



## 2022-2023 - Year 2 School Learning Plan

### 1. GENERAL SCHOOL STORY:

Sir Alexander Mackenzie Elementary is in an urban, culturally diverse community. The student enrollment for the 2022- 2023 school year was 450 students. Mackenzie has a diverse student population with different languages being spoken and have several students on individualized programs. We also have District Learning Services personnel, Life Skills Class, Gifted Enrichment Centre, Strong Start, and YMCA before and after-school care on site. We have two buildings with the beautiful older building being built in 1930 and the lower 'West Wing' in late 1990s. We are all Mackenzie and continue to work on the inclusion of all our different programs in our school site.

Students in our catchment area continue to enter Kindergarten with some 'vulnerability' as reported in both the Early Developmental Inventory (EDI) and the Middle Years Development Instrument (MDI). These areas of vulnerability include social, emotional, physical, language, and communication domains. Mackenzie utilizes a Resource Team Model that successfully reduces these identified 'vulnerability rates' for many of our students, especially those with more needs. Our ELL students also receive excellent support in English Language acquisition through collaborative efforts of Classroom and Resource Teachers.

Mackenzie's Strong Start Program is a Ministry of Education initiative that promotes the integration of three and four-year-old children into the school community with the inclusion of parents as active participants in the daily morning sessions.

The Mackenzie staff have several committees that meet regularly to discuss direction, budget needs, and cooperative teaching practices such as: platooning, team teaching, resource support, curriculum planning, and assessment practices. Our School Based Team (SBT) also meets regularly to discuss the learning needs of individual students who have been referred by classroom teachers.

Mackenzie Elementary has been fortunate to have established strong partnerships with our parents. Mackenzie's Parent Advisory Council (PAC) is supportive and actively involved within the school, which benefits all. Mackenzie also has strong ties to our Community Links Team through John Oliver Secondary, Little Mountain Neighbourhood House, and other agencies offering numerous opportunities for our students. In addition to other community agencies, we also have the onsite before and after school care provided by the YMCA.

With many parents involved in volunteering in school activities, the varied cultural groups all contribute to the Mackenzie mosaic with families viewing the school as a positive and integral part of the community.

Through professional dialogue, Mackenzie staff, while still embracing the variety of curriculum, have agreed to the focus on: Strengthening a sense of belonging with a focus on resilience among all members of our school community and to increase knowledge, acceptance, empathy, awareness, and appreciation of Indigenous histories, traditions, cultures, and contributions among all students.

## 2A. WHAT DID WE SEE?

Our world is rapidly changing, and research demonstrates that people who have a strong sense of belonging, as well as those who have developed a strong sense of resilience, demonstrate greater creativity and flexibility, and a solid sense of self while navigating our world. The Covid pandemic demonstrated the human need to truly belong, especially in a time where we largely had to stay apart. It also highlighted the importance of resilience. The core of the B.C. Curriculum focusses on Social-Emotional instruction, and the staff are working towards developing a deeper sense of belonging in the Mackenzie community.

Mackenzie Elementary has continued to come together with our community with acts of kindness. Letters, cards, emails, phone calls, and participant/receiver interactions continue to strengthen our belief in our Mackenzie Dragons community. Students, staff, parents/guardians, and community members are feeling this centering sense of belonging.

This year we have been able to access a onetime Ministry funded Student and Family Affordability Fund which has allowed us to provide several enriching experiences for our students at no cost to our parents. Below are some examples of what we have participated in this year regarding our school goal.

### School Based:

- Increased Mackenzie Dragons collective language usage. One Teacher's way of attaining students' attention is to say "Mackenzie Dragons" and the students stop what they are doing and say, "Roar!"
- Clubs/Programs: Spirit Club, BdubYdub Club, Earth Savers Club, Library Monitors, Book Club
- Sports Teams: Cross-Country, Volleyball, Badminton, Basketball, Track and Field
- Hosted Babysitting and Stay Safe at Home Red Cross Courses on a Professional Development Day, John Oliver Secondary students led their Here 4 Peers program for our Gr. 7 students
- Increased Mackenzie classes attending day performances at John Oliver Secondary
- Gr. 6 and Librarian co-teaching unit on Place Based Art Deco Learning
- Increased Youth and Family Worker (YFW) and Counselor co-teaching programs in classrooms
- Increased classes sharing their learning with each other
- K – 7 Nutritional Crepe Making en francais with Stephan Gallien of BistroVan
- K – 7 B.C. Wheelchair Basketball teaching in Buddy classes and chair usage for two weeks
- K – 7 Jess Dance instruction and all grades school-wide performance
- K - 7 Pickleball instruction
- New Adaptive Playground with design input by Paralympian Jill Moore. The playground consists of sensory turf, an ASL board, PECS board, Turn-taking board, SWAY Fun Glider, Roller Slide, and a Revi Wheel Spinner. This is in addition to our three other playgrounds and outdoor classroom.

