

School

West Bay Elementary

FESL Year

Year 1

School Context

West Bay is Kindergarten to grade 7 school that offers the International Baccalaureate Primary Years Programme (IB PYP). The school has a stable enrollment that sits just over 400 students. Our school organization has allowed us to have two classrooms at each grade level.

Presently with an enrollment of 401 students we have 115 students identified as ELL learners. This represents 29% of the school population. Of our ELL learners there are 28 languages represented with the majority speaking Mandarin, Cantonese, Farsi, and Russian. In addition we also have 43 students with Ministry of Education designations, representing 11% of our school populations. Some of the designations include students with Autism Spectrum disorder, gifted and talented, learning disability, chronic health, and deaf and hard of hearing.

West Bay is a high achieving school in an affluent neighbourhood. Our school is situated on beautiful school grounds with access to the forest, mountains and ocean within a few minutes drive. We have strong parent support for our programs and staff.

Identified inquiry question or goal:

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

West Bay's goal is to focus on the development of the core competency of social awareness and responsibility. We will take a systematic approach with the following facets:

- Building relationships
- Contributing to community
- Resolving problems
- Valuing diversity

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

According to the Ministry of Education, *Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.*

People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging.

A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.

By focusing on this sub-competency of the core competency Personal and Social competency we feel not only will we be able to increase students skills in this area, but we will also continue to see high academic achievement as a result. When students have an increased connection to the school, each other, and the world, it promotes positive mental health and minimizes risks that may be present in children’s lives. As stated on West Vancouver Schools website, educators have long understood the link between citizenship and social and academic functioning, therefore teachers foster socio-emotional development starting in Kindergarten.

This year, more than ever, it is important to focus on mental health, social connections and overall well-being due to the current and potentially long-term impacts of COVID-19. This is a relevant goal for all stakeholders in the school community, not just our student population.

Predicted Indicators of Success

How will you know your goal has made a difference?

What student performance data is guiding your goal?

We should see an increase and/or continued success in academic indicators especially as students progress through to grade 7. Data used to inform:

- Foundational Skills Assessment
- School Wide write
- DIBELS/RAD/DART

We should see increased reports of high well-being as reported using:

- MDI
- Student Learning Survey

--

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

Goal 1.1 Maintain core academic excellence

- Promote the full integration and realization of BC's core competencies of Communication, Thinking, and Personal and Social Responsibility

Goal 3.2 Ensure that transition processes enhance student resilience and durability.

- Focus on the mental wellness of our students

--

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

Communication with all stakeholders (staff, students, parents)

Book club (staff and potentially parents)

Develop scope and sequence for the teaching of social responsibility and awareness

Review Scope and sequence and reflect on needed professional development and resources

Year 2 Destination

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?

--