

## 2022-2023 - Year 1

### School Learning Plan

#### 1. GENERAL SCHOOL STORY

Sir Richard McBride Elementary is a kindergarten to grade 7 school located in a diverse community on the east side of Vancouver. Our school community recognizes and acknowledges that we work, play, and learn on the unceded traditional territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətał (Tsleil-Waututh) Nations. The historical significance of our school is reflected in its exterior, which has remained unchanged since its construction in 1911. Within our student population, we embrace a wide range of personalities, ethnicities, socioeconomic backgrounds and diverse learning needs. Many of our students are first- or second-generation Canadians, and approximately 16% receive support for English language development. We are a fully accessible school, including a wonderful new playground. We take pride in celebrating and valuing the rich cultural backgrounds and experiences of our students, creating an inclusive and welcoming atmosphere that fosters a strong sense of belonging for all.

At the heart of our school is a highly dedicated staff who are committed to providing quality education and support to our students. They create a nurturing and inclusive learning environment where students can thrive academically and emotionally. We also have the privilege of having caring and involved parents who actively contribute to the school community. The strong relationships between home and school are nurtured and maintained, ensuring a collaborative and supportive educational experience. Additionally, our collaboration extends to our K-3 Annex, located just three blocks away, as we work together to facilitate a smooth transition from grade 3 to grade 4. Our before and after-school care program, Little Mountain, is an integral part of the McBride community, serving both the main school and the McBride Annex.

At McBride School, we place a strong emphasis on core competencies, ensuring that our students receive a solid foundation in core subjects and develop essential skills for success. We celebrate student achievements and provide various academic programs and initiatives that offer opportunities for growth and improvement. We recognize the importance of physical well-being and the arts in promoting a holistic education. Therefore, we actively encourage student participation in district sports activities and provide platforms for students to explore their artistic talents through music education, choirs, and concerts.

As a school committed to promoting equity and reconciliation, we actively celebrate and support district initiatives and programs that foster diversity, inclusivity, and understanding among our students. Our aim is to cultivate a sense of social justice and reconciliation within our school community. We value and appreciate the importance of creating an environment where every individual feels valued, respected, and included.

Overall, Sir Richard McBride Elementary is a vibrant and inclusive school that embraces diversity, fosters a love for learning, and promotes a sense of belonging among students. We are dedicated to providing a well-rounded education that prepares our students for success academically, emotionally, and socially.

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## 2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

McBride learners possess several notable qualities. They demonstrate articulateness and active engagement in their learning experiences. Many students exhibit a solid foundation of background knowledge and are skilled communicators who effectively advocate for themselves and others. They are developing an understanding that achieving positive learning outcomes requires effort, and they are motivated to pursue such outcomes. Additionally, they are learning to differentiate between rights and privileges.

It is important to acknowledge that the post-COVID period has presented some challenges for McBride students. There has been a noticeable increase in a lack of resilience, difficulties with self-regulation, and heightened levels of anxiety related to social and academic situations. Some students are exhibiting lower tolerance for initiating and completing tasks, actively avoiding challenging or uncomfortable situations, and experiencing difficulties in reaching out to staff for assistance.

Recognizing and addressing these challenges, our staff is committed to providing the necessary support and guidance to help our students regain their resilience, enhance their self-regulation skills, and manage anxious feelings effectively. We understand the importance of creating a safe and supportive learning environment where students feel comfortable seeking help and taking on new challenges. Together, we will work towards fostering a sense of confidence, emotional well-being, and academic success for all McBride learners.