- K -7 Performances: Ache Brasil, Green Thumb Theater Emergency Preparedness Squad. Dufflebag Theater's Peter Pan, Children's Entertainer Angela Kelman, Urban Safari (primaries)
- Three Winter Celebration Concerts to accommodate all our parents and guardians, two in the daytime and one evening performance
- Out In Schools
- Hosting both teacher and SSA practicum students
- Welcome To Kindergarten

Parent Community:

- 5 VSB Volunteer Conduct sessions were held for parents and guardians who wished to volunteer in the school
- PAC/School Walkathon had another successful year as well as Sports Day. Events were full of MKZ spirit! This was wonderful to feel, especially coming out of Covid times.
- Volunteer Tea

Greater Community:

- Funds raised and donated for Community Wellness:
- Terry Fox – Cancer Society
- Admission for our Winter Concerts was either non-perishable food or cash donation to Food Banks. The money raised was donated to the Greater Vancouver Food Bank. Boxes of food were donated to Ryan's Rainbow Emergency Food Outreach Food Bank.
- Gr. 7 students donated half of the money they raised through their craft fundraising to the Downtown Eastside Women's Centre.
- The Spirit Club hosted a Hot Chocolate Pajama Party and donated the earnings to Children's Hospital
- Urban Roots donated flats of plants donations which the beginning primary teachers used in their curriculum
- A ten-person delegation from Germany spent a morning here at the school learning about the VSB's practices of student inclusion
- During the VSB District Earthquake Drill this Spring, we increased our number of reunification participants to half the school being successfully released and reunited with their designated caregivers.

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## 2B. WHAT DO WE NEED TO RE-ADJUST?

We used data from a Sense of Belonging schoolwide survey, the MDI (Middle School Development Index), Ministry Student Learning Surveys, Office Behaviour Sheets, and street data. It is satisfying to know that we are on a positive track to enriching our school in our growth plan goal. We are on an increasing trajectory and will continue to focus on all that we are doing here at the school. Some areas that we can focus more on to help support students' overall sense of belonging, grit, and resilience are mental health awareness and self-esteem, increased school and community connection, as well as increased student voice.

We will continue to work as a whole school community on our sense of belonging, focusing on grit and resilience. We are all in this together, and every individual deeply matters as a Mackenzie community member. We are all interconnected in our decisions, actions, and consequences. Every individual person needs to be seen and valued.

Our goal directly connects with the VSB's District Strategic Goals; "To create a culture of care and shared responsibility," "Build Capacity in our community through strengthening collective leadership," and "Engage our learners through innovative teaching and learning practices."

This goal focus also connects to the Aboriginal Enhancement Agreement's goal of Belonging: To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

This goal is linked with the BC Curriculum's core competencies of communication, thinking, and personal and social competence.

Adult learning and student learning is symmetrical. This focus and inquiry will benefit all in our school community.

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### 3. INQUIRY QUESTION (previously known as "Goal")

Inquiry Question: How can we strengthen a sense of belonging with a focus on resilience among all members of our school community?

A few years ago, we began a K – 7 School Spirit Club student and staff committee. We meet to look at creating opportunities for Mackenzie Elementary to strengthen our sense of belonging, from kindergarten to Grade 7 inclusively. We will be looking into how we can build on this base to strengthen our individual and collective sense of belonging.

Continued messaging, teaching, modelling, and open discussion of our goals in conjunction with our Code of Conduct has decreased student issues requiring Office intervention, as well as increased spontaneous and planned celebration of student learning increased respectful interactions and laughter are being observed and heard throughout the school site.

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### 4. WHAT IS OUR NEW PLAN?

Mackenzie will be exploring where we are in September 2023, and the staff will be meeting to discuss how we can move deeper into strengthening our individual and collective Sense of Belonging through Staff Meetings, Staff Committee Meetings (SCMs). We will continue to build and grow on what we have started this year. We will target areas of increasing self-esteem, mental health education, and student voice.

Continue working with our Spirit Club, working on looking for different ways to incorporate more Student Voice, classroom and school-wide activities, increase of classes performing and inviting others to attend through Auditorium performances and regular sharing at Assemblies

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## 5. WHAT SUPPORTS WILL WE NEED?

- Discussion and planning time with staff
- Data gathering tools
- District Learning Services SPED involvement with RBLM and our Sensory Room
- Regular timetabling of Assemblies
- Continued increase in SEL class wide and schoolwide programming, itinerant teachers, and District support
- Speakers
- SEL is the base of our B.C. curriculum and core competences

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

- Continue the tracking of Office Behaviour Sheets when referred to the office for support in respectful problem solving.
- Schoolwide student survey data
- Ministry Student Learning Survey data
- Street Data: student, staff, parent/guardian, and community observations and feedback
- Regular discussion and proactive planning at Staff Meetings
- Being flexible to shift and respond to learning opportunities
- EDI and MDI

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## 7. HOW WILL WE SHARE?

