

**School**

West Bay Elementary School 2023-2024

**FESL Year**

Year One

**School Context**

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

Presently, 404 students are enrolled at West Bay. We have 123 students identified as ELL learners, which represents 30% of the school population. There are 28 languages represented, with most of our ELL learners speaking Mandarin, Cantonese, Farsi, and Russian. In addition, we also have 35 students with Ministry of Education designations, representing 9% of our school population. 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 has a beautiful, expansive campus. Students have access to the forest, mountains, and ocean within a few minutes' drive. We have strong parent support for our programs and staff, and many opportunities are provided for our students to share their learning.

**Identified Goal:**

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

**September 2023:** West Bay's goal is to focus on the development of students' competencies in social awareness and responsibility, emphasizing the development of leadership skills. We will take a systematic approach to explore and develop the following aspects of leadership:

- problem-solving
- self-discovery
- positive community contributions

Central Idea: West Bay students identify and solve problems, develop their identity and agency as learners and leaders, and make positive contributions to their communities.

We revised the goal in **September 2024** to more accurately describe the type of leader we want to develop at West Bay.

*West Bay students will cultivate a deep understanding of their Learner Profile attributes, empowering them to become proactive leaders in their educational journey; confidently navigate conflict resolution; and passionately support causes they care about.*

### **Rationale for Goal**

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

A focus on leadership is linked to the development of social awareness and responsibility. 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.

The IB program aims to create well-rounded, responsible global citizens who are equipped with the knowledge, skills, and attitudes needed to contribute positively to a rapidly changing and interconnected world.

Children who develop competent leadership and problem-solving skills are more curious, resourceful, confident, and resilient. Competent problem solvers also develop healthy relationships, enhancing collaboration and strengthening a sense of belonging.

### **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?

Staff provided feedback on their observations of students through staff meetings and FESL Team meetings. Themes that emerged from these meetings were centered around students' abilities to problem solve peacefully and effectively, act on their learning, and feel confident in their numeracy abilities. FSA data suggests that skills in numeracy are relatively strong, but teacher feedback was more focused on sustained attention and resiliency in problem solving complex numeracy tasks. Furthermore, as an IB school, students are regularly engaged in "Taking Action" as part of the learning cycle. We want to provide students with further opportunities to see the benefits their actions can have on the surrounding community.

This led to discussion on how leaders are problem identifiers and solvers. We want our students to develop problem-solving skills to:

1. Improve their abilities to prevent and solve problems independently. [Conflict Resolution]
2. Sustain engagement in solving numeracy questions [Numeracy]
3. Engage in the "Taking Action" part of the inquiry cycle for the benefit of the communities that students want to invest in. [Action]

We plan to use a survey among large groups and taped interview among small groups to gather background knowledge and understanding from students as to who they believe leaders are and what qualities they possess. As we implement our action plan, we should see an increased understanding and growth of knowledge over time, as well as an increase in students who identify themselves as leaders.

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

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

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

- MDI
- Student Learning Survey

### 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?

Ongoing collaboration with stakeholders is essential. While parent participation in a data scan and school planning is difficult in that families are not consistently accessing student data and trends, they are an essential barometer as we implement our goal. Families can tell us if (1) they know what our goal is (have we communicated clearly and in an ongoing way)?; (2) do their children know about our goal and do they talk about it at home?; (3) do they see any improvements in the areas we are focusing on? (4) Have they identified any home-school connections we should foster?

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

Socially aware and responsible individuals contribute positively to their communities and environment. By appreciating diverse perspectives and resolving problems peacefully, students will develop and sustain healthy relationships. Developing this competency will strengthen their sense of belonging to their communities.

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 Personal and Social Core 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. Moreover, taking action and feeling a sense of efficacy makes learning more relevant, deepening engagement, effort, and academic achievement.

### **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 (2023-2024)**

- Develop and communicate plan with shared language and understanding of leadership and problem solving.
- Baseline interview and survey: "What is a leader?"; "Who do you know is a leader?" "Do you see yourself as a leader?" and
- Baseline Problem Solving efficacy questions on Student Learning survey
- Find opportunities to connect to global issues in Units of Inquiry and present them as problems for our students to solve.
- Planning buddy problem solving: can we encourage students to think outwardly (stamina, language)
- Consider Building thinking classrooms script (encouraging all to take the lead)
- Document problems we see in classrooms and in the office.

#### **Year 2 (2024-2025)**

- Collaborative brainstorming and feedback on areas of focus - helps with buy in and follow through (more staff ownership)
- Back to school and refresh assemblies (primary and intermediate) focused on expectations/school rules through the lens of Leadership
- Focus on LP Traits of the month on morning announcements
- Sharing goal and how we are working towards it in our weekly ebulletin to parents
- Den Groupings focused on Learner Profile Traits (1x a month)
- Reflections on LP Traits of the month - SpacesEDU

- Leaderboard - identifying and celebrating students who are demonstrating the LP Traits
- Peer Helper Group- Grade 5/6
- Student Council - representative from each Grade 3-7 class.
- Staff training with North Shore Restorative Justice to identify and decide on some common language (teachers, EA's, office staff, admin, etc.)
- Welcome To K - Grade 6 buddies in the spring → great connection for students as they enter K in the fall
- Google Classroom for posting leadership opportunities for Grade 7's
- Year 2 interview and survey: "What is a leader?"; "Who do you know is a leader?" "Do you see yourself as a leader?"

