

2023-2024 School Learning Plan

SCHOOL STORY

Lord Selkirk Elementary is one of the largest elementary schools in the Vancouver School District. For the 2023-2024 school year, the school has approximately 670 Kindergarten to Grade 7 students enrolled, with approximately 2/3 of the learners in the English stream and 1/3 in the French Immersion program. The French Immersion program continues to be an important part of the community with 10 divisions from Kindergarten to Grade 7. The program is in its 15th year at Lord Selkirk.

Located in the Kensington Cedar Cottage neighborhood, Selkirk is a diverse school community. We have approximately 30 different languages represented in the school, with a significant percentage of students receiving support as English Language Learners. A percentage of learners have also identified themselves as Indigenous.

Our school has three separate buildings containing classrooms and a fourth building which houses a Strong Start program and the music room.

Selkirk continues to focus on diversity as part of creating a culture of belonging. We emphasize the strength that diversity brings to the community. We continue to engage in extensive work with students on anti-racism, and effective, kind, and respectful ways of being and communicating. Continuing this year, we have had a strong focus on SOGI initiatives to ensure all students and community members feel supported in an inclusive environment. This includes ongoing work by the Primary and Intermediate Diversity Club, and many celebrations and learning opportunities throughout the year.

We are fortunate to have a highly supportive and engaged community, represented by our Parent Advisory Council (PAC), who supports programs and helps enhance the experiences of students through both fundraising efforts and community building opportunities. The school views families as partners in education. Families are keen participants in field trips, special events, and general day-to-day life at the school.

Our library commons functions as a collaborative literacy/STEM Hub with flexible furniture and a welcoming atmosphere for the community. We have shared laptop carts, iPad carts, and STEM materials. The teacher-librarian works collaboratively with classroom teachers and student support assistants to engage students in a variety of STEM activities ranging from coding to building to architecture. The library commons has a Story Workshop, a part of our library space which holds thousands of fun manipulatives that help students to engage in creative writing.

Selkirk has numerous students who benefit from enhanced services supports. We have a Backpack Buddies Program through which we send home food each weekend to help ensure our families have access to food over the weekend. We provide daily snacks and offer a subsidized lunch program for students. Our breakfast program, well known in our community as “Books and Breakfast”, is organized by staff and hosts students each

morning before school. We have continued to connect families with outside agencies for out-of-school activities and camps, health care, food security, and family services.

Selkirk Elementary is an early intervention school (CELI) which focuses on early literacy development and interventions for struggling learners. We have a reading recovery program supported this year by a District Literacy Teacher. This complements the work of the resource teacher team, the speech-language pathologist, the district psychologist, and the student support assistants. We host an early years Strong Start program

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Over the last few years, social-emotional learning (SEL), well-being, and mental health have been areas of focus for our school.

Through all our work on SEL, we have noticed many students have varying degrees of dysregulation. We decided a new focus of executive functioning skills that would build on our recent SEL work and help us better understand and address the dysregulation we are seeing.

Anecdotal and observational data from staff suggests that students struggle with emotional control (SEL), sustained attention, time directed persistence, and time management. While this could be related to three years of inconsistency with schooling for students (some at school, some at home, some in a hybrid), the school staff felt the need to focus their attention on supporting students through increased resilience and perseverance.

Improving students' executive functioning skills (EFS) is a goal the staff would like to pursue. Our staff is a professional and committed group who connect with and care about the students in our school. Our interactions, assessments, and connection with students is how we know about them as learners.

To learn more about students' current EFS, interviews were conducted by the principal with 26 out of the 29 classes. Each child was asked the following: I come to school always prepared, I use whole-body listening when my teacher is teaching, I can start my work right away following all the instructions. Students were asked to reply with always, sometimes, or rarely and provide a reasoning for their response. The vast majority of students shared always coming to school ready to learn. Many students expressed having a hard time using whole body listening and are in search for strategies to support being fully engaged in the instructions and teaching when they are provided. Lastly, half of our students are always able to begin their work right away, while the other half shares having a hard time to either initiate a task to then be able to complete a task. Some key findings are that our students have high expectations for themselves and would answer sometimes if they forgot their lunch at home once. When engaging in conversations with them, we can then see what the reality is for them. Also, our students are eager to have their voices heard and are overall very confident to share about their learning and foremost; they are aware of who they are as learners and what can be the next steps to improve their executive functioning skills.

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 and Improve Equity

As a staff, we are focusing on what executive functioning skills look like through the lens of students in the classroom. Teachers are asking themselves how they can improve their practice in ways that help students increase and improve their executive functioning skills.

The focus on executive functioning skills will support all three of the Goals in the VSB Education Plan 2026.

We plan to form various inquiry groups and look at the school goal from various perspectives:

- What does executive functioning skills look like through the lens of students in a classroom?
- How can I improve my practice in ways that help students increase and improve their executive functioning skills?

The inquiry groups will meet throughout the year to share, plan, investigate, adjust and report on their individual and collective practice based on their learning.

All learners are on an individual journey of discovery and learning. Our focus on executive functioning skills will help create an environment where students can make the best of the opportunities that they are presented with. We expect that there will be gains in academic achievement, physical and mental well-being, belonging, and create greater equity of opportunity, which will contribute to our collective process of reconciliation.

Improve equity

There are diverse families and ways to be with learners and we acknowledge that support for learners varies. We hosted Cantonese conversations twice to support our Cantonese community feeling more connected to our school and to the school system. We are trying to share resources that are available, invite Multicultural workers to come on site and connect with families to provide more support. We have discussed with our PAC about ways of going forward to promote translation to be accessible at the PAC meetings. PAC will be installing a poster board with information in different languages outside our school to increase access to information in different formats. We are working on building up community and building everybody up. We would like to have anti-racism workshop for the PAC.

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

As we continue to look for ways to embed Indigenous content and ways of Knowing and Belonging into our lessons, we have made several changes over the course of the year; the Coast Salish Anthem is played at each assembly and the Indigenous Enhancement worker is visiting numerous classes to support and inspire students. Indigenous artifacts, First Peoples' Principles of Learning, and Indigenous ways of Knowing and Being are prominently displayed around the school and are reflected in student artwork.

Our focus on executive functioning skills will also support the Indigenous Education Enhancement Agreement goals of:

Belonging: To increase Indigenous students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

Mastery: To ensure Indigenous students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor the progress in developing students' knowledge and skills, related to their Executive Functioning Skills. Our staff will collect evidence of improvement and needs in students being ready to learn, using whole-body listening skills, and completing tasks. Over the school year, we will analyze class survey results to capture an understanding of our students' progress and attitudes towards improving their EFS. Teachers' observation notes will also be used to document student interactions and engagement during lessons to see if students' EFS are different based on subjects or types of activities. Staff will use both formal and informal assessment data to track progress throughout the year. Staff will continue to analyze schoolwide CSL data, FSA results, and the Student Learning Survey to gauge how our students are doing academically to see if improving their EFS has an impact on their overall learning. We will aim to be consistent in the use of our language to support students' learning.