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## 3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

1. School and classroom data: This includes office referrals, report cards (January and June), which provide insights into students' behavior, academic performance, and progress over time, class reviews. This data helps identify trends and areas for improvement.
2. Students' self-assessments of core competencies: In June, students assess their own development in core competencies, such as critical thinking, communication, collaboration, and personal/social skills. This self-assessment provides valuable feedback on students' perception of their own strengths and areas for growth.
3. Student Learning Survey: The Student Learning Survey gathers feedback from students about their educational experiences, including their engagement, sense of belonging, and well-being. This survey provides insights into students' perspectives on their learning environment and their overall satisfaction with their educational experiences.
4. Middle Years Development Instrument: This instrument is a questionnaire completed by students to assess their social-emotional development, well-being, and connectedness to school. It provides valuable information about students' social and emotional strengths and areas that may require additional support.
5. Class review process: Ongoing assessment and conferencing with students provide opportunities for teachers and support staff to gather information on students' progress, understanding, and individual needs. These interactions and observations in classrooms allow for a more holistic understanding of students' learning and growth.
6. Street Data: This refers to informal conversations and observations by teachers and support staff with students. These interactions provide valuable insights into students' perspectives, their engagement in learning, and their overall well-being.

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#### 4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE?

The significant amount of anecdotal and non-anecdotal evidence from all stakeholder groups has highlighted the need for regulation strategies to be maintained in our classrooms and play-spaces. This has led to an increase in concerning behaviors among students. Recognizing the changing landscape of childhood, our school staff is dedicated to learning about best practices in Social Emotional Learning (SEL) and teaching self-regulation skills. We also celebrate our successes in implementing these strategies. The impact of Covid-19 on the wellness and mental health of our community members cannot be overlooked. Social Emotional Learning is directly connected to student achievement, as students who are calm, happy, and focused have a better ability to learn. It is also closely tied to physical and mental well-being, as students feel a greater sense of belonging and connection when they are in a positive emotional state. By prioritizing SEL, we aim to create a conducive learning environment that supports the overall well-being and success of our students.

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#### 5. INQUIRY QUESTION

Through our focus on our data, we were able to see a great need for supporting our students' social and emotional needs coming out of COVID. It was clear through the data:

- 55% of our grade 6 and 52% of our grade 4 reported on the MDI that they had anxiety and stress around school.
- 60% of grade 6 reported they did not connect to an adult in the school.
- in our satisfaction survey, both our grade 4's and 7's reported stress around school.

The most important Social Emotional work we can do to improve the success of McBride students is to focus on building their self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making abilities. These core competencies are essential for their overall well-being, academic achievement, and positive engagement with others.

In terms of achievement, we will focus on helping students develop effective goal-setting strategies, resilience in the face of challenges, and a growth mindset that fosters a love for learning. By enhancing their self-regulation skills, such as managing emotions and distractions, students will be better equipped to concentrate, stay focused, and perform to their potential.

Regarding physical and mental well-being, we will prioritize promoting healthy habits, stress management techniques, and self-care strategies. By addressing the social-emotional aspects of well-being, we aim to support students in maintaining a balanced and positive state of mind, which directly impacts their overall health and ability to thrive academically and personally.

In terms of belonging, equity, and reconciliation, our focus will be on creating an inclusive and respectful school environment where all students feel valued, accepted, and supported. We will actively address issues of bias, discrimination, and social injustice, fostering empathy, understanding, and cultural competence among students. This includes acknowledging and honoring Indigenous perspectives, promoting reconciliation efforts, and ensuring equitable access to opportunities and resources for all students.

By prioritizing these key areas, we can create a comprehensive Social Emotional Learning (SEL) that supports the holistic development of McBride students and contributes to their overall success and well-being.

*Inquiry Question: How does direct teaching of school-wide self-regulation and self-management strategies improve students' ability to work independently, reduce anxiety and foster healthy relationships?*

## 6. WHAT IS OUR PLAN?

We are working towards implementing and reinforcing school-wide language to promote being an active, attentive, and focused learner (based on Zones of Regulation- GREEN Zone).

Focus on a restorative justice model for behaviours. (i.e. circles)

Create a library of social emotional learning resources for teachers (housed in the library and in digital format in our staffroom portal) will be created.

