



**Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.**

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## 1. GENERAL SCHOOL STORY:

Lord Selkirk Annex is located in the Kensington-Cedar Cottage community, in the center of East Vancouver. It is an area characterized by a wide social and demographic mix. Lord Selkirk Annex supports the varied needs of 88 students who are enrolled in 5 divisions from Kindergarten to Grade 4. We are closely connected with Lord Selkirk main school sharing space as needed, common professional development days and school wide focuses. Inclusion is integral to our school and as such all of our students with special needs are fully included in classrooms, the school community and events. The families as Lord Selkirk Annex are a linguistically diverse group who identify 13 different first languages. The top 3 first languages of our school community are; English (42 %), Tagalog (13%) and Chinese (10%). According to the 2016 Census Data found on the City of Vancouver website, our school community diverges slightly from that of Vancouver as a whole, which indicates the top 3 first languages as; English (51.3%), Chinese (21.5%), Tagalog (3.1%)<sup>1</sup>.

We are entering year 2 of a school plan focused building Social Emotional Learning and Self- Regulation in our learners. Over this past year Selkirk Annex staff and students reviewed and revised our School Code of Conduct. This review focused on bringing the Code of Conduct in alignment with practices that promote Social Emotional Learning and Self-Regulation through positive behaviour supports, restorative practices, use of consistent and common language and expectations across environments and is responsive to the age and level of understanding of each child. Our monthly assemblies recognize students who demonstrate our motto (“Take Care of Yourself, Take Care of Others and Take Care of this Place”) through class awards and school wide “Acts of Kindness”. Each month students learn to be respectful audience members and a class has the opportunity to celebrate their learning by sharing with the school through a class presentation. Student Leaders are active in leading and supporting school wide activities to promote Self-Regulation such as morning messages that includes a focus character trait for the week (i.e positivity, generosity, perseverance), morning “Chime Time” to start our day together, Mindful Lunches, Music Listening to begin our afternoon lessons and body breaks (Indigenous Focus Yoga Poses) during assemblies.

Selkirk Annex is part of the Gladstone Family of Schools and maintains strong ties with Gladstone Community Schools Team. We are grateful for this partnership which includes many afterschool programs run by Gladstone Secondary students. New this year as a pilot in the final term, the Gladstone Community School Team is supporting a lunch hour program of soccer to promote inclusive play, collaboration and problem solving through team sport.

Our PAC actively supports many school initiatives and programs. Although it is a small group they are dedicated to ensuring our students and staff have a wide range of supports and learning opportunities. The PAC has continued to support in-school programs such as badminton, dance, curling, Zumba, gymnastics and an upcoming Indigenous Hoop Dancing experience. In an ongoing commitment to our school goal, and the development of social responsibility in our students; students, staff and PAC

partnered together to participate in the annual “Keep Vancouver Spectacular” community clean up event for a second year. New this year was the MunchaLunch program offering families the option to purchase weekly hot lunches for students.

Through a grant from the Vancouver chapter of the National Council of Jewish Women, we have been able to provide healthy afternoon snacks for students who need a nutrition break in order to be at their best for learning. As well, this has brought about the practice of nutrition breaks throughout the day as needed by students.

Staff at Selkirk Annex have continued with Communicating Student Learning and Competency Based IEPs. Both endeavours have been embraced by a staff that is committed to progressive practices, providing an academically and socially rich environment for our students. The teaching staff have participated in a Collaborative Inquiry focused on interventions that promote our school goal of Social Emotional Learning. As part of this we have woven in Indigenous teaching with the purchase of many new Indigenous books for our library which support our school plan.

<sup>1</sup>Information taken from the City of Vancouver website at <https://vancouver.ca/files/cov/Kensington-Cedar%20Cottage-census-data.pdf>

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## 2A. WHAT DID WE SEE?

