

2022-2023 - Year 3 School Learning Plan

1. GENERAL SCHOOL STORY:

Shaughnessy Elementary School was constructed in 1919 and presently provides education to students from kindergarten to Grade Seven. The school's student population is representative of Vancouver's diverse community, with 26 different home languages listed. The most commonly spoken languages at home are English, Mandarin, Cantonese, and Korean. Roughly 26% of our students benefit from English Language Learner (ELL) support at school, and students with Ministry designations are integrated into regular classrooms with a range of program supports offered by Resource Teachers and Support Staff (SSAs). A collaborative resource team model supports both staff and students. The school is guided by the district's Education Plan 2026 to 1) improve student achievement, physical and mental well-being, and a sense of belonging, 2) increase equity, and 3) continue our Reconciliation journey by increasing knowledge, awareness, appreciation and respect for Indigenous histories, traditions, cultures and contributions (VSB Ed Plan 2026).

Shaughnessy Elementary School's students are diverse, successful, and well-supported by their teachers, support staff, and parents. According to classroom formative and summative assessments, school report cards, as well as district and provincial data (FSAs), with 85% of students "on track" or "extending" their understanding of numeracy concepts and competencies. A team of dedicated staff work together to provide a rigorous academic, social, sports, and music education to all students.

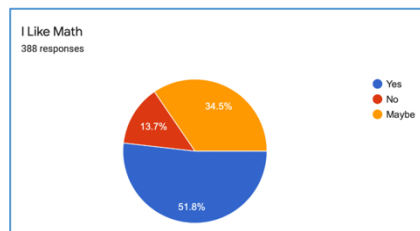
Since the 2019 school year, staff have focused their professional development learning towards enhancing and enriching our mathematics program at Shaughnessy. While many students have strong computational and memorization skills in mathematics, staff identified various areas that require further attention. As a result, our team came together to collectively focus our learning on an inquiry question: *"How can we develop a positive growth-mindset towards conceptual understanding, fluency with procedures, and real-world application in all areas of math?"*.

Through this collaborative approach we aim to instill in all students a love of learning with a resilient and adaptable mindset that will enable them to confidently tackle mathematical challenges, understand concepts deeply, and be able to apply their knowledge effectively in real-life situations.

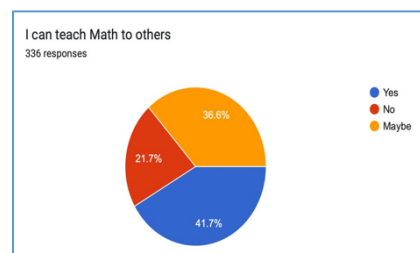
2. WHAT DID WE SEE?

To gain valuable insights about our students, staff have worked together over the past two years to develop and administer an **Attitudinal Survey**, aimed at understanding student's perspective on math. This survey has proven to be instrumental in identifying the specific strengths and areas for improvement within our community of learners. The following is an excerpt of some of the questions that were asked on the student survey:

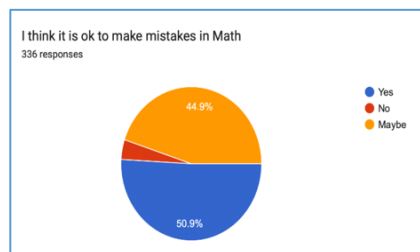
1. a positive attitude towards math



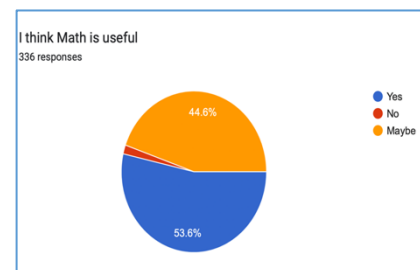
2. the ability to explain their thinking



3. the willingness to try, and the freedom to fail



4. opportunities to apply their skills in the real world



3. WERE WE SUCCESSFUL?

Over the last three years, we have undertaken several initiatives aimed at enhancing our teaching and learning practices in mathematics:

- In the 2019-2020 academic year, we dedicated our efforts to refine our focus by gathering valuable insights from speakers, participating in book clubs, and actively engaging with resources from both within and outside our district. This allowed us to assess our existing practices and identify areas for improvement. One notable achievement during this period was the introduction of Math Up, a program designed to equip students with multiple strategies to enhance mathematical proficiency.
- Building upon the progress made in the previous year, in **2020-2021** we continued our pursuit of excellence by establishing math book clubs and conducting comprehensive reviews of our resources. These initiatives enabled us to deepen our understanding and refine our approach to mathematics instruction.
- In the following academic year, **2021-2022**, we set a clear goal: to foster a positive growth mindset towards conceptual understanding, procedural fluency, and real-world application across all math disciplines. To support this goal, we developed a math attitudinal survey and conducted extensive research on assessment tools employed by other districts. Based on our findings, we identified a suitable **math assessment tool** for both primary and intermediate grades. This assessment serves as a valuable tool to gauge students' initial skill levels and track their progress throughout the academic year.
- During the 2022-2023 academic year, we successfully utilized a **math attitudinal survey** and assessments to compare and analyze results. This allowed us to gain valuable insights into how students perceive and feel about mathematics. This survey has enabled us to amplify student voices and gain a deeper understanding of their experiences, ultimately informing our instructional practices.

