

2022-2023 - Year 1 School Learning Plan

1. GENERAL SCHOOL STORY

Dr. A.R. Lord Elementary School is in the northeast part of Vancouver close to Hastings Park Conservancy in a diverse neighbourhood. Our area has not experienced high transiency. We even have a second generation of students attending AR Lord. There are fourteen different languages spoken in our community with English, Cantonese, and Vietnamese being the most prevalent.

Most of our grade seven students enter Templeton Secondary where they have success in academics, specialized programs, sports, and social responsibility.

The student population engages in extra-curricular learning and school service opportunities such as choir, cross-country, volleyball, basketball, badminton, track & field, Templeton STEM challenge, student-led morning announcements, student lunch monitors, and student leadership with social justice projects.

Our school's enrollment has plateaued in the past two years. We enroll Kindergarten to grade seven students in eight divisions with close to 180 students. Across the street at Hastings Community Centre, the out of school care program, 'OSC' is a welcomed asset to our school community. The community centre also runs daycare and preschool programs where future classmates meet before entering Kindergarten.

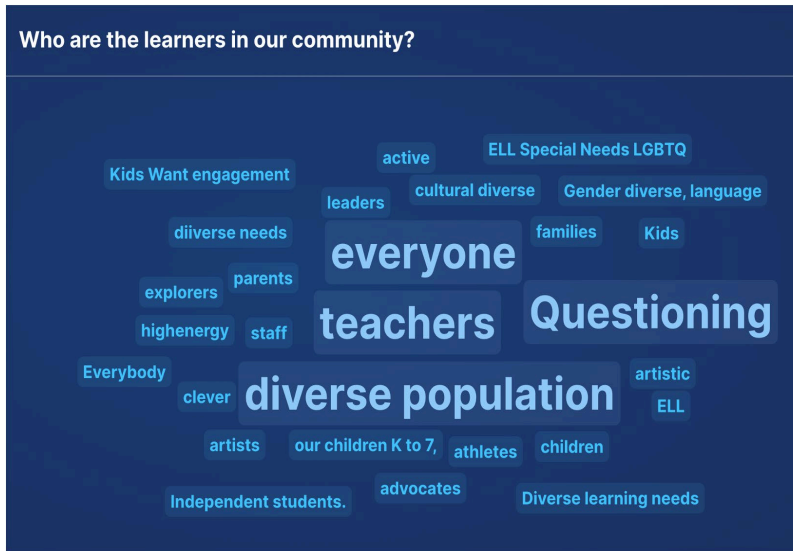
Since emerging from the Covid-19 pandemic our staff have engaged in recurring conversations about how best to meet increasing and complex needs related to learning, mental wellness, family stressors impacting students, generalized anxiety and the shifting concept of world safety. We are active partners with our School Counsellor, Indigenous Education Worker, School Psychologist, School Speech-Language Pathologist and the Templeton Family of Schools Community School Coordinator.

In 2021-22, our school experienced a significant shift in staffing, an added division, as well as a new administrator. The PAC (Parent Advisory Council) also experienced a change in executive membership at this time. Together, we started planning to work toward the end of pandemic restrictions. The PAC has been instrumental in restarting fundraising and community building efforts. There is a very strong sense of community.

Our school team engaged with the Shanker Self-Regulation Framework™: a five-step method (and framework) to deal with stress so that we experience calm in mind and body and, from there, begin to restore physiologically, emotionally, psychologically and socially. We worked regularly to better support dysregulation in our school community in monthly learning sessions.

Dr AR Lord Elementary has many unique and positive characteristics. We are proud of how we organize a small and complex student population into an inclusive and close school community. Our school community benefits from close relationships between all ages of students, as well as between home & school.

Staff came up with the following words to describe the learners in our community.



At AR Lord Elementary, we celebrate student achievement inside and outside the classroom. Student work is displayed all over our physical space. Students and staff regularly acknowledge each other's achievements publicly and individually through morning announcements, in-person visits, P.R.I.D.E tickets, and during formal collaboration and learning sessions. The community regularly invites others to observe learning and results of project-based learning. This also creates a sense of belonging in school and community. Applying chosen skills to demonstrate learnings allows students to celebrate their strengths.

We celebrate physical and mental well-being inside and outside the classroom. Often, staff teach and support groups learning outside as well as lead direct-teaching of outdoor education. We regularly make the connection between physical & mental well-being through the Self-Regulation Framework™ and other mental health and social-emotional learning curriculum such as Second Step, Open Parachute, MindUp, SOGI (Sexual Orientation and Gender Identity), Zones of Regulation, Social Thinking™. Staff support students with open dialogue, gender-inclusive language (and reminder notes for guest educators), and regular teaching opportunities. We celebrate SOGI Pride and School P.R.I.D.E through our Code of Conduct. The school-wide positive behaviour support system is grounded in the P.R.I.D.E matrix: Purpose, Respect & Responsibility, Integrity, Diversity and Engagement.

