

2023-2024 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x̱m̱əθḵʷəy̱əm (Musqueam), Skwxwú7mesh (Squamish), and səliwətaʔ (Tsleil-Waututh Nations). MacCorkindale Elementary School is located in the Killarney area of Vancouver near Central Park. Established in December 1967 as the first open-area concept school in British Columbia, we take pride in our rich history of educational innovation.

With an enrollment of 290 students, our school is a vibrant and diverse learning community. Our student body comprises a variety of linguistic backgrounds, including English, Chinese, and other languages. Among them, a portion are English Language Learners (ELL). Our team consists of 27 full-time staff, 7 part-time staff, and 7 district staff, all dedicated to creating a supportive and collaborative learning atmosphere.

The school participates in the BC Fruit and Vegetable program and has a weekly Community Schools after-school program facilitated by our part-time Youth and Family Worker. At the heart of the community is an active Parent Advisory Council (PAC), collaborative staff, and monthly "Be Your Best" assemblies that celebrate achievements and positive behaviour.

The unique positive characteristics of our school include a supportive, close-knit, and connected staff and community. With a multi-generational and diverse student body, the school feels like a family—open-minded, welcoming, and resilient. In our small, interconnected community, collaboration is a deeply practiced principle.

Recognizing assets such as working together, inclusivity, and a commitment to "Being Your Best," MacCorkindale is centered on cultural responsiveness, social-emotional learning, community engagement, language support, and leadership development. These goals aim to enhance the overall educational experience for our students and create a dynamic and supportive learning environment where every student can thrive.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The community of learners at MacCorkindale possess a multitude of assets and strengths that contribute to a vibrant and supportive atmosphere. We embrace inclusivity, fostering an environment where students of diverse backgrounds feel welcomed and valued. Working together is ingrained in our educational culture, promoting collaboration and cooperation among students and staff. We prioritize kindness and compassion, celebrating acts of responsibility, respect and safety within our community. Furthermore, our multicultural community enriches the learning experience, providing opportunities for cultural exchange and appreciation.

Leadership opportunities are available throughout the school, allowing students to take on roles such as morning announcements, office monitors, and safety patrol, fostering a sense of responsibility and empowerment for students. Recognizing the varied intelligences of our students, we provide a platform for them to showcase their creativity and talents. We hold monthly student recognition assemblies to celebrate the achievements and contributions of our learners, reinforcing positive behaviours and values such as respect, responsibility, and safety.

Despite these strengths, we are mindful of the needs and challenges that our students may face. Some require support in developing self-regulation skills and stamina to stay focused. Providing space for movement breaks and additional resources is essential to catering to the diverse academic needs of our learners. While many students enjoy being at school and exhibit self-regulation, others may need encouragement and assistance in developing problem-solving strategies and confidence.

Additionally, we acknowledge the external factors impacting our students, such as familial circumstances, trauma, anxiety, and lack of support at home. Friendship issues and the prevalence of screen time as a distraction are challenges that extend beyond the school doors. Despite these obstacles, we remain committed to nurturing a supportive and inclusive learning environment where every student feels valued, supported, and empowered to reach their full potential.

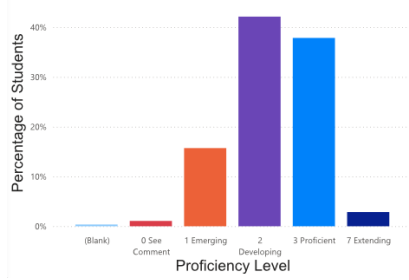
AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

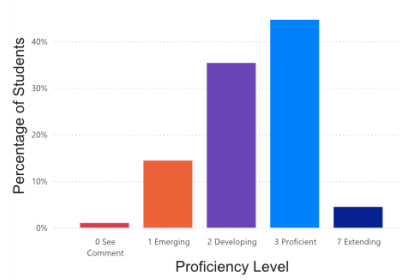
As a school community, we recognize the fundamental importance of addressing students' basic safety and physiological needs, as outlined by Maslow's Hierarchy of Needs, before delving into academic endeavours such as improving student achievement in literacy and numeracy. Secondary to these basic needs are the psychological needs of belongingness and esteem, which must also be prioritized. To ensure the holistic well-being of our students, we have implemented a range of initiatives aimed at meeting these foundational needs. This includes promoting student socialization through encouraging interactions with peers, fostering a sense of community and belonging. We also emphasize the use of WITS to resolve conflicts outside the classroom and implement SPOT and Second Step programs for social-emotional learning (SEL), addressing the psychological well-being of our students. Additionally, we incorporate brain breaks to support student well-being and foster self-awareness and self-respect. By utilizing resources such as WITS, Little Spot of Emotions books and Open Parachute, we address emotions and regulation, providing comprehensive support for the emotional needs of our students. In addition, we provide assistance for staff and students in achieving Individualized Education Program (IEP) goals, ensuring that every student's needs are met. Through the integration of the "Zones of Regulation" language and concepts into classroom activities, conducting weekly SEL lessons, and conducting individual check-ins, we prioritize the well-being and sense of belonging of our students, laying a strong foundation for academic success and fostering a lifelong love of learning.

