

2023-2024 School Learning Plan

SCHOOL STORY

In the heart of our vibrant southwest community lies Dr. R.E. McKechnie Elementary School, a beacon of inclusive education and diverse learning opportunities. It is with deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tseil-Waututh Nation). With 287 students from kindergarten to Grade 7, our halls buzz with the excitement of exploration and discovery.

At McKechnie, every student is valued and embraced for their unique qualities, whether they are English [Language Learners](#), have diverse needs, or hail from diverse cultural backgrounds. Our commitment to fostering a nurturing learning environment ensures that every child feels supported and empowered to thrive.

One of the cornerstones of our school is the wide array of extracurricular activities offered to our students. From before school to after school, there is something for everyone to dive into. Whether it is delving into the wonders of gardening, unleashing creativity through coding and drawing, or honing athletic skills in sports like track, soccer, or volleyball, there is no shortage of avenues for personal growth and exploration.

The diverse range of clubs and after-school programs not only enrich students' lives but also contribute to the warm and inclusive fabric of our school community. Through these activities, students forge friendships, discover passions, and develop essential life skills that extend beyond the classroom.

Our dedicated team of educators is committed to providing students with a holistic education that nurtures their physical and mental well-being. Through collaborative efforts, teachers design engaging lessons, facilitate cross-grade learning experiences, and support each student's academic journey.

In this dynamic and supportive environment, students are encouraged to take risks, ask questions, and pursue their interests with enthusiasm. Whether it is through academic achievement, creative expression, or athletic prowess, every accomplishment is celebrated, and every setback is met with compassion and encouragement.

Dr. R.E. McKechnie Elementary School is not just a place of learning; it is a close knit community where every student feels seen, heard, and valued. Together, we are shaping future leaders equipped with the skills, confidence, and empathy to positively impact the world.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

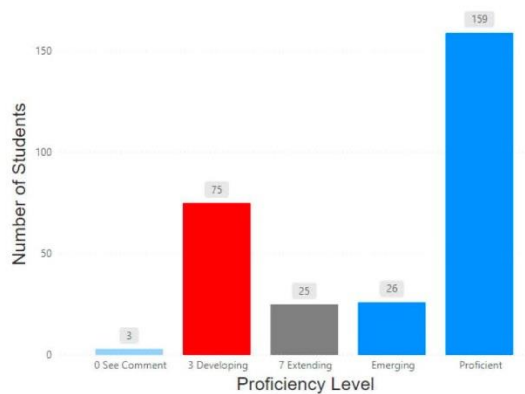
McKechnie is a diverse and vibrant community of learners with almost 80% of our students speaking a language other than English at home. Mandarin Chinese is the most predominant first language of our English Language Learners (ELL). In our school, 10% of our students are diverse learners with a Ministry designation.

Anecdotal conversations with students, staff, and the parent community have revealed that our students are well-supported both at school and at home.

What we see is that McKechnie students are:

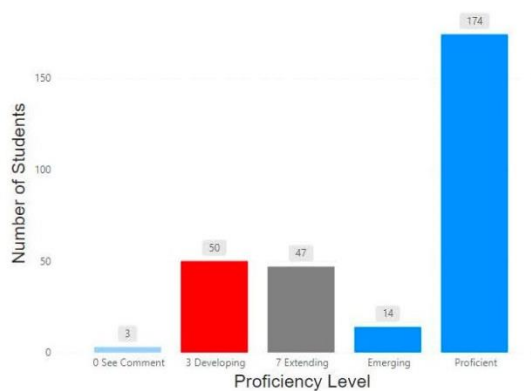
- Strong academically: According to CSL data, 63% of our students are proficient, 9% are extending, 18 % are developing, and 10 % are emerging in English Language Arts.

Proficiency Scale Breakdown



McKechnie Elementary), English Language Arts, Term 3, Year 2023

In Mathematics, 78% of our students are proficient, 15% are extending, 5% are developing, 2% are emerging.



McKechnie Elementary, Mathematics, Term 3, Year 2023

- Motivated and determined to achieve
- Flexible and articulate
- Enthusiastic and eager learners
- Responsible, cooperative, and engaged
- Good at self-advocating
- Effective in collaborative work and group settings
- Confident with a keen sense of self
- Respectful, well-mannered, polite, good behaviour

McKechnie students find challenges with:

- Perseverance and struggle to maintain motivation in the face of difficulties.
- A growth mindset; may view setbacks as indicators of their limitations rather than opportunities for growth.
- Independence and relying heavily on guidance and support from others.
 - Resilience, and will struggle to bounce back from setbacks and failures.
 - Awareness and understanding of others' differences and their role as a global citizen.

McKechnie students represent many cultures, backgrounds, and academic needs. To cater to this diversity, teachers employ Universal Design for Learning (UDL) and culturally responsive teaching strategies to support all students. With a sizable portion (40%) learning English, students benefit from both pull-out and push-in English Language Learning (ELL) support and resources. Additionally, students have access to counselling, mentoring, academic support, and specialized assistance for gifted students, all provided by the school team.

Our learners actively engage in the journey of reconciliation. The recently expanded library collection offers a growing selection of Indigenous literature and authors, enriching students' exposure to diverse perspectives. Faculty dedication to enhancing classroom resources, integrating varied viewpoints, and hosting guest speakers ensures a thorough exploration of Indigenous history and culture. This commitment underscores our overarching goal of fostering an inclusive and equitable learning environment essential to every student's growth and understanding.