Equity and Reconciliation is an ongoing practice as staff and students are unlearning prejudices and re-learning history together. We engage in acts of reconciliation together by sharing inquiry projects about Canadian history, daily land acknowledgements, and singing the Coast Salish anthem. Our school library is a common learning area where staff and students access new and culturally responsible print materials that teach and celebrate Indigenous culture.

We have an extraordinarily spacious and engaging school yard with a playground structure, garden area, 2 basketball areas, gravel field and grass field as well as several playground games painted beneath a covered, hard surface play area.

2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS? (SCANNING)

The learners in our community have high energy and represent diversity in identity and learning. The students are engaged and curious learners. Our staff work to develop and provide learning opportunities that highlight community strengths in neurodiversity, cultural awareness, athletics and the arts.

Scanning and student voice tells us generally:

- We need to continue to develop growth mindset and tolerance for uncertainty
- We need to provide education, support and guidance for families in the understanding of neurodiversity and the impact on self-regulation and learning
- Many students disliked math eg) petition to Principal, parent letters, low achievement
- Based on a Values inventory, our school culture is represented by these values:
- Students say: friendship and diversity are among the top values to represent our school
- Parents say: respect, community, diversity

In 2020-21, the school community finalized a school-wide positive behaviour support matrix to support learning and the school-wide code of conduct. The P.R.I.D.E matrix operationalizes the more formal aspects of our school and district codes of conduct. It represents “where we are” and “where we are going”. Our role as educators is to continually support ways of “getting there”.



Lord Lions Learn and Play with P.R.I.D.E

<u>P</u> urpose	<u>R</u> espect and Responsibility	<u>I</u> ntegrity	<u>D</u> iversity	<u>E</u> ngagement
<ul style="list-style-type: none"> ➢ Set goals ➢ Make positive decisions that influence appropriate behaviours ➢ Keep focus and attention to what you are doing ➢ Keep trying ➢ Improve with effort and dedication 	<ul style="list-style-type: none"> ➢ Be considerate of self, others, and the environment ➢ Follow directions ➢ Listen to others ➢ Walk on the right-hand side ➢ Arrive on time ➢ Keep hands to self ➢ Keep school and playground clean ➢ Be courteous and kind ➢ Solve problems in an appropriate manner 	<ul style="list-style-type: none"> ➢ Tell the truth and be sincere ➢ Treat others the way you want to be treated ➢ Take responsibility for your own feelings and actions ➢ Do the right thing, even when no one is watching ➢ Be a “bucket filler” 	<ul style="list-style-type: none"> ➢ Celebrate and accept others’ religion, race, gender, sexual orientation, physical or mental disabilities, family status, ancestry ➢ Appreciate and celebrate different perspectives and ideas ➢ Support and stand up for others 	<ul style="list-style-type: none"> ➢ Always try your best, mistakes are ok, they help you learn ➢ Listen when others are speaking ➢ Participate and share your ideas during discussions and activities ➢ Positive attitude towards learning something new or challenging ➢ Come prepared

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

(SCANNING)

Student Learning Survey finds:

- Grade 4 and 7: feel welcome most or all of the time and also report a decline in their own mental health. 50% of grade 7 students reported that they continue to get better at math

Student Voice, Observations, and Conversations:

Through many one-on-one conversations, observations and student journals and behaviours, there are many underlining concerns that students are communicating. Some of the themes include:

- Feeling stressed and overwhelmed with schoolwork and pressure
- Feeling overwhelmed with family
- Low self-esteem and low confidence to share thoughts or set boundaries with peers
- Not knowing what to do when they felt this way
- Staff and family observations of Jump Math workbooks remaining incomplete and avoided

Comparison of numeracy report card data from September 2021-June 2022 and to September 2022 shows us that students are generally remaining at the Developing/Applying curricular proficiency.

We tracked data related to student regulation around noon hour when we planned the 'noon hour'. As a result of a high number of office referrals due to dysregulated behaviour leading to conflict, we collected data from staff and parents during a two week time trial period. We decided on the schedule of play first then eat because the data showed us when students eat more food, they engage in fewer conflicts and all around scored higher on P.R.I.D.E checklists during this trial. We will continue with this routine next school year.