Monthly assemblies to develop connectedness and practice gratitude.

Teach and promote the Play is the Way (school assembly, announcements, bulletin boards, role modeling).

Year 1:

Our goals for our first year will be to:

1. Use Zones of Regulation to teach all our students self-regulation skills.
2. Open Parachute being used school-side
3. Foster a practice of gratitude (monthly themes/assemblies)
4. When dealing with difficult behaviour, adopt an approach of Restorative Justice i.e.

In year 2 and three we will evaluate, set new goals, and explore new objectives as required.

## 7. WHAT SUPPORTS WILL WE NEED?

1. **Professional Development:** Provide comprehensive and ongoing professional development for teachers and staff to deepen their understanding of SEL principles, strategies, and implementation. This will empower them to effectively integrate SEL practices into their teaching and create a positive and supportive classroom environment.
2. **Curriculum Integration:** Integrate SEL into the curriculum across all subject areas and grade levels. This can be done by incorporating SEL competencies, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, into lesson plans and activities. Infuse SEL themes, literature, and discussions into various subjects to reinforce social-emotional skills and understanding.
3. **Explicit SEL Instruction:** Dedicate specific time for explicit SEL instruction, where students learn and practice skills related to self-regulation, empathy, communication, conflict resolution, and other social-emotional competencies. Use evidence based SEL programs and resources to guide instruction and provide consistent support.
4. **Schoolwide Culture and Climate:** Foster a positive and inclusive school culture that values and prioritizes SEL. Implement strategies such as gratitude, restorative practices, and positive behavior interventions and supports (PBIS) to create a safe and supportive environment where students feel heard, respected, and connected.
5. **Family and Community Engagement:** Engage families and the wider community in supporting SEL. Provide resources and opportunities (workshops) for parents/guardians to learn about SEL and reinforce these skills at home. Collaborate with community organizations and agencies to enhance the SEL support network for students and their families.
6. **Assessment and Monitoring:** Regularly assess and monitor students' social-emotional development and well-being using appropriate tools and measures. Use the data to inform instruction, identify areas for growth, and provide targeted support to students who may require additional assistance.

SEL professional development (Jennifer Katz...*Ensouling our Schools.*), SEL curriculum integration (Monthly school themes), explicit SEL instruction(i.e., circles, zones of regulation...), school-wide culture and climate, assessment, and monitoring (anecdotal, report cards.), and family and community engagement (parenting workshops) all play a crucial role in developing the core competencies of Communication, Thinking, and Personal and Social in the BC school curriculum. SEL professional development helps educators enhance their communication skills and teaching strategies. SEL curriculum integration and explicit instruction provide opportunities for students to practice communication, critical thinking, and personal and social skills. School-wide culture and climate foster a positive environment for communication and social interactions. Assessment and monitoring assess students' progress in these competencies. Family and community engagement provide additional support and opportunities for students to develop their communication, thinking, and personal and social skills. Together, these elements promote holistic growth and well-being in students.

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## 8. HOW WILL WE KNOW WE'RE ON TRACK?

- Class questionnaires that all students complete
- MDI/Satisfaction Survey Results
- Discussions at Monthly Staff Meetings
- Discussions at Primary and Intermediate Team meetings
- Referrals to office and SBT-tracking data
- Report card data, are kids demonstrating strengths in the goal areas?
- Observations of students in class
- Student comments
- Parent input (formal or informal)

As a staff we needed to regularly review what's working and what is not and make the changes needed and try different approaches.