Information about our learners has been derived from school wide administration of the Mini-DESSA (Devereau Student Strengths Assessment), English Language Learners Annual Instructional Plans, Communicating Student Learning data, Student Self-Assessments, Individual Education Plans, reading, writing and math assessments, school-based team minutes, office discipline referrals, MDI (Middle Years Developmental Instrument) and a School Culture Check completed by staff, students and parents.

Based on a review and compilation of the information gathered we noticed that our students have strengths in the areas of Optimistic Thinking, Personal Responsibility, Decision Making, Pro-Social Behaviours and Empathy. Overall, our school has a positive culture in which students, staff and families feel engaged and connected, safe and supported. Our students indicate a high level of peer belonging, friendships and connection with at least 1 adult in the school and at home. Our assessments indicated that students continue to work on developing their Self-Management and Problem Solving skills as well as their Social Awareness. While our students enjoy playing and learning with their peers, their ability to self-manage and lagging skills in the area of Social Awareness interfere their problem solving, collaboration and conflict resolution skills. Our learners self-identified that they are not well connected to adults in the community and many do not attend organized activities in the community. We are also noticing a consistent trend in the number of our students who are not meeting expectations in reading skills, particularly comprehension.

We have been working on facilitating effective and thoughtful transitions into Kindergarten and for our grade 4 students leaving us. We noted some gaps and made some adjustments. For the incoming Kindergarten children we implemented an extended Welcome to Kindergarten which involved families attending monthly session from February to June. The purpose was to encourage relationships and familiarity with the school and staff in order that students and families felt more connected and part of the Selkirk Annex community as quickly as possible. As well, the extended process offered greater opportunity for us to get to know the children and for families to hear from community partners. Each

session allowed families time to ask questions of our community partners as each session featured one community partner presentation which included the Vancouver

Pediatric Team, Strong Start, Vancouver Public Libraries, Vancouver Coastal Health Public Health Nurses and our school-based Speech Language Pathologist. While attendance was good we noted a decline in attendance at the sessions in the later stages. Parents shared that work and preschool or daycare schedules impacted their decision and ability to attend with their child.

Our Grade 4's benefitted from a visit to Selkirk main school, meeting teachers, touring the school and connecting with their peer group. It has come to light however that we may wish to do the same for the younger siblings and other students also moving to the main school, or other schools within our district.

Many of our students indicate that they are not attending community programs and that their after school hours are spent indoors with a parent and/or siblings. The benefits of daily exercise and time in nature are well known and evidenced to support both Self-Regulation and Social Emotional Development. Noting this is likely not something that our students are getting on a regular basis we are looking towards ways to bring this into student and staff daily life at school.

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

Our School Goal will continue to align our focus with the District's Guiding Principles and District goals 1 and 3. We will do so with ongoing Tier 1 (class wide) interventions to support Social Emotional Learning and Self-Regulation for all of our students but will enhance this learning through targeted Tier 2 interventions. With the work of our Resource Team we will look to identify our higher needs students and plan adult guided and co-regulated interventions. Using an RTI approach, Resource Teachers, the Area Counsellor and SSA Teams, will work to include more students into small groups or individual support with more direct teaching of Self-Regulation and Social Emotional skills.

We will accomplish this with the use of:

- adult facilitated time in our Ready Bodies Learning Minds Motor Lab
- providing more flexible eating, seating and calming/alerting options for students

- providing more consistency in school wide practices (i.e. lining up and waiting for a teacher to bring children in to the school at the morning, recess and lunch bells, hallway expectations, audience expectations)

- school wide second step implementation

- consistent school wide expectations: continue to enforce Code of Conduct through assemblies,

monthly kindness draws

- school wide second step: problem solving; problem solving visual support cards

- problem solving think sheet for students referred to the office

- more cooperative play/task activities to support cooperative interactions, sharing, negotiating

To address our awareness of student needs in the areas of transitions, community connection and daily physical activities we will make efforts to:

