



Vancouver School District

School Plan for Mount Pleasant Elementary

Year 2 or 3 (2021-2022) of 3 Year Plan, 2019 - 2022

1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Mount Pleasant is a growing, community-based school of about 250 students in a two-story open area designed school. We pride ourselves on the warm friendly atmosphere of the school and are very proud of the talents and accomplishments of all our students.

Mount Pleasant has built a strong relationship with the local community, such as the Mount Pleasant Community Centre and many surrounding shops and businesses. We also utilize the Van Tech Community School Team for in-school programming and extra student experiences. We also liaise with outside partners such as UBC, the Learning Exchange and Emily Carr University.

This community continues to change quite drastically and is no longer considered an area of high needs (once an Inner-City School). However, Mount Pleasant still has almost an eighth of the students identified as in need of the basics for daily living. The school has over a dozen students using the VSB provided lunch boxes and at least 12 families are receiving weekly grocery deliveries arranged through the school.

Mixed in are also a large parent population of working professionals living in the neighbourhood. All of the parents are extremely supportive of school initiatives and are in favour of the re-designed BCed curriculum as it provides their children the best chance for success in the future.

This past year we focussed on the Positive Personal and Cultural Identity Competency. Classroom teachers and staff also strived to embed techniques of social emotional learning into their daily routine. Knowing about themselves helped to determine what strategies work best to successfully self-regulate in times of need.

The school has focused this past year on providing students with more anti-racist education in all classes. The library has undergone a cultural audit where books emphasizing diversity were added and books with a more colonial perspective were culled.

A donor (former Mount Pleasant student) provided books for each classroom and teachers mostly chose books with themes of diversity (race, gender, sexual orientation, ability).

2A. WHAT DID WE SEE?

- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

Our continued discussions in what we see in our students include:

- Some children are still exhibiting anxiety
- Parents are becoming increasingly engaged in their child’s day-to-day school and learning activities.
- Many students are strong readers and, on the other hand, an increasing number of students are requiring support - the highs and lows are further apart than they used to be
- Students have greater background knowledge of the world than in previous years
- Many of our children have extensive experiences in their home life, lived experiences and vacations and many others have very limited experiences outside of their homes and neighbourhood.
- Overall grasp of English language is increasing with all students.
- Social intervention/help needed for many children
- Some children struggle with self-regulation, social boundaries and positive social interaction
- Some children are having difficulty transitioning to non-report card feedback: conditioned to L.G.
- Overall behaviour and culture of school during assemblies and in hallways etc. is improving
- Strengths: In general, kids play well with each other during unstructured time, and can be focused, motivated learners with high expectations of self; also beginning to take on a more active role in what’s happening around them – environment and community
- Needs: Children are learning to being held accountable for their choices and actions; social and academic anxiety; self-regulation.

The staff continue to see Social Emotional Learning (SEL) and Personal and Social Competencies as key components to the future success of students in school. We feel that it is important to provide students with skills to manage emotions/behaviours early on especially given the rise in anxiety levels. The curriculum allows for students to see not yet reaching expectations as potential growth and learning, not as failure. Staff are increasingly embedding activities for SEL in student projects.

Our recent Grade 4 MDI results indicate:

- 97% of students with medium to high long term self-regulation strategies (above District average)
- 83% of students with medium to high short term self-regulation strategies (above District average)
- 86% of students with medium to high feelings of belonging and connectiveness with peers

Focusing on Personal and Social Competencies (Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Responsibility), will bring everything together.

We also want to include Universal Design for Learning (UDL) as part of our learning in year three.

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

- Outline any changes or adaptations from previous plan. Be sure to include rationale for why these changes should be made and how you believe that it will help.

We will continue working with the Core Competencies and focus on Personal Awareness & Responsibility. Our adjustments to next year’s plan include a better understanding and incorporating Universal Design for Learning (UDL). The rationale came from the Resource Team and the need to better support the students they serve. It also ensures classroom teachers are inclusive in their project design and all students have the opportunity to be successful.

3. INQUIRY QUESTION (previously known as “Goal”)

- Does the original question need to be readjusted/continued/changed given the results outlined above?

