



Vancouver School District

School Plan for Champlain Heights Annex

Year 1: 2017-2018 of 3 Year Plan, 2019- 2020

1. GENERAL SCHOOL STORY

- What are the important demographics of our community?
- What are the unique, positive characteristics of the school?
- What are our assets – what do we celebrate (including student intellectual achievement)?

Champlain Heights Annex is a K-3 primary school situated in the south east corner of Vancouver. The school was established in 1986. In the center of the school is an open area library with classrooms surrounding it. Our school is also nestled into the Everett Crawley Park and extended trails that weave amongst a vibrant community of townhome cooperatives. This natural space is enhanced at our school with raised garden beds that were installed in the spring of 2017. Our schools physical space lends itself to cooperative learning and exploration of the outdoors for our children.

We have over 18 different languages spoken in our families' homes and approximately 25% of our students are English Language Learners. Abundant green space and a variety of housing options attract a young, economically and culturally diverse group of families. Housing is densely configured and consists of townhouses, housing cooperatives, and rental accommodations. Over 50% of our families live in different forms of subsidized housing.

Champlain Annex has 6 divisions and is also home to a vibrant Strong Start program that has tremendous popularity in the community. We are committed to Early Intervention and strive to implement leading Literacy practices in our class rooms. The Resource Team provides Reading Recovery and small group Early intervention for at risk readers.

The majority of our classrooms have SMART Boards that the teachers are very proficient in utilizing with their students. We also have 24 ipad minis that were purchased with PAC fundraising dollars. Each classroom has access to a full class set of ipads to support student engagement. Our teachers utilize a variety of ipad based applications to support home to school communication of student learning. Students utilize ipads to document their learning by photographing; creating movies; using audio and then being able to reflect on their learning and digitally share with peers and their families. This fits exceedingly well with the core competencies of the new BC curriculum. Our school is part of the new Communicating Student Learning (CSL) pilot program this year. The CSL format has us looking at a multitude ways to connect with families regarding student progress and for students to share their insight and the assessment on their own learning.

2. WHAT DO WE KNOW ABOUT OUR LEARNERS? (SCANNING)

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

Our families are supportive of the work their children do at school and work to support their home reading and school readiness. In general, our students demonstrate strong literacy skills and good background knowledge. A large number of students engage in a variety of enriched experiences outside of school time. They are confident speakers and enjoy sharing their learning with staff and peers. Our children thrive on creative ways to express themselves and are most successful when given opportunities for movement throughout their day.

Our student community needs support in the area of social emotional learning. Through careful observation we recognize that our students need significant support and targeted intervention to name their emotions, safely manage their feelings, and to negotiate conflict in the classroom or playgrounds. We want to support our students to self-advocate respectfully, maintain positive school relationships and be able to navigate all the demands of a busy school day with satisfaction, curiosity, and joy.

Our children are genuinely excited to learn about the vast depth of knowledge we have gained from Canada's Indigenous People. Our students demonstrate empathy and a desire for change when they learn about the Truth and Reconciliation Process in Canada. We know we can always do more and are working towards this in our Indigenous goal.

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS? (SCANNING)

- What is the evidence that we already have that supports this hypothesis?
- School and district data, letter grades, attendance anecdotal, surveys, etc....EDI, MDI, student voice such as TTFM, etc.

Literacy

Our teaching team continues to utilize Fountas and Pinnell's Benchmark reading assessment and BC School Writing performance standards to gather school wide literacy data. These tools support the maintenance of individual literacy files for each student from Kindergarten through grade 3 and help us target our support of student learning. Our resource team utilizes the Reading Recovery model to support at risk readers as well as the Fountas and Pinnell Levelled Literacy Intervention program.

To enhance our literacy program with rich discussion and connections to social emotional learning we are using Powerful Understandings by Adrienne Gear as a professional book study for 2018-2019. We also have Adrienne Gear leading our professional development day on October 1st where we will focus on learning strategies from her newest teachers guide, Powerful Understandings.

Knowledge of Indigenous People's contribution to world knowledge and the significance of Truth and Reconciliation in Canada.

We utilized a survey to ask each student what they have learned about Indigenous, First Nations, or Aboriginal People in Canada this school year. Children were able to write, dictate their ideas, and/or draw a picture of their learning.

Social Emotional Learning

Staff reviewed the Social Responsibility Core Competency and also reflected upon BCs Social Responsibility Performance Standards. We determined that this area is where our students need the most support. We developed a scope and sequence highlighting key benchmarks of knowledge and skill development from K-3 in relation to students' ability to do the following:

- 1) Recognizing their emotions, and those of their peers.
- 2) Knowledge of strategies they can utilize to manage their "Big Feelings" or current emotional state.
- 3) Ability to apply coping strategies to manage their feelings in different situations, or their ability to ask for help from adults.

4. WHAT FOCUS EMERGES FROM THIS EVIDENCE? (FOCUSING)

- Which learners and which areas will we be focusing on?
- Where are we connected?
- How does this focus connect to the district strategic plan? (Quote Strategic plan goal/objective #)
- How does this focus connect to the Aboriginal Education Enhancement Agreement? (Quote AEEA goal/objective)
- How does this focus connect to the redesigned curriculum including the big ideas, core competencies, curricular competencies, etc.?

Our reflection on student achievement led us to focus on Social Emotional Learning for our school plan.