4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE? (FOCUSING)

Last school year staff began engaging with updated professional development in teaching Numeracy. Based on our average developing/applying proficiency level achievements, we will focus on math teaching and learning. The staff are looking to eliminate gaps in achievement and outcomes in students. The Education Plan outlines how: *Teaching practise will meet learner needs and include both neuro-typical and neuro-diverse learners in the mathematics instruction.*

The **VSB Education Plan** goal connected to our school plan is: Improving student achievement, physical and mental well-being, and belonging by increasing literacy, numeracy, and deep, critical, and creative thinking.

We have focussed on this: *Numeracy achievement and thinking will increase overall this school year because of Mathematics instruction.*

The **Aboriginal Education Enhancement Agreement** offers the Mastery goal (to ensure Aboriginal students achieve academic success in Vancouver schools and that they participate fully and successfully) as a key highlight for our focus.

The Redesigned curriculum (big ideas, core competencies, curricular competencies) asks that educators help students set goals for next steps, reflect on progress, self-assess, practice and begin again. Numeracy is a foundational skill, essential to a child's ability to understand in order to accomplish one's goals.

We will focus on all students Kindergarten through Grade 7. We have identified students who are in the beginning/developing stage of Numeracy and collected data to plan direct teaching of specific concepts.

5. INQUIRY QUESTION (FOCUSING)

As a staff group, we discussed the many factors leading our learning community to a focus on math and self-regulation. Some of the main contributing factors that have lead us to focus on math and self-regulation are noted in these themes:

- Covid Pandemic impacts re: anxiety, economics, time away from school and social activities
- Numeracy Instruction: seeking best practise

We ask ourselves: *How can we, as educators, foster continual growth in students and impart sound instruction in mathematics and self-regulation within our school community?*

How can we use available resources to build and enhance on our existing skills and the existing skills of students?

6. WHAT IS OUR PLAN? (PLANNING)

In 2022-23, the staff collaborated to determine leadership actions toward our inquiry about Math growth and sound instruction.

We plan to implement more consistent math instruction in terms of concepts, everyday examples and outdoor education. We will involve the families in communicating this learning.

We are committing to less “stand and deliver” and compartmentalized math instruction.

We will be continuing to purchase multi-sensory manipulatives and learning tools for math learning.

We want to determine a consistent assessment practice to align with the curricular proficiency index for reporting.

The staff collaborated to determine leadership actions toward our inquiry about self-regulation growth and sound instruction.

We plan to increase outdoor learning and RBLM/Motor Lab learning. We will continue to teach inquiry based learning in groups.

We plan to decrease waiting, sitting and “stand and deliver” type instruction.

We will facilitate more frequent school-wide assemblies to celebrate and reinforce P.R.I.D.E and self-regulation.

We intend to make the planning manageable and realistic for subsequent years. It is difficult to say what will happen in each subsequent year because change does not occur in a linear fashion but in iterative cycles. Therefore, a yearly plan will be able to:

- Continue the work with the District Curriculum Resource Teacher re: Numeracy. Professional development group sessions as well as 1-1 staff support in learning, planning and implementing.
- Work towards a collective and shared foundation through regular staff planning sessions
- Continue to monitor and assess the math level for each student
- Share and document day to day simple stories of success. Celebrate successes.
- Ask ourselves, “What is going on for our learners? How do we know? Why does it matter? What are we prepared to do about it?”
- Check and alter plan for improvement

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

There will be many new areas of learning this year about numeracy and instruction. We continue the work with the Shanker Self-Regulation Framework™ that we launched in 2021-22.

- We discontinued the use of *Jump Math* as a Universal Teaching Support. As a result, we relied heavily on new learning from extensive professional development
- In 2022-23 our professional development for Numeracy included intensive sessions in September and November as well as 1-1 sessions with our District Curriculum Teacher in January. In February, 2023 we co-hosted a District wide Numeracy Professional Development Day at our school
- We have purchased an SEL book series based on consultation with the District Resource Teacher, SEL.
- Many teachers have registered for the new Second Step Digital curriculum this year
- We are using the District resources provided from the Indigenous Education Department and SEL Department (books, artifacts, activities, visuals)

- *Brilliance & Resilience* special guest educator and magician for school-wide assembly
- PRIDE school meeting: : gather all students in a circle in the gym and various staff members teach and interact about the Code of Conduct. Future meetings will include pre-teaching, teaching as well as showcasing positive examples.

8. HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

We have further work to do to better ensure success for every learner. This is why we have planned to assess every student next school year with the Vancouver Island Math Assessment. We look forward to continuing to collect both quantitative and student level data, ensuring that learner voice is heard. We plan to respond by being adaptive experts. If we see that our efforts are not making a difference, we will scan by observing and listening to our learners to develop another hunch, engage in professional learning and take action again.

