

2023-2024 - Year 1 School Learning Plan

1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

Dr. H. N. MacCorkindale is located in the southeast Fraserview area of Vancouver near Champlain Community Center and Champlain Park. The school was constructed in December 1967 as the first open-area concept school in British Columbia. The ample school grounds offer open areas, a variety of adventure playgrounds, attractive gardens and two lovely courtyards. Dr. H.N. MacCorkindale Elementary belongs to the Killarney family of schools.

Enhancing learning and broadening the scope of possibilities for success for each student involves a collaborative and reflective approach. As a result, staff provide a variety of engaging learning experiences in different curricular areas with the use of technology and inquiry infused into the teaching and learning that takes place every day. Staff and students work successfully to live up to the standards as outlined in our Code of Conduct.

The school maintains monthly 'Be Your Best' assemblies where achievements are acknowledged and celebrated particularly in the areas of work habits and ability to get along with each other. This positive behavioural support model is new this year and will continue in future years as the community embraces student success. Near the Office, monthly updated pictures can be found of the most current recipients of 'Be Your Best' certificates.

Student Leadership opportunities have included providing morning announcements. The school encourages physical education and healthy living through participation in the Terry Fox Run, Hip Hop lessons, and extra-curricular activities such cross-country, basketball, and track and field. We participate in the B.C. Fruits and Vegetable Snack Program which is well received by the students. The partnership with the Killarney Community of School Team provide opportunities for after school programs for our students each term. The programs are well attended and appreciated by the parents.

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

For the 2023 – 2024 school year, the school will enroll approximately 275 students from Kindergarten to Grade 7, in 13 divisions. The school population reflects the rich multi-ethnic nature of the community. Students represent 21 language groups; a substantial portion of our students come from Chinese, Vietnamese, and Punjabi cultural backgrounds. MacCorkindale 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.

Our students are from busy families. Where both parents are working and participate in a lot of sports and activities after school. Students who are generally kind, but lack independence.

However, it is important to acknowledge that the post-COVID period has presented some challenges for MacCorkindale 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 anxiety 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 MacCorkindale learners.

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

(SCANNING)

- We continue to support students who lost learning time due to the pandemic. Staff has adapted both curricular material and pace to address those needs. The entire community-students, families, and staff has noted an increase in unkind behaviours-solving problems with physical actions and unkind words-in some cases escalating to the level of bullying behaviour.
- We will also rely on 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.
- Students' self-assessments of core competencies: In June, students will 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.
- 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.
- 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.
- 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.
- 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.

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

Staff is working on a supplement to the school Code of Conduct that outlines behaviours we may observe and the resulting consequence. Other items which will need to be considered:

Approximately 60% of students state that they have zero adults they feel connected to at MacCorkindale. The school should consider building connections with students through weekly class meetings, weekly assemblies, and using common language when addressing problematic behaviours.

Students need help from the adults with the following: playing games and taking turns, problem solving skills when conflict arises, self-regulation. Staff should consider spending time developing game-playing and turn-taking skills within the school day, using a common language to build problem solving skills, and learning more about self and co-regulation to help students who are in distress.

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. The prevalence of digital devices as a source of distraction for learners both at school and in their homes has been a growing concern over the past few years. 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. We need to allocate some of our Professional Development days in the coming years to SEL strategies; initiatives and themes.

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.

5. INQUIRY QUESTION (FOCUSING)

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. As well, 60% of grade 6 reported they did not connect to an adult in the school. As well 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 MacCorkindale 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) framework that supports the holistic development of MacCorkindale 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? (PLANNING)

Year 1-finish developing and implementing the scope of consequences per our school Code of Conduct and begin using our WITS programming liscence.

These goals are typically focused on promoting self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Common social emotional learning goals:

1. Self-Awareness:

- Recognizing and understanding one's emotions, strengths, and weaknesses, personal values, beliefs, and attitudes; and developing a positive self-image and self-confidence.

2. Self-Management:

- Regulating and controlling one's emotions, thoughts, and behaviors.

3. Social Awareness:

- Showing empathy and understanding towards others' perspectives and emotions.
- Respecting and appreciating diversity and cultural differences.
- Developing a sense of community and social responsibility.

4. Relationship Skills:

- Establishing healthy relationships with peers, family, and authority figures.
- Communicating effectively, actively listening, and resolving conflicts constructively.
- Collaborating and working well in teams.

5. Responsible Decision-Making:

- Evaluating alternative solutions and problem-solving strategies.
- Taking responsibility for one's actions and reflecting on the outcomes.

Implementing SEL programs and strategies can help individuals develop crucial social and emotional competencies, leading to improved well-being, relationships, and overall success in various aspects of life.

We are working towards implementing and reinforcing school-wide language and framework to promote being an active, attentive, and focused learner (WITS program)

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 Be Your Best 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. Intermediate Think Sheet. Primary Think Sheet ; service to the school and/or others)

Year 2: Evaluate, set new goals, and explore new objectives as required.

Year 3: Evaluate, set new goals, and explore new objectives as required

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

District resources to help with the code of consequences. PAC will help fund a program with common language. Professional Development.

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.

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

- Results of future Student Learning Surveys/MDI
- Class questionnaires that all students complete
- Discussions at Monthly Staff Meetings
- Discussions at Primary and Intermediate Team meetings
- Referrals to office and School Based Team-tracking data
- number of students being recognized for positive contributions at our BYB assemblies
- 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.

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

We will keep everyone informed through newsletters and more frequent assemblies.

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. Communication is a key to changing the culture of the school
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, running BYB assemblies; 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.

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

In the past year, MacCorkindale Elementary School has been working hard to enhance our understanding of Indigenous worldviews and knowledge. Students and staff 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.

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

- 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 Indigenous guests visit our school and speak to classes has fostered a deeper understanding of Indigenous worldviews and knowledge. They have shared their knowledge, history, and perspective with our students from an indigenous perspective that was meaningful and embraced.
- Our staff participates in our district in-service day, on Indigenous Education which enhances their knowledge and understanding of Indigenous worldviews and knowledge.
- Our music students have been learning Indigenous songs in music class, such as the Salish anthem and a drumming song.
- Our Kindergarten and grade one students have been gardening in our garden boxes. They have been 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 our 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 receive support from our Indigenous Education Worker, who will use her connections 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.