



Team Members: Admin, teaching staff, support staff, parent advisory council executive.

School Context

Harry Sayers is a K to 5 school with an enrollment of approximately 380 students. There is a Strong Start program, before and after school care, and preschool on site. Our school community is diverse in its cultural composition, with approximately 68% English Language Learners (ELL). In the past year, we have seen an increase in immigration from a variety of countries. Additionally, we frequently welcome families to our catchment and Harry Sayers Elementary School throughout the year.

Inquiry Question

How can we improve students’ sense of belonging and connection while maintaining a focus on literacy?

How can we uphold First Peoples Principles of Learning in our instruction and school experience?

Rationale

In last year’s MDI survey, 43% of our students reported that they had a low sense of well-being, 32% reported feeling a low to medium sense of importance at the school. We celebrate that our students make good progress with reading and literacy over time.

Strategies (include ELL & LSS)	Leadership/Teamwork Responsibilities	Professional Learning and Resources	Progress and Impact on Student Achievement
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Emotional Learning:

How can we infuse social and emotionally informed practices into our daily routines?

- Admin:**
- Publish SEL resources and ideas in the monthly newsletter for parents.
 - Hold one staff SEL activity per month at staff meetings and encourage repository.
 - Harry Sayers Star Tickets (respect, effort, attitude, cooperation, honest) and assemblies to teach and recognize students’ embodying these virtues.

- Staff:**
- Commit to regular SEL activities in their classrooms.
 - Share their ideas with colleagues at staff meetings; two activities; teachers sign up

1. SEL Helping teacher- for resources, strategies, workshops and co-teaching
2. Calm Curriculum
<https://www.connectwithcalm.ca/>
3. Wellbeing B.C.
<https://www.wellbeingbc.ca/school-toolkit>
4. Provide staff with opportunities to reflect on trauma informed practices (ie. ACE presentation by School Counselor)

4. SEL Ambassador- Mr. Merrill
<https://abbyschools.sharepoint.com/sites/SocialEmotionalLearning/SitePages/SEL-Teams-in-Schools.aspx>
5. SEL Booklists and Resources- Ms. Walsh (library tech).

1. Use of SEL survey, examples below:
<https://schoolguide.casel.org/resources/>
<https://schoolguide.casel.org/resource/sel-in-the-classroom-self-assessment/>
- SEL Rubrics:
Self-Awareness- [SEL Rubric - Self-Awareness.docx](#)
Self- Management - [SEL Rubric - Self-Management.docx](#)

<p>Connectedness:</p> <p>How can we facilitate student and family connectedness at Harry Sayers?</p>	<p>Admin:</p> <ul style="list-style-type: none"> In collaboration with the PAC, arrange family “meet and greet” times in MPR (by grade, to increase family connectedness) Monthly parent newsletter in English and Punjabi featuring upcoming events, learning in the classroom, PAC updates etc. Designate outdoor space for reading, colouring, and other quieter activities. Partner with Abby Community Schools, Big Brothers Big Sisters and Kiwanis Club for after school programs Welcome Club (gr 5 students, meet and buddy up with new students who start mid-year). 	<ol style="list-style-type: none"> Engage families with digital newsletters, use of social media and school signs. Brochure for Community Programs for families to access. Welcome package for New Families Refresh/ Update to our school website. Use of Microsoft Teams/ SeeSaw to communicate with parents Use of Social Media platforms to capture student learning/ events at school. 	<ol style="list-style-type: none"> Family Welcome Night- September Use of Strength based/ Empathy Interviews- October Parent Teacher Conferences Cultural Days throughout the year Grade 5 Student leadership (Spirit Days, Pep Rally, Community Events). Welcome Club Initiative Invited parents to a session put on by Safer Schools on Social Media Awareness (Dec. 2023). See what is available for 2024/2025 year. Field Trips/ Partnerships including The Reach Gallery Museum “Des Pardes” and Xá:ytem, local Gurdwaras/ Heritage Sites
	<p>Staff:</p> <ul style="list-style-type: none"> Increase parent volunteerism with class updates and calendars. Daily signatures of completed planner information and reminders. Diversify classroom resources to reflect student community. 	<ol style="list-style-type: none"> See above Incorporate Read Aloud Books celebrating cultural diversity/ equity. 	<ol style="list-style-type: none"> Family events (ie. Movie Night) Parent Ambassador Evening (April 18, 2024) and Feedback going forward.
<p>Literacy Learning:</p> <p>How can we incorporate Literacy strategies that</p>	<p>Admin:</p> <ul style="list-style-type: none"> Consult with library tech/ teachers/ families about books about inclusion/ diversity. Science of Reading Partnership with Strong Start facilitator 	<ol style="list-style-type: none"> Continue to order culturally diverse books for our Library. 	<ol style="list-style-type: none"> Schoolwide “Stop drop and read” events throughout the year. Primary/ intermediate reading buddies.