Although our school focused primarily on SEL this year, the overall school's English Language Arts proficiency improved each term, as evidenced by our CSL (Communicating School Learning) data seen below. In term one, 40.72% of students were proficient or better, in term two, that increased to 49.14%, and in term three, 51.19% were proficient or better in English Language Arts. This improvement highlights the positive impact that social-emotional learning can have on academic performance. The data suggests that prioritizing students' emotional and social well-being can lead to better outcomes in their academic endeavours.

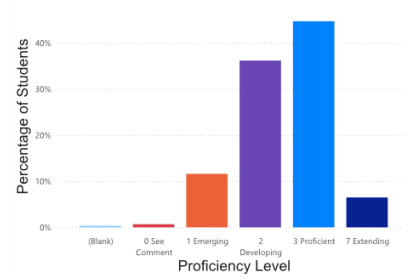
Term 1:



Term 2:

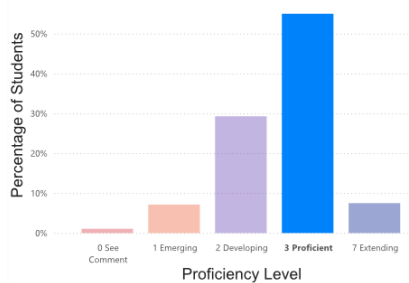


Term 3:

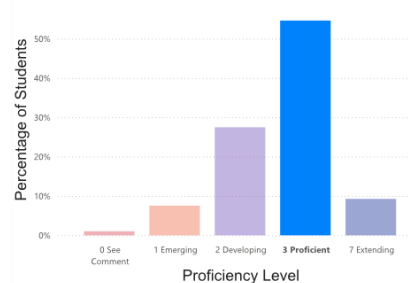


The school’s overall numeracy proficiency remained relatively stable, with 62.5% of students achieving proficient or better in term one, 62.93% in term two and 62.12% in term three.

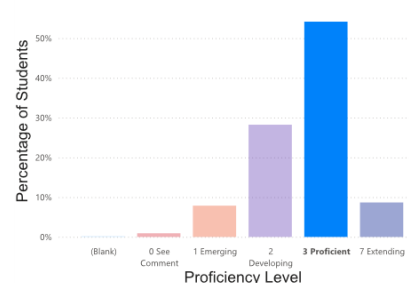
Term 1:



Term 2:



Term 3:



Improve equity

To improve equity, we are committed to creating an inclusive and respectful school environment where all students feel valued, accepted and supported. This year, we have focused on adopting more UDL (Universal Design for Learning) practices to cater to diverse learning needs. By implementing SEL strategies like square breathing, teaching students to manage their zone of regulation and using WITs, we have promoted the inclusion of students in the classroom environment rather than pulling them out.

Incorporating students with special needs into regular classrooms has been facilitated by having student support workers assist a variety of students, providing more equitable and robust support throughout the school. Constantly assessing students’ needs and adjusting resource teacher schedules to ensure that students who require support receive it has been paramount.

Equity among staff is also a priority to prevent overwork and to meet their needs. This has been achieved by rotating support staff to balance workloads, re-evaluating student support throughout the year, and reallocating resource teacher time to support classroom teachers effectively.

Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Through various initiatives and practices, we strive to foster understanding, respect, and partnership with Indigenous communities. Each morning, we begin with a land acknowledgment during morning announcements, recognizing and honouring the traditional territories on which we gather. Additionally, we engage students with stories, videos, and picture books that celebrate Indigenous cultures and histories, promoting awareness and appreciation. Utilizing resources such as the Witness Blanket and National Truth and Reconciliation Commission (NTRC) materials, we deepen our understanding of Indigenous experiences and perspectives. Our commitment to reconciliation is further demonstrated through Indigenous-focused professional development sessions and events, including Indigenous pro-d days and district-wide gatherings. Our Indigenous education working group provides staff with educational resources, fostering meaningful connections and opportunities for dialogue. Through outdoor place-based learning experiences, sharing circles, and the inclusion of Indigenous literature in our library, we create spaces for learning and reflection that honour Indigenous knowledge and wisdom. Together, we are dedicated to building relationships and creating a more inclusive and equitable learning environment for all.

HOW WILL WE KNOW WE'RE ON TRACK?

We will gauge our progress by observing various indicators that demonstrate positive changes in our students' well-being and behaviour. Using the WITS program, we will assess how students are applying conflict resolution strategies and speaking up for themselves, leading to fewer classroom disruptions and peer conflicts. We will closely monitor changes in student behaviour, such as improved self-regulation and management of emotions, as well as positive connections with peers and staff. Additionally, we will track student reflections and feedback, ensuring that they feel successful, engaged, and confident in their participation at school. A reduction in unexpected behaviors, conflicts during recess and lunch, and visits to the office will indicate a healthier and more supportive school environment. Through ongoing conversations with students and observations of their progress, we will strive to create a learning environment where all students feel valued, supported, and eager to learn.