- Establish improved transitions for grade 4's and their siblings, and those going to other schools, through:
  - meetings with main school or other receiving school to share information
  - offer receiving school an opportunity to visit and observe student at our school -make efforts to arrange visits for the student to their next school
  - schedule fewer Welcome to Kindergarten sessions and consider alternate times to accommodate parent, preschool/daycare schedules
- Establish improved connections with the community through:
  - invitation to community centers/partners to promote their programming through class or school visits
  - sharing community center programming catalogues/flyers with the school community via the school website and bulletin boards in the school
- Establish improved connections with daily physical exercise and the natural environment through:
  - school wide physical literacy instruction and daily activity breaks
  - continued use of our planters for growing various fruits and vegetables
  - the "outdoor classroom" – taking students outside to be in nature while engaging in or responding to instruction
  - implementation of the "Walking Curriculum", an outdoor exploration program

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### 3. INQUIRY QUESTION (PREVIOUSLY KNOW AS "GOAL")

How do we continue to deepen the learning and internalization of self-regulation strategies for our students, leading to more self-aware and self-directed learners through greater targeted supports, inclusion of daily physical activity and time in nature?

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### 4. WHAT IS OUR NEW PLAN?

Our refocused plan involves the school community actively working together to sustain the positive results we are seeing in our students and to continue to support those students needing additional time and adult facilitation to internalize the skills of Self-Management and Social Awareness. Our new plan will include the following initiatives: -increased collaboration and sharing of student support responsibility within our Resource team, Area Counsellor and SSA team, to provide with targeted adult facilitated interventions -application for a Collaborative Inquiry on Physical Literacy adding on to our current Social Emotional Learning focus and by incorporating more daily physical activity and time in nature into our school practices (i.e. community walks, outdoor lunches, outdoor lessons) -Professional Development days focused on Universal Design for Learning with Jennifer Katz – to support teachers in the development of lessons that are inclusive of all learners -consideration of implementing movement hallways -review and re-newed commitment to School Wide practices; morning Chime Time, Mindful Lunches, lining up outside at the bells -ongoing self-evaluations and strategy plans; OT support for targeted students -consider Movement hallways \*We will continue to monitor reading and writing

competency across grades to see if there is a corresponding improvement in reading and writing skills as Self-Regulation and Social Emotional Learning develops. Reading development may become a school focus in the future.

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## 5. WHAT SUPPORTS WILL WE NEED?

Our ongoing plan will require the following supports: -collaborative Inquiry application to explore physical literacy -reapplication to the National Jewish Women's Council -budget funds to purchase flexible seating options -continued PAC support for in-school presentations -ongoing VPT support with maintenance of the Ready Bodies program and our Motor Lab -collaboration time -ongoing professional development for CB IEPs, CSL reporting, SEL and UDL

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

- We will measure our success using the following: -Mini-DESSA
  - Class reviews
  - SBT meetings
  - MDI and EDI results
  - classroom reporting
  - IEP development and reviews
  - staff and parent surveys, student surveys and self-assessments -reading and writing assessments

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## 7. HOW WILL WE SHARE?

- We will share our growth through: -monthly school newsletters -monthly assemblies
  - school website
- -formal and informal reporting -student led conferences
  - CSL reporting



*District-wide Indigenous Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students.*

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

Over the past years we have engaged in the following to support our students in learning about Indigenous culture:

- inclusion of the First Peoples Principles of Learning in curriculum delivery
- Indigenous Acknowledgement at the beginning of assemblies
- purchase of a number of new books through Strong Nations Publishing to support curriculum
- Hoop Dancing Workshop with an Indigenous presenter
- use of the First Peoples Core Competencies Self-Assessment
- Use of Indigenous focused Strong Body and Mind Yoga Cards as guides for body breaks in assemblies, classrooms and the Motor Lab
- class visits to Pacific Spirit Park to learn about the interaction between nature and life

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

We will continue to support Indigenous learning through:

- continuing to add to our school library with the purchase of Indigenous books and resources
- continued in-school Indigenous presentations
- continued Indigenous Acknowledgement at assemblies
- ongoing use of the First Peoples Core Competencies Self-Assessment
- incorporate First Peoples Principles of Learning into classroom programs and school culture