Overall, at Shaughnessy, we take great pride in our proactive and collaborative approach to improving mathematics education. Through our comprehensive assessment strategies, professional development initiatives, and student-centered practices, we continue to evolve and create an environment where every student can thrive in mathematics.

4. HOW HAVE WE SHARED?

At Shaughnessy, we place great emphasis on fostering a culture of awareness and active involvement among our staff, students, and parent community. We believe that effective communication and collaboration are key to creating a positive learning environment. To achieve this, we have implemented various methods to share our findings and engage with stakeholders.

- Firstly, we have shared our results and initiated discussions with our teaching staff. During these meetings, we shared our findings and provided practical resources such as information about number talks, open-ended math questions, math games, and counting collections. By doing so, we have fostered a supportive learning community that encourages continuous growth and improvement.
- In addition to sharing progress with staff, we recognize the importance of involving students in the learning process. We have engaged in meaningful discussions with students, delving into topics such as the nature and purpose of mathematics, cultivating a growth mindset, and learning from mistakes. By actively involving our students in these conversations, we empower them to take ownership of their learning journey and develop a deeper understanding of math concepts.
- To ensure consistent and transparent communication with the parent community, we regularly utilize various channels, including monthly newsletters and classroom correspondence. These platforms allow us to keep parents well-informed and engaged by sharing relevant information about our initiatives, progress, and upcoming events. By maintaining open lines of communication, we foster a strong partnership between home and school, enabling parents to actively support their child's learning journey.
- Furthermore, we value the importance of parent engagement and seek to provide opportunities for parents to be involved in the school community. During Parent Advisory Council (PAC) meetings, we update parents on our progress, outlining our current position, future goals, and how they can contribute as valued partners in their child's education.
- To showcase the ongoing activities and progress within our school, various classes organized **Celebration of Learning** events. These occasions allow parents to observe firsthand the dynamic learning environment we have cultivated, gaining insight into their child's educational experiences and achievements. Through this approach, our students become teachers to their parents, sharing their expertise and insights. This collaborative learning experience strengthens the connection between students, parents, and the school community, fostering a shared commitment to academic success.

At Shaughnessy, we believe that by actively involving staff, students, and parent community in the learning process, we create a supportive and inclusive educational environment where

everyone has a role to play. Through transparent communication, collaborative initiatives, and engagement opportunities, we are building a strong foundation for lifelong learning and success.

5. WHAT ARE OUR NEXT STEPS?

Over the past three years, Shaughnessy staff have dedicated their efforts towards achieving our math goal. However, in the Spring of 2023, we engaged in a collective brainstorming session with our teachers, SSA support workers, office admin, supervision aides, and administration to identify the specific needs of students. Consequently, we arrived at a new focus for the upcoming 2023-24 school year, centered around Social-Emotional Learning (SEL) and the cultivation of prosocial behaviors.

Social-Emotional Learning (SEL) is defined as *“the process by which individuals, both young people and adults alike, acquire and apply knowledge, skills, and attitudes necessary for developing healthy identities, managing emotions, achieving personal and collective goals, demonstrating empathy towards others, establishing and maintaining supportive relationships, and making responsible and compassionate decisions”* (CASEL).

Prosocial behaviours are defined as *“a range of positive behaviors including positive interactions (e.g., friendly play or peaceful conflict resolutions), altruism (e.g., sharing, offering help), and behaviors that reduce stereotypes (Mares and Woodard, 2007).”*

At Shaughnessy, we view Social and Emotional Learning (SEL) and the teaching of prosocial behaviours as an integral component of education and human development.

To gather valuable insights and perspectives, we surveyed teaching staff (enrolling and non-enrolling, SSA’s, office staff, Supervision Aides, and administration) during the Spring of 2023. The survey aimed to gather information to help guide our learning next year:

- What are the primary SEL needs of our students for the current academic year?
- What specific programs or initiatives have you implemented to address SEL?
- What areas would you appreciate support with or further training regarding SEL?
- What observations have you made regarding student behavior on the playground or in the hallways?
- Is there any additional information, contributions, or thoughts you would like to provide?

By collecting feedback through surveys and questionnaires from staff, students, and parent community in the fall, we aim to gain a comprehensive understanding of the SEL landscape within our school community, thereby informing our strategic planning and enabling us to develop targeted interventions and support systems to meet the needs of our students effectively.



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

6. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARD TO THIS FOCUS?

Shaughnessy has taken significant strides in supporting all learners, particularly regarding our Indigenous focus. We believe in fostering an inclusive and diverse learning environment that embraces the rich cultural heritage of our Indigenous communities. Here are some of the initiatives and actions we have undertaken to promote this vision:

1. **School-wide assembly and Walk for Reconciliation** held in September: We organized a meaningful assembly and walk for reconciliation at the beginning of the school year to raise awareness and encourage dialogue around Indigenous issues. This event provided an opportunity for students, staff, and parents to come together and demonstrate their commitment to reconciliation.
2. **Written Indigenous acknowledgement:** Recognizing the importance of Indigenous voices, we have made a conscious effort to include an Indigenous acknowledgement in our communication channels. This serves as a constant reminder of our commitment to honoring Indigenous peoples and their contributions.
3. **Verbal Indigenous acknowledgement:** To further emphasize our dedication to inclusivity, we have implemented a practice of beginning Parent Advisory Council (PAC) meetings and assemblies with a verbal Indigenous acknowledgement. This ritual helps set the tone for respectful and collaborative discussions.
4. **Indigenous acknowledgement:** We believe in empowering even the youngest learners to engage with Indigenous culture and history. As part of their weekly activities, Kindergarten students rehearse and read an Indigenous acknowledgement over the school's public address system, fostering a sense of understanding and respect from an early age.
5. **Indigenous Resources TEAMS channel:** We have established an Indigenous Resources TEAMS channel, which serves as a platform for our dedicated staff members to exchange valuable resources, materials, and best practices related to Indigenous education. This collaborative approach ensures a continuous flow of knowledge and promotes professional growth among our staff.

6. **Pro-D activity** to explore school culture, displays, and learning: Our commitment to student diversity, belonging, and decolonization led us to organize a professional development (Pro-D) activity. Staff members were encouraged to explore the school environment and document examples that promote these goals, as well as identify areas that require improvement. As a result, a sub-committee was formed to redesign our school foyer, to begin to re-imagine our motto, crest, and code of conduct, ensuring they better reflect the diversity of our community and incorporate First People's Principles of Learning.
7. **Trauma-informed Pro-D:** Recognizing the impact of trauma on students' learning experiences, many of our staff members have engaged in professional development sessions focused on trauma-informed approaches. This knowledge equips them to better understand and respond to behavior concerns, creating a supportive and empathetic environment for all learners.
8. **Continuous curation of library materials:** Our dedicated Teacher-Librarian takes the responsibility of curating our library collection seriously. They continuously review and remove outdated materials that may promote a racist or colonial perspective. Furthermore, they actively seek out and add newer materials that reflect an anti-racist and decolonizing perspective, ensuring our students have access to diverse and inclusive resources.

These initiatives and efforts reflect our ongoing commitment to creating an educational environment that celebrates and respects the Indigenous cultures within our community. We strive to support all learners by fostering inclusivity, promoting diversity, and encouraging a decolonizing approach to education.

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

To sustain and enhance our understanding and appreciation of Indigenous histories, traditions, cultures, and contributions, we have outlined several positive steps that we will undertake:

1. Continued use of **Indigenous acknowledgements**, events, assemblies, and announcements: We will continue to incorporate Indigenous acknowledgements, events, assemblies, and announcements throughout the school year. These initiatives serve as valuable opportunities to foster understanding and appreciation of Indigenous cultures and contributions.
2. Establishment of an Indigenous/reconciliation **Book Club**: To further enrich staff knowledge and understanding, we will introduce an Indigenous/reconciliation book

club. This platform will provide an avenue for staff members to engage in meaningful discussions centered around literature that explores Indigenous experiences, histories, and reconciliation.

3. Inviting **guest speakers and elders** to assemblies: We believe in the power of firsthand experiences and storytelling. To deepen our understanding of Indigenous cultures, traditions, and perspectives, we will actively seek opportunities to invite guest speakers and elders to our assemblies.
4. Enhancing staff understanding of a **restorative approach** to behavior: As part of this endeavor, we will provide professional development (Pro-D) sessions and staff meetings focused on enhancing staff understanding of a restorative approach to behavior. By equipping our staff with effective strategies and techniques, we can create a nurturing environment that encourages accountability, growth, and meaningful connections among all members of our school community.
5. **Promoting a trauma-informed approach**: Recognizing the impact of trauma on students' well-being and learning, we will prioritize staff understanding of the importance of a trauma-informed approach. Through targeted professional development and staff discussions, we aim to equip our educators with the knowledge and skills necessary to create a safe and supportive environment that fosters healing, resilience, and academic success.
6. Incorporating **First People's Principles of Learning** and **Circle of Courage** into the school Code of Conduct: We are dedicated to aligning our policies and practices with principles that honor Indigenous ways of knowing and learning. In our ongoing efforts to review and refine our school code of conduct, we will consider ways to incorporate First People's Principles of Learning and the Circle of Courage.

These proactive steps demonstrate our commitment to sustaining and enhancing our understanding of Indigenous cultures, histories, and contributions. Through ongoing professional development, meaningful engagements, and a commitment to inclusive practices, we are confident in our ability to foster a supportive and culturally responsive learning environment for all members of our school community.