Our staff still feel strongly that Social Emotional Learning (SEL) is essential in every classroom, especially one that promotes imaginative learning. We need to continue to have students explore their emotions and socially build skills to navigate the world. We continue to embed a common language throughout all the classrooms. For example, all classrooms will use the Zones of Regulation. This program was first introduced and modelled in the primary grades.

We will expect the intermediate students to model expected behaviour with the use of technology. We will also reinforce positive actions in school wide assemblies.

Year two will see students attain a greater understanding of themselves through personal awareness and responsibility. We also want to explore how Universal Design for Learning (UDL) can make a difference in not only a child’s learning, but their emotional state while in the classroom.

4. WHAT IS YOUR NEW PLAN?

- Explain plan (i.e. specific activities for year 2) and any changes from previous plans

Our actions will include:

- Continue to embed our School Code of Conduct – Respect, Open-Minded, Academic Engaged, Responsibility (R.O.A.R.)
- An expectation from all staff to explicitly teach and role-model what the Code of Conduct looks, sounds, and feels like
- All assemblies will have a focus on our School Code of Conduct – student driven and lead with examples by them for them
- Work with school Resource Team and classroom teachers to model Universal Design for Learning (UDL) to better support all students The next two years will break down the Personal and Social Competencies as followed: Year 1 – Positive Personal & Cultural Identity - completed Year 2 – Personal Awareness & Responsibility Year 3 – Social Responsibility

5. WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year

Our ProD sessions will continue to focus on Social Emotional Learning for all learners. Given availability we will also encourage staff members to learn more about the practice of UDL (pro-d, lunch and learns, virtual conferences, etc.)

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

- Revise (If necessary) or repeat indicators from previous plan

Anecdotal documentation and conversation with staff will continue to provide us with main feedback. SEL and UDL will be a standing agenda item on our regular Staff/SAC meetings.

Survey students to assess where they are at in understanding what R.O.A.R (Mount Pleasant School Code of Conduct).

With consistent dialogue during staff/SAC meetings, changes to approaches can be made. Collaborating with other staff can demonstrate best practices and the sharing of resources.

7. HOW WILL WE SHARE?

- How will we make parents, students and other members of the community aware and involved?

Continue to use our electronic newsletter to communicate with parents and students.

Also use school social media to advertise to the community of the positive work that is going on at Mount Pleasant. Also use of new enhanced school website.



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

8. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

Mount Pleasant supports twenty five Indigenous students across all grades. Similar to many our general student community profile, they come from a variety of social, economic and educational backgrounds.

9. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

- Purchasing of indigenous authentic resources to support learning about Canada’s history of residential schools.
- Continued IEEW – in class support
- Schoolwide project – “All Our Relations” where students shared where their ancestors came from
- Why the Indigenous opening? – using Beads to explain the reason how Indigenous culture goes back 10,000 years or more in Canada
- Resource choices which refer to Indigenous content and themes
- Primary students used The Six Cedar Trees to connect with an animal and their own personal traits
- School Wide recognition of Orange Shirt Day
- Topic covered in Classes – longhouse, family culture, importance of cedar, oral traditions, government
- Traditional Cultures
- Traditional Lifestyles – culture, transportation, homes, clothing, flow of year
- Study of animals and indigenous meaning
- Indigenous government, land claims, Indian status, voting rights, hereditary government, matriarchal clans with Indigenous Education Enhancement Worker (IEEW)
- Raising and releasing salmon – understanding the connection between indigenous and the environment

10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

- Continue to build on work incorporating The Six Cedar Trees resource
- Explore the Seven Sacred Teachings
- Utilize our IEEW to engage all students in learning and appreciating Indigenous culture and ways of knowing

The staff will also warehouse teaching and learning resources in a channel in our TEAMS portal. We will share materials, successes and challenges in teaching Indigenous content at staff meetings and on pro-d days.

The library has and will continue to prioritize the purchasing of books that diversify our collection, including books and resources from Indigenous authors.

11. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

Anecdotally, I would say there has been an improvement in many of our Indigenous students. This is especially the case in our intermediate students. The attendance rates are a good indicator of connection and of how welcoming the school is of students, including our Indigenous learners.

- Majority of our Indigenous

students range from a low of 0% to 11% absence rate over an entire school year

- We will work with families whose children are missing more school to determine what the school can do to help the child feel more welcome and connected at Mount Pleasant Elementary