Year 3

**Reflection/Summary of Learning/Next Steps (End of each year))**

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?

**Year 2 (2024-2025)**

**What are the highlights of West Bay's learning journey this year?**

West Bay's learning journey this year has been enriched by numerous initiatives designed to cultivate a deep understanding of the Learner Profile attributes, empowering students to become proactive leaders in their educational journey:

- One of the key components has been collaborative brainstorming and feedback sessions with staff, which have helped determine areas of focus for the year. These sessions have increased staff ownership and commitment to the goals, ensuring a shared vision across the school. The back-to-school and refresh assemblies, held for both primary and intermediate grades, provided an opportunity to emphasize the school's expectations and rules while framing them within the context of leadership. These assemblies helped students understand how they could embody leadership in their daily interactions and behaviors.
- Additionally, the school has placed significant focus on the Learner Profile (LP) Traits, which are highlighted in the monthly morning announcements. These traits are also incorporated into Den Groupings, where students meet once a month to reflect on these qualities. In the classroom, students engage in self-reflections on the LP Traits on paper or using SpacesEDU, providing them with a way to assess their personal growth.
- Regular communication with parents about school goals has been maintained through the weekly e-bulletin, where the school shares progress on leadership initiatives and how students are being encouraged to develop the LP Traits.
- A leaderboard has also been introduced, helping to publicly acknowledge and celebrate students who demonstrate these traits consistently. Students who have received LP tickets from

teachers are called down to the office on Friday afternoon for a photo, and their tickets are placed on our Leaderboard.

- The Peer Helper program, which focuses on teaching restorative conflict resolution strategies to students, has seen great success, with over 30 Grade 5 and 6 students volunteering to take on this responsibility. Students are being trained by a facilitator from the North Shore Restorative Justice Society over lunch hours to learn conflict resolution strategies and engage in role play scenarios. They will then be scheduled at recess and lunch to support younger students with conflict negotiation outside on the playground.
- The Student Council, consisting of representatives from Grades 3 to 7, has also fostered a sense of responsibility and leadership among students, with strong participation from students across various grade levels. They will be working with Principal Slater on providing thoughts and perspectives on issues or topics of concern from students, providing feedback on initiatives, and contributing to school spirit.
- The Google Classroom platform has been utilized for all West Bay teachers to post leadership opportunities for Grade 7 students, allowing them to take on leadership roles and actively contribute to school life. Some examples of these are: classroom support during activities, organizing our Little Library out front of our school, and referees for Grade 4 and 5 soccer games on the sports court.
- Staff training with North Shore Restorative Justice Society will occur, providing educators and support staff with common language and strategies to reinforce positive behaviors and resolve conflicts.
- Lastly, the "Welcome to Kindergarten" events, where Grade 6 students serve as buddies to incoming kindergarteners, has been an excellent way to promote leadership, empathy, and community connections. As they begin their year at West Bay, the new Kindergarten students have familiar faces and connections in the school which makes the transition much smoother.

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

The progress made so far is reflected in various aspects of student growth and involvement. Teachers have observed that students are increasingly using Learner Profile language in their conversations, with this reflected in both classroom discussions and the monthly self-reflections. During the January staff meeting, teachers shared these observations, highlighting the growing fluency students have with the language of the Learner Profile. Moreover, the recognition of students as leaders has been more pronounced, with a large number of students receiving weekly acknowledgments for demonstrating the LP Traits in their actions and interactions. This ongoing recognition has encouraged students to see themselves as leaders within their community.

The Peer Helper program has grown significantly, with more than 30 Grade 5 and 6 students volunteering, indicating a strong desire to take on leadership roles and support their peers. Similarly, the Student Council has had great success in attracting interested students, with approximately 5 to 10 students from each class eager to be involved, showing a high level of interest in taking part in school governance and leadership activities. These efforts have been instrumental in creating a school culture where leadership is valued, and students are empowered to contribute positively to the community.

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

As with any initiative, there are areas that could benefit from refinement. For instance, next year's Den Groupings could be adjusted to better support diverse learning needs. Collaboration between the

English Language Learning (ELL) teachers, Learning Support Teachers (LST), and classroom teachers will be crucial to ensuring that groupings are purposeful and provide all students with the opportunity to thrive.

A deeper analysis of student reflections is also needed to make them more purposeful. By using reflections as a tool to inform future planning, staff can better target areas where students need further support or challenge. Understanding growth leads to a stronger sense of self-efficacy and agency.

Another area for improvement is data collection. While progress has been made, a more robust system for tracking and analyzing data related to leadership development and student engagement will help the school better understand the impact of its initiatives. Implementing a more comprehensive data tracking system will allow staff to measure success more accurately and make timely adjustments to their practices, ensuring continued growth in these key areas.