Our school team have chosen to use the BC Social Responsibility performance standards to review our students' strengths and challenges in social emotional learning. Upon review of these rating scales our team determined that our focus for our school will be on peaceful problem solving. We plan to monitor each child's progress in solving problems in peaceful ways.

Our students are learning to recognize emotions in themselves and others. They are also learning about strategies they can use to manage their emotions to have successful interactions with peers and staff while navigating the demands of a school day. We would like to instill a shared practice and common language throughout our school that supports student learning. Our staff team have agreed that the Zones of Regulation and Second step programs are key resources that we will continue to use at each grade level in the years to come. In addition, we want the students to have ownership over their own learning. Student self -assessments will give us valuable insight into what students find meaningful and impactful in their educational experiences.

Champlain Annex's focus on social emotional learning reflects the criteria outlined within the VSB's current strategic plan:

Goal #1 "To Engage our learners through innovative teaching and learning practices."

Objective: to provide increased opportunities to connect students to their learning.

Students will be asked to reflect upon and assess their own learning in the area of social responsibility as outlined in BC's Core Competencies in the area of social responsibility. Students will consider "I" statements" such as:

- I can recognize emotions.
- I can identify some strategies to help me feel calm when I am feeling upset, frustrated, worried or have other "Big Feelings".
- I can solve problems myself and know when I need to ask for help from adults.
- I know when other people need some help.
- I can accept responsibility for my actions, I can accept an apology.
- I can talk and work respectfully with my classmates and others.

A focus on building our students' success in social responsibility will help to create a safer place for all learners by helping to build a sense of **Belonging** and **Safety** in our school community. Increased social emotional skills will ultimately support student efficacy in communication and their ability to establish new and lasting relationships with their peers and staff. As a school team we recognize that each family's stories and school experiences colour their confidence and desire to engage in school activities and to feel as sense of belonging. As a school team we will work to listen, reflect and learn from the stories of our children and families and to consider how they may impact a child's school experience. A critical part of supporting students' social emotional development is ensuring that we offer an environment of trust and respect for the range of families who walk through our doors seeking a safe and inclusive place to share in the joy of learning.

This sense of purpose aligns with the guiding principles of **the Vancouver School Board's Aboriginal Education Enhancement Agreement 2016-21:**

Goal 1: Belonging: "To increase Aboriginal student's sense of pride, self-esteem, belonging, place, acceptance and caring in their schools. "

Our desire is to have our Indigenous learners feel the strength and courage of their own words as they assert their needs and are supported to express their feelings. In turn, it is the role of the staff team and greater learning community to provide a safe and caring place where Indigenous students and families can find pride in their own achievements and establish meaningful and supportive relationships.

Student Reflection on Indigenous Content Covered This school year:

When reflecting on the work they had done in class over the school year, we found that our children had a difficult time putting their ideas into writing or pictures. Their range of responses did not reflect the scope or depth of inquiry that they had engaged in this year. They were only able to pull a few ideas out from a particular event in the year and were not able to come up with any additional questions they would like to have more information about.

Each of our classrooms are filled with rich discussion and inquiry regarding the contributions of Indigenous Peoples to our current knowledge of the world. Our students had the opportunity to learn about Cultural traditions of some of BC's Coastal Indigenous people as well as many other First nations People across our country. Our students learned about the importance of the Truth and Reconciliation process as they learned about Canada's residential school legacy and the impact it continues to have upon Indigenous people in Canada.

5. INQUIRY QUESTION (FOCUSING) – PREVIOUSLY KNOWN AS “GOAL”

- What is leading to this situation for our learners?
- How might we be contributing to this?
- From what we know, what is the most important work that we can do to improve the success for our students?
- What key areas of learning will we focus on?

Social Emotional Learning:

- How can we support our students to solve problems in peaceful ways?
- Are we offering solutions to their problems before they are given an opportunity to solve them independently?
- How can we use school-wide initiatives such as weekly or monthly social responsibility goals that all students are asked to focus on?
- How can we ensure that we value collaborative staff discussions to help us hone our practice? Can we commit to regular meeting times in our calendar and make sure we use them effectively with targeted discussion?
- How can we improve upon the inclusiveness of our learning spaces so that they support student self-regulation and meet each child’s unique learning needs?
- How can we increase effective communication between home and school in the area of social emotional learning?

6. WHAT IS OUR PLAN? (PLANNING)

- What are the actions that we propose to take related to our inquiry. What will we do more of, less of, differently to improve outcomes for our students?
- How can we break it down into a manageable and realistic 3 year plan:
 - Year 1, Year 2 , Year 3

Year 1:

Professional Development

We are still looking for possible pro-d sessions to attend or speakers to invite to speak to our team regarding social responsibility and self-regulation. We will continue to request district support on delivering Ready Bodies Learning Minds (Kim Foulk from the MIST team has been supporting us) and utilize the CASEL and Better Educate websites to look for more resources and trends in Education.

Kinesthetic Opportunities to support Self-Regulation.

To continue to use body breaks and exercise as universal practice for all students throughout their school day to support their ability to focus on academic work in their classrooms.

Continue to use Ready Bodies Learning Minds (RBLM) stations throughout the day to build kinesthetic movement into the routine for targeted learners. Create more time in the gym and back hallway for students to use these stations with assistance at regular intervals in their school day. Kim Foulk, from the MIST team has been visiting our school