<p>capture student interests/ identity and develop oral language acquisition?</p>	<p>Staff:</p> <ul style="list-style-type: none"> • Co teaching model with ELL- Classroom teacher and ELL teachers collaborate and implement lessons/ units together (implementing SIOP Foundations Practices where applicable) . • Classroom teacher and LSS teacher- use of Tiered approach of intervention • Use of the following literacy strategies: <ul style="list-style-type: none"> - Oral retelling - Think-pair-share - Read-talk/ read-write - Vocabulary games - Daily 5/ Café - Book Creator/ SeeSaw/ Adobe Spark - EPIC - Story Champs 	<ol style="list-style-type: none"> 1. Curriculum department offerings/ Early Learning Helping Teachers 2. CR4LL (new team?) 3. UFLI online resources 	<p>How we will measure:</p> <ul style="list-style-type: none"> - PM Benchmark Scores - FSA Results - Schoolwide write (Grade 3) - Continue to facilitate discussion about data with staff at staff meetings - Story Writing - Oral language skills - EdPlan Insight classroom data
<p>How can we uphold First Peoples Principles of Learning in our instruction and school experience?</p>	<p>Admin:</p> <ul style="list-style-type: none"> • Re design of the LLC with a nature theme • Medicine Wheel carpet/ painting • Book Art Start Assembly with Indigenous focus • Outdoor space designated for learning. <p>Staff:</p> <ul style="list-style-type: none"> • Collaborative lessons with the ISW • Nature walks to Ponderosa Park, surrounding parks/ neighborhood. 	<ol style="list-style-type: none"> 1. Schoolwide Pro D on September 30, 2024 2. ISW- Tony Kelly collaborative presentations 3. District Pro D offerings 	<p>New Goal</p> <ul style="list-style-type: none"> • To update as we make progress in this area.

Connection to Strategic Plan



<p>Connections to the District Strategic Plan</p> <p>Engaging Opportunities / Student Success/ Optimized Resources/ Progressive Work Force</p>	<ul style="list-style-type: none"> • Students seeing themselves in the literature they read • Students having opportunities to learn outside of the classroom (field trips, walking trips, community involvement) • Students to have opportunities to showcase their learning (digitally, through presentations, performances and celebrations)
<p>Connections to the Elementary Operational Plan</p> <p>Culturally Responsive Teaching</p> <p>SEL and Lens of Equity</p>	<p><i>Focus on student and family connectedness with Harry Sayers.</i></p> <p>By increasing parent volunteerism and participation within our school, we intend to see more families engaged in school events and everyday happenings. We desire to see the school celebrate the cultures/ languages/ heritage represented in our building.</p> <p><i>Focus on student wellbeing and equity</i></p> <ul style="list-style-type: none"> • Picture books as an entry point for teachers who are on their own learning journey into many different aspects of equity and diversity • Purposeful learning partnerships with families • Self- assessments and reflection
<p>Connections to the Aboriginal Enhancement Agreement</p> <p>Increase sense of belonging</p>	<ul style="list-style-type: none"> • Creating opportunities for connection with all staff through schoolwide social and emotional learning built into the day. • Learning that is place-based (including hands-on and experiential learning) to support the success of Indigenous learners and all students.

Cultural Identity

- Staff commitment to ongoing learning about the truth and history of Indigenous people in Canada and the impact of that history on our families and students today.
- Providing a welcoming space for Indigenous students to connect with staff that reflects Indigenous culture.
- Increase cultural footprint in the school