

School

Irwin Park Elementary, West Vancouver Schools (SD#45)

FESL Year – YEAR 2 23/24

School 3 Year FESL Cycle
 ○ 2022/23 – 24/25

School Context

Irwin Park Elementary School is a Kindergarten to Grade 7 school with a population of approximately 430 students and 17 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 previous 3 Year FESL Cycle (2019-2022) 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, connection, 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, are fluent in a common language of respect and care for one another, students will be more likely to be academically successful.

Our hope is to nurture clear examples and opportunities to practice positive habits of mind, model strong interpersonal skills and to participate actively in physical activities. These factors will serve to create a stronger connection amongst students and staff, with more positive outcomes in all areas.

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?

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)?

Other indicators of success include...

- Pre and Post Surveys of Gr 4/5/6/7 Students in areas of Sense of Belonging
- Pre and Post Surveys of Gr 4/5/6 /7 Students in areas of Health Bodies/Healthy Minds/Healthy Relationships
- Gr 1-7 Adult : Student Connection Survey – aka Go To Adult Survey
- Pre and Post Parent Survey in areas of Sense of Belonging

Previous results in our Ministry of Education Satisfaction Survey provides some data in these areas, but not all. This year’s implementation of various surveys in student *Sense of Belonging* and *Go To Adults* will provide some baseline data to work with as we move forward.

We feel that in YEAR 2 an increase of 5-9 percent in those students selecting *Agree or Strongly Agree* in questions 1, 2, and 16 would be a reasonable goal for us, for our June 2024 Post Diagnostic.

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, our E Bulletin and Principal’s Reports each month

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

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.*

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: 2022/23

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

TERM 3:

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

YEAR 2: 2023/24

TERM 1 Sept 2023 – Dec 2023

- Continue to build staff capacity with the scope of this new direction and how to embed

it within our culture

- *September Staff Meeting – Pro D Article Study : Click [here](#) How to Cultivate a Sense of Belonging in Schools (Ralph, 2022)*
- *November Pro D – Amber & Erin Presentation on Physical Health & Sense of Belonging Connection*
- *Term 1 FESL Team November meeting on 2022-25 FESL; goal setting*
- Unveiling of Redesigned School Logo
- Release of refreshed school spirit wear with new options and new logo
- Conduct Gr 6/7 focus group brainstorm to create Panther P.R.I.D.E. acronym as foundation of IP common language
- Continue Staff Wide K-7 Commitment to Complete **Second Step Curriculum** (K-5) and **Open Parachute** (Gr 6/7)
- Complete **Sense of Belonging** Pre Diagnostic Survey with Gr 4-7 students
- Complete **Go To Adult Connection** Pre- Diagnostic Survey Gr 1-7
- Continue to take advantage of extensive Physical Literacy in-service opportunities and community partnerships
 - *WV Field Hockey In-Service: K-7 - Jan*
 - *WV Thunder Minor Hockey In-Service: K-7 – February*
 - *Whistler Ski Trip: Gr 6-7 – Postponed to Feb 2025*
 - *Dance in School: K-7 – Mar 11-14*
 - *Bike Hub: Gr 4/5 – TBC*
 - *Gr 6 Ocean Ambassadors: Ocean Paddleboard TBC*
 - *Gr 7 Indigenous Canoe Experience : TBC*
- Build Community and Sense of Belonging in partnership with IPPG
 - After School Family Ping Pong Tourney (May)
 - Movie Night (Oct)
 - Lunar New Year (Jan)
 - Nowruz (Mar)
 - Family Math Night (April)
 - Bingo Night (April)

TERM 2: Jan 2024 – March 2024

- Conduct focus group with Gr 4 / 5/ 6 students to explore sense of belonging.(TBC)
- Share out results of Sense of Belonging Survey at Staff Meeting; reflect and discuss (Feb 2024)
- Share out results of Go to Adult Survey from Term 1 and do goal setting with staff regarding those students who indicated 2 or less Go To Adults (Jan Staff Meeting)
- As part of this process, create a HOT SPOT list, inclusive of student pictures and brief bios of those students who identified having 2 or less Go TO Adults
- This will provide all staff with context and hopefully allow a wrap around effort to connect with these ID'd students
- Introduction of Irwin Park Panther **P.R.I.D.E** vision – Jan 2024

- *P – Positive Attitude, R – Respect, I – Inclusive, D – Dignity, E – Empathy*
- *Release of new school spirit wear w/ new logo*
- *Building school culture around PRIDE values; living, eating, breathing PRIDE*
- Creation and distribution of **PANTHER P.R.I.D.E.** posters, stickers and banners for each class to remind teachers to name/notice/nurture P.R.I.D.E. values in class each day
- Installation of GaGa Ball Court – Feb 2024; further promotion of Physical Activity opportunities at our school; strong scaffolding provided to students around P.R.I.D.E. values and how the game is set on this foundation.
- FESL Staff Team Term 2 Meeting: Scheduled for February 22-26 TBC
 - Reflection on Survey Results...next steps
 - Discussion re. *SLEEP WEEK PLANS, MENTAL HEALTH FOCUS, CONFLICT RESOLUTION FRAMEWORK*
 - Consider the Inclusion of GW Autism Chose Me speaker for Gr 4-5 cohort (Sense of Belonging, Inclusion, Neurodiversity Awareness, etc)

TERM 3: April 2024 – June 2024

- Conduct Post Survey in areas of Sense of Belonging (Gr 4-7) and Go To Adult (Gr 1-7)
- Explore Anxiety Day Resources and Plan
- Consider the Inclusion of GW Autism Chose Me speaker for Gr 4-5 cohort (Sense of Belonging, Inclusion, Neurodiversity Awareness, etc)

Year 3 2024-2025

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

What are the highlights of your learning journey for this year?
 What progress have you made? How do you know this?
 What aspects of your plan do you need to refine or adjust?