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## 9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

1. **Communication Channels:** We will utilize various communication channels such as newsletters, emails, school website, and social media platforms to regularly update parents/guardians, students, and staff about our SEL initiatives. These channels will serve as a means to share information, resources, and success stories related to SEL.
2. **Parent/Guardian Engagement:** We will organize parent/guardian information sessions, workshops, and events focused on SEL. These opportunities will provide parents/guardians with a deeper understanding of the importance of SEL and equip them with strategies to support their child's social and emotional well-being at home.
3. **Student Involvement:** Students will be actively engaged in our SEL plans and initiatives. We will encourage student voice and participation by involving them in the planning and implementation of SEL activities. This may include student-led presentations, peer support programs, or student leadership roles related to SEL.
4. **Staff Professional Development:** We recognize the crucial role of staff in promoting SEL. We will provide ongoing professional development opportunities for our staff to enhance their understanding of SEL principles and practices. This will enable them to effectively integrate SEL into their teaching and create a supportive classroom environment.
5. **Collaborative Partnerships:** We will establish partnerships with community organizations, mental health professionals, and other stakeholders who can contribute to our SEL efforts. These collaborations will provide additional resources, expertise, and support to strengthen our SEL programs and ensure their success.



*District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures, and contributions among all learners.*

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## **10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?**

In the past year, McBride Elementary School has been fortunate to have an Indigenous Education Enhancement Worker (IEEW) who played a crucial role in enhancing our understanding of Indigenous worldviews and knowledge. This IEEW provided valuable contributions to our school community during their time with us. We have embraced the importance of land acknowledgements and conduct them with sincerity at our gatherings. Indigenous perspectives are integrated into our Social Studies curriculum, and we have also incorporated them into our science lessons. For instance, when studying mixtures, students learn about the Indigenous uses of various botanicals for medicinal purposes. Indigenous art is regularly incorporated into our art studies, and we prioritize field trips that have an Indigenous teaching component. Additionally, we have engaged in various professional development activities that revolve around or include Indigenous Teachings, further deepening our knowledge and understanding.

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## **11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY?**

Reflected in our main library and classroom libraries is the inclusion of Indigenous literature and resources: by selecting and utilizing Indigenous literature, books, and resources written by Indigenous authors or experts provides an opportunity for students to gain a deeper understanding of Indigenous worldviews, traditions, and experiences.

Having the privilege of an Indigenous Education Enhancement Worker has fostered a deeper understanding of Indigenous worldviews and knowledge. She shared her knowledge, history, and perspective with our students from an Indigenous perspective that was meaningful and embraced.

Staff participates in our district in-service day, on Indigenous Education which enhances their knowledge and understanding of Indigenous worldviews and knowledge.

Students have been learning Indigenous songs in music class, such as the Salish anthem. The IEEW taught the grade one class a drumming song. Both were performed at assemblies.

Kindergarten and grade one students have been gardening in the garden boxes, planting indigenous plants and learning about them.

## 12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

To foster an understanding of Indigenous worldviews and knowledge within the school community, we will incorporate various opportunities throughout classrooms and the entire school setting. We will continue with Indigenous acknowledgments to open any gatherings, emphasizing the importance of recognizing the traditional territory on which our school stands. Student-led assemblies will provide a platform for students to bring forward the Indigenous acknowledgment, empowering their voices in sharing Indigenous perspectives.

The use of resources such as the *“Ensouling Our Schools”*, by Jennifer Katz and Indigenous children’s literature will further deepen staff students’ understanding of Indigenous cultures and traditions. We will invite guest speakers from local Indigenous communities to share their knowledge and experiences, connecting their stories to social studies and science themes. We will collaborate to integrate Indigenous Principles of Teaching into our classes and plan initiatives.

To raise awareness and promote understanding, we will organize an assembly on Orange Shirt Day, National Indigenous Day and showcase performances with an Indigenous theme. Field trips to museums, nature parks, and cultural centers will provide hands-on experiences to learn more about Indigenous culture.

We will continue to learn from the Indigenous Education Enhancement Worker, who is able to source additional information, speakers, activities, and programs. Our aim is to bridge local Indigenous cultures with cross-curricular themes, ensuring that Indigenous perspectives are integrated throughout our curriculum and celebrated within our school community.