Triangulation of Evidence

Observations and Conversations

- What do we see and hear from and between staff and students?
- Do we see evidence of increased math learning? Do we see evidence of increased ability for self-regulation?
- What do we hear in class meetings, on the playground?

Artifacts

- Student work in math and in some cases increased demonstrations of learning due to increase in ability to self-regulate
- MDI and EDI
- Student Learning Surveys
- CSL report data to investigate if Numeracy skills are increasing; do we see the increase in academic proficiency?

Self-reflections

- Using the core competencies
- Ask, what are you learning about and why does it matter?
- Goal setting

If there is no change in the progress of our students we will have to carefully examine why this happened; for example, were we consistent in the way we measured learning, was there a specific segment of the student population that did or did not progress and can that be linked to the teaching methodology? What were the barriers?

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

- Monthly newsletters, classroom channels of communication (Teams, e-mails, paper notices, classroom staff have an in person connection with families at drop-off and pick-up time)
- School community event for Numeracy: eg- Math Celebration
- Bulletin Board for P.R.I.D.E Code of conduct featuring PRIDE tickets front and center in the school entrance
- School Meeting assemblies where we gather in a circle for the purpose of positive behaviour support and school growth related to P.R.I.D.E code of conduct



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

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

Our school community is committed to working to learn, unlearn, and relearn history and the stories from an Indigenous perspective. If we want to enact change, it has to start with ourselves and we as adults are committed to being a model for our students.

We question whose perspectives we are learning from and who is missing from the story understanding that it is all people who are affected by only hearing the colonial perspective.

Some ways we do this work, is trying to embed First Peoples Principles within our everyday work, we visit each others classrooms and spaces so we see how this work can be done and feel more comfortable and confident leading Indigenous content. We engage our colleagues in discussions regularly while appreciating how many adults feel nervous to dive into discussions and actions of reconciliation with fear that we will do it wrong. However, we will be brave and do our best.

We are proud to participate in many overt and visible acts of reconciliation at our school. At the beginning of each school day, student announcers acknowledge the traditional land in the PA announcement. Some other practices are: story workshop, sharing circles, story books, outdoor education, *Earthbites* garden program, inviting our District colleagues from the Indigenous Education department to co-plan, mentor and facilitate lessons in our classes. This is supporting our learning in curricular integration and incorporating the First Peoples Principles of Learning. We are working toward infusing Indigenous history, culture and community into schoolwide assemblies. We have begun to sing the Coast Salish anthem at school gatherings this year. Many staff members are engaged in a professional development inquiry into Indigenous Education with monthly learning sessions via podcast.

11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

According to the Student Learning Survey, an increasing numbers of students have reported they are learning about Indigenous worldviews and knowledge since 2018; however, we still have work to do in this area.

We see that students are interested and inspired by Indigenous worldviews and knowledge. They share a genuine excitement, interest, and passion through student self-reflection and feedback.

Staff and students continue on this journey also by using land acknowledgments more frequently and with meaning. Senior students made a special school announcement on the day that Pope Francis apologized to Indigenous people for the abuse at residential schools. This aligns with our learning about the Truth & Reconciliation Calls to Action.

When we hosted special guest from 3 Crows Productions to perform “How Raven Stole the Sun”, many students recounted the story to staff and peers before the performance as already established background knowledge. During the performance, they were able to more fully experience the teachings about the holistic values, traditions and culture of the Indigenous peoples of the Pacific Northwest Coast.

When we worked with guest educators from the Indigenous Education Department, many students connected with teachers about their knowledge of food and medicine plants while participating in outdoor education at Hastings Park Conservancy. We are encouraged to engage with teachers from the Indigenous Education Department in future years.

We will continue to embed Indigenous worldviews and knowledge by working in Hastings Park Conservancy regularly in all seasons. The Conservancy is very close to our school and provides excellent environment for Outdoor Education within an impromptu walking field trip distance.

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

- Take part in immersive experiences with our students
- Continue to increase Indigenous resources in our school
- We will continue to actively source new ways to engage our students in learning about Indigenous Peoples, look for opportunities to learn more about how to present Indigenous Peoples history/information into other forms and subjects, continuing to develop student connections to our garden, and how the plants were used and can still be used today.
- We will re-connect with educators from the Indigenous Education Department to co-facilitate learning sessions
- We will continue to support Indigenous Learning Performances at school-wide assemblies
- On our staff Teams we have an Indigenous Education channel where all staff post information, professional development and learning opportunities for staff and students
- We will continue to access video learning from the McIntyre online site
- We will continue to bring more elders and guests into the school to access their knowledge and experience