr 4 & 7)

Student attitudes and **Ministry Student Learning Survey** data in the following areas:

- How many adults do you think care about you at your school?
- I would like to go to a different school

- Do you feel welcome at your school?
- Do you feel safe at school?
- At school, I am learning how to care for my mental health?
- At school, I am learning how to care for my physical health?
- I feel that I can make a difference in my community.
- Are you learning how to solve problems with others in peaceful ways?
- At school, do you respect people who are different from you (for example, think, act, or look different)?
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Other indicators of success include...

- Pre and Post Surveys of Gr 4/5/6 Students in areas of Sense of Belonging
- Pre and Post Surveys of Gr 4/5/6 Students in areas of Health Bodies/Healthy Minds/Healthy Relationships
- Pre and Post Parent Survey in areas of Sense of Belonging

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?

- Staff discussion and reflection directed the direction of the new FESL goal
- Staff invited to participate in the FESL Team, regular reflection/discussion at monthly staff meetings
- Shared updates at IPPG Meetings, parent education and reflection via conversation and Principal's Reports each month

Connection to the WVS Board of Education's Strategic Plan 2019-2022 (link)

Strategic Goal #1: Educational Excellence

Objective: 1.1:

- *Continued focus on foundation skills of literacy and numeracy*
- *Promote full integration and realization of BC's Core Competencies of Communication, Thinking and Personal and Social Responsibility*
- *Ensure high quality inclusive educational experiences are available for all learners*

Strategic Goal #3: Successful Transitions

Objective 3.2

- *Focus upon the mental wellness of our students*

West Vancouver Schools FESL Goals

GOAL 1.0: Human and Social Development

- *Increase the number and percentage of students in grades 4, and 7 reporting a sense of belonging on the Student Learning Survey within two years.*

Big Picture - Action Plan

What is your road map for each year?

Have you considered the following: strategies, resources, supports, professional learning, stakeholders collaboration, communication engagement... ?

Year 1 Destination:

TERM 1 & 2:

- Build staff capacity with the scope of this new direction
 - o *September Pro D – Staff Led Reflection and Provocation for new FESL*
 - o *November Pro D – Amber & Erin Presentation on Physical Health & Sense of Belonging Connection*
 - o *Create Staff Team focused on 2022-25 FESL*
- Staff Wide K-7 Commitment to Complete Second Step Curriculum (K-5) and Open Parachute (Gr 6/7)
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- Continue to take advantage of extensive Physical Literacy in-service opportunities and community partnerships
 - o *WV Field Hockey In-Service: K-7 - Jan 23-25*
 - o *WV Thunder Minor Hockey In-Service: K-7 – Jan 9-11*
 - o *WV Baseball Association In-Service: K-3 – Feb 27-28*
 - o *Whistler Ski Trip: Gr 6-7 - Feb 16*
 - o *Dance in School: K-7 – Mar 6- 10*
 - o *Bike Hub: Gr 4/5 – April 17 & 24*
 - o *Gr 6 Ocean Ambassadors: Ocean Paddleboard June 19 & 22*
 - o *Gr 7 Indigenous Canoe Experience : June 20*
- Build Community and Sense of Belonging in partnership with IPPG
 - o *After School Family Ping Pong Tourney (Oct)*

- Movie Night (Nov)
- Lunar New Year (Jan)
- Nowruz (Mar)

TERM 3:

- Parent and Student Pre-Survey on Sense of Belonging and Community
 - Conduct focus group with Gr 4 / 5/ 6 students to explore sense of belonging
- Sleep Week

Year 2 Destination:

- Unveiling of Redesigned School Logo
 - *Introduction of Irwin Park Panther **P.R.I.D.E** vision for Sept 2023*
 - ***P** – Positive Attitude, **R** – Respect, **I** – Inclusive, **D** – Dignity, **E** – Excellence*
 - *Release of new school spirit wear w/ new logo*
 - *Building school culture around PRIDE values; living, eating, breathing PRIDE*
- Focus on Gratitude School Wide
- Core Competency Focus and Goal Setting each Term
- Investment in Dundarave Neighbourhood Community Relationships
 - *Connect with local businesses and create classroom partnerships*
 - *Connect with WV Seniors Home, WV Rec Ctr and Amica to set up partnerships, choir and band concert connections*
 - *Giving back to the community to create sense of belonging and social connection beyond our building*
- Presentation of an IP Conflict Resolution Protocol
 - Fluent with all students Gr 4-7

Year 3 Destination

Reflection/Summary of Learning/Next Steps (End of each year and/or End of Year 3)

What are the highlights of your learning journey?

What progress have you made?

What is the data saying?

What are the next steps?

