

School Learning Plan

October 2019/20

CONTEXT: WHAT WE KNOW ABOUT OUR LEARNERS

Richard McBride Elementary is located in a truly beautiful and unique suburban setting in the historic community of Sapperton, New Westminister. Our school is in its 90th year and we held a large birthday party this year to honour this event. Community members and past students joined in the celebration. Our school is currently in the planning stages to have our school rebuilt, the opening date is expected to be September 2021. While we are very much looking forward to our new building, the construction phase will impact our playground and reduce our outside play space. We have approximately 430 students and approximately 25% of our population are English Language Learners with approximately 7 % of our population identified as Indigenous learners. Many clubs and after school activities are offered by our staff at our school. We are very fortunate to be supported by a very active PAC who work hard to support school based goals and support the feeling of community that are very evident in our building.

GOAL: WHAT WE HOPE TO ACHIEVE

2019-2020 Richard McBride School Goal: Students will be able to self-regulate their behaviour to be successful, life-long learners. At Richard McBride, we will continue to work together to develop the knowledge, skills and attitudes to foster a positive school community of socially and emotionally connected learners. This year, we will focus our shared learning on **self-regulation to enhance engagement and readiness for learning.**

We are in the third year of intentional focus on our School Wide Goal of increasing student understanding of Social Emotional Learning Skills. After a series of reflective conversations about school needs our staff observed that our students were experiencing challenges in their ability to learn and interact in a safe and positive manner in our classrooms and on the playground. We recognized that many of our students require guidance in the area of social emotional learning, specifically in the ability to self-regulate in order to manage emotions, maintain positive relations and make responsible decisions. We know that this difficulty can be a significant impairment in the academic progress for many students. After extensive research conducted by our staff based on clear criteria, our school adopted a program called RULER (from the Yale Centre for Emotional Intelligence) in order to support our students. Ruler stands for the following:

- Recognizing Emotions to obtain valuable information about ourselves and our environment
- Understanding the causes and consequences of emotions to predict behaviour
- Labeling Emotions to describe emotions precisely
- Expressing Emotions to communicate effectively and socially appropriate ways
- Regulating Emotions to promote learning and personal growth, including healthy relationships

Through a series of surveys, for both staff and students we have noted over time a significant improvement in our students' ability to identify their emotions and a growing ability to recognize and identify the emotions of others. Students are more able to reflect and use their increased vocabulary for the language of emotion. This year our work will include supporting our students to build a repertoire of self regulation strategies and apply the strategies they have learned to strengthen their relationships within the school and have a positive impact on their learning.

PLAN: THE STEPS WE WILL TAKE

Actions to Sustain:

- Continue to develop and maintain a school wide approach to support SEL learning needs with common language across the grades

New Actions:

- Staff will work with our teacher coach and teacher librarian to develop school wide learning sequences for our students, with a focus on nurturing a positive

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- All staff will have access to online RULER tools
- Classrooms will continue to use the Ruler program routines
- Classrooms will establish class charters
- Staff will create staff charter
- School wide charter will be created with student during teacher collaboration
- Use of the blueprint tool will continue
- Parents are provided regular updates at the PAC meetings and in our newsletters.

mindset and problem solving skills for regulation. Students will be explicitly taught a series of self regulation strategies.

- We will regularly use the ruler resources (online journaling) for reflection on progress toward our goal for our learning staff meetings.
- Staff will model morning regulation routines @ our staff meetings
- Staff will have opportunities to reflect upon and identify explicit connections between our RULER program, Core Competencies and First Peoples Principles of Learning
- We will host a parent evening event to share RULER tools with parents
- We will engage our student population in dialogue to create opportunities to enhance and increase opportunities for their direct engagement in our school goal

SUCCESS INDICATORS: HOW WE WILL KNOW THAT OUR ACTIONS ARE HAVING THE DESIRED IMPACT

We will observe increased student engagement in learning within our classrooms. Students will be able with increasing independence transition from co regulation to self-regulation with their behaviour. We will observe evidence of students thriving in our school.

- Students will reflect on their learning, on class SEL goals and their relationships and ability to problem solve with others through school based surveys. Teachers may use prompts such as “I can” statement which is the language of core competencies in the redesigned curriculum
- Teachers will observe their students in their ability to apply their understanding of SEL language and strategies to solve problems and maintain healthy relationships. Teachers will use Blueprint tools as a collection of evidence of growth.
- We will continue to collect both formal data such as MDI and School Learning Survey, informal school based student and staff surveys, office referrals and informal data, such as sharing stories and anecdotes about student success, and examining themes in students’ reflections.

COMMUNICATION: HOW WE WILL SHARE OUR LEARNING JOURNEY WITH OUR COMMUNITY

- Highlighted in our weekly newsletters
- Shared with the PAC in the Principal report to PAC
- Highlights in our report card
- Parent information night
- Welcome to kindergarten
- Visible in our school, throughout our hallways
- School based collaboration and student assemblies