In our most recent Student Learning Survey completed in March 2024, we received some positive data confirming that students at McKechnie are happy and feel welcome at school. 52% of our Grade 4 students and 64% of our Grade 7 students noted that four or more adults cared about them at school. For the question "Do you feel happy at school?," 72% of our Grade 4 students and 87% of our Grade 7 students chose "most of the time" or "all of the time" as their answers. Finally, when it comes to liking school, 76% of our students wrote "most of the time" or "all of the time," while 74% of our Grade 7 students did so.

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

Enhancing Student Achievement at McKechnie

Our goal is to enhance student achievement across literacy, numeracy, physical and mental well-being, and a sense of belonging. Specifically, we aim to improve reading comprehension by bolstering vocabulary and phonemic awareness. Strengthening these skills not only supports academic growth but also enhances communication abilities beyond the classroom. We prioritize equitable opportunities for all students, bridging gaps between English and non-English speakers through targeted language instruction and inclusive group sessions. Our commitment extends to adapting programs throughout the year to meet the needs of English Language Learners effectively.

The staff remains committed to addressing the significant challenge of Executive Functioning skills among students. Recognizing the critical role these skills play in academic success and personal development, our comprehensive plan is dedicated to nurturing cognitive abilities, self-regulation, and organizational skills. Through targeted instruction, consistent practice opportunities, and ongoing support, we aim to empower students to excel not only in their academic pursuits but also in their personal lives. This initiative is designed to establish a robust foundation of executive functioning skills that will serve students throughout their educational journey and into adulthood, ensuring they are well-equipped for lifelong learning and achievement.

Improve equity

Promoting Equity

At McKechnie, we are dedicated to ensuring every student thrives academically and personally, regardless of their background, abilities, or circumstances. Equity guides our approach to teaching, encompassing tailored methods, materials, and assessments to meet diverse learner needs. We actively identify and dismantle barriers related to race, culture, gender, religion, socioeconomic status, and individual experiences. By addressing these challenges directly, we foster an inclusive environment where all students can fully engage. Equitable access to enriching experiences like field trips is fundamental to our commitment.

We allocate resources strategically and fairly, encompassing technology, learning materials, extracurricular activities, and support services. Our educators engage in culturally responsive teaching practices and undergo continuous Professional Development to deepen their understanding of diversity, equity, and inclusion. Celebrating diversity and integrating students' cultural backgrounds into the curriculum is pivotal in honouring their identities and creating a supportive learning environment. Our aim is to ensure every learner has an equal opportunity to succeed academically and thrive personally.

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

Advancing Reconciliation with First Nations, Métis, and Inuit

Our school remains steadfast in supporting and advancing understanding of Indigenous worldviews and knowledge. Engaging students and staff in activities that promote empathy and awareness of Indigenous histories and cultures will be the cornerstone of our approach. Emphasizing place-based learning will be central to our curriculum, enriching students' understanding of local heritage, cultures, and the environment. We recognize the need to expand community connections with ~~the~~ Musqueam ~~people~~, encouraging students to develop citizenship and stewardship. In our most recent 2024 Student Learning Survey, over 75 % of our grade 4's and 70% of our grade 7's stated that only "sometimes" are they learning about local [Indigenous](#) peoples.

As a staff, we are committed to ongoing professional development, including Indigenous focus days, offsite workshops, book clubs, and collaborative discussions on place-based learning opportunities. Moving forward, we recognize the need for comprehensive reconciliation activities both inside and outside the classroom. Recent student surveys have highlighted areas for growth, indicating a gap in Indigenous-focused learning experiences across grade levels. To address this, we plan to implement school-wide reconciliation events and prioritize the Calls to Action outlined by the National Truth and Reconciliation Commission. These initiatives aim to deepen understanding and integration of Indigenous perspectives within our school community.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are on track by focusing on the following areas:

- **Data and Assessments:**
- Analyzing data from the Student Learning Survey, MDI (Middle Years Development Instrument), EDI (Early Development Instrument), classroom assessments, and CSL reporting.
- Celebrating student learning events to recognize achievements and milestones.
- Engaging in conferences and encouraging student self-reflection to gather comprehensive feedback on their learning experiences.
- **Professional Development and Reflection:**
- Facilitating ongoing professional conversations among teaching staff throughout the year.
- Conducting thorough self-reflections at the end of the year to evaluate teaching strategies and outcomes.
- Initiating intentional and critical conversations if data feedback reveals minimal, absent, or unexpected changes, aiming to identify necessary adjustments for improvement.
- **Equity Objective:**
- Focusing on ensuring all students feel empowered to access the curriculum by enhancing vocabulary instruction and increasing the availability of technology.
- **Indigenous Awareness Objective:**
- Observing an increase in student awareness and knowledge of Indigenous cultures, languages, and histories through specific educational initiatives and activities.

By consistently reviewing and responding to feedback from multiple sources—including students, parents, and various assessments—we will be able to gauge our progress effectively. This approach ensures that we remain responsive to student needs, uphold equity in education, and promote a deeper understanding of Indigenous perspectives within our educational community.