- We share what is occurring through:
  - Our Mackenzie Elementary school website
  - Teachers regularly communicate and highlight learning through our Teams platform
  - Student conferences
  - CSL
  - Emails and newsletters
  - Meetings with PAC Executive Members
  - PAC Meetings and through PAC social media



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

## 8. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS FOCUS?

- We will continue to track individual progress through AIMS, class evaluations, and general school expectations. We are always open to providing additional resources, support, and enrichment through school, district, and external sources. We also look for, and are open to, new opportunities as they present themselves.
- We will continue to build awareness and appreciation for Indigenous cultures, traditions, and histories both with our Indigenous learners and the entire student body.
- Additionally, we believe that Indigenous cultures are rich resources of history, culture, and language that can benefit all our students and staff. We hope that our Indigenous learners will be considered co-partners in our desire to raise awareness of issues specific to their lives and to help create a more inclusive learning environment.
- We were fortunate to start off this year with an Orange Shirt Day Assembly that featured a courageous Residential School Survivor, Gertie Pierre, who came to speak to all our K – 7 students about her experiences. Our Indigenous Worker, Mr. Chad Carpenter organized the experience and several of our District Indigenous Department personnel attended, along with some other guests. Our gym was completely full for this important assembly. It was the first assembly we have been able to have since before the Covid pandemic. For many of our primary students, that was the first assembly they had ever participated in since the beginning of their school career. The students, Kindergarten to Gr. 7, were amazing and respectfully took in all the information that was being presented.
- Students and staff have been using and practicing the drums staff made last year. The Welcome song has been performed at some gatherings.
- Moontide Reconciliation, Martin and Shona Sparrow, did schoolwide K -7 cedar weaving workshops promoting understanding and reconciliation through their cultural workshops and storytelling
- Metis and Lakota elder Ray McKeown had come in several times to work with our Indigenous students and did some class wide teaching in some classes as well. He is scheduled to come back in the new school year to work with every division, K-7.
- Performances Frog Belly Rat Bone and Haida Storyteller Kung Jaadee
- Small student groups focusing on cultural pride and a sense of belonging
- Library time with our librarian consistently sharing books and building up our school library Indigenous book collection
- In the fall our MKZ staff participated in an extraordinary rich District Day of Indigenous learning. By building on these days over the past few years, our staff have been able to come together with their keen ears for listening, creating safe spaces to ask questions, and openly working together to enrich themselves and the students and families we serve.
- Principal and Resource teacher supported our students attending the Gr. 7 Indigenous Leaving Ceremony

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

- Continued class team teaching with our Indigenous Education Enhancement Worker
- Classroom and Resource Teacher instruction
- Working with Metis Lakota elder Ray Mckeown
- A staff Resource teacher has completed her Masters program in Indigenous Education and is a strong on-site daily resource. She consistently works with our Indigenous Worker and elder Ray McKeown. She has created her classroom space to be a welcoming gathering place whenever students feel the need to visit.
- Continuous school-wide team teaching and resources through our Teacher Librarian and the Learning Commons
- Schoolwide performances
- Primary Resource Indigenous Guided Reading Program
- Continued staff participation in District Professional Development centered on the Truth and Reconciliation process and Indigenous teachings and learnings
- Integration of Indigenous art and teachings into the curriculum for all classes
- Improved awareness of the contributions, diversity, and challenges for Indigenous peoples
- Improved achievement for Indigenous students (report cards, guided reading, test results, AIMS)
- Greater understanding of some historical challenges for Indigenous students and how we can work to dispel myths and misinformation across all grades
- Students positively engaged in learning about Indigenous customs
- Greater awareness of cultural commonalities and transference of knowledge
- Linking Indigenous learning with each student's cultural background
- Picture books and novel unit studies
- Embedding Indigenous knowledge throughout cross-curricular school subjects
- Increased understanding and visual participation in Orange Shirt Day
- Increase of lessons being taught outside in Nature (Memorial Park and place-based learning) incorporating Indigenous teachings
- Incorporation of the Seven Sacred Teachings
- Drumming sessions with our Indigenous Worker, Music Teacher, and greater school population
- Incorporate more Indigenous print and electronic teaching aids into class instruction
- Continue liaison with UBC Indigenous partnership (e.g. Museum of Anthropology)
- Utilize Indigenous community members for presentations/workshops
- Continue to support the aspects of the Reconciliation program
- Continue to add more Indigenous art, music, and dancing into our programs
- Use Experiential Outdoor Education as a vehicle to teach connections between nature and academic learning
- Utilize our outdoor learning classroom
- Infusing First Peoples Principles of Learning throughout our school day
- Support "Aboriginal Worldviews & Perspectives in the Classroom: Moving Forward"
- Continue to use the AIMS instrument to track progress of our Indigenous learners
- Encourage staff to be involved with Indigenous education both here at school, through District Learning Services, and through the University to share their passion and expertise
- Continue to add to our collection of print and electronic Indigenous material
- Utilize the skills and passion of our Indigenous Support Worker, our District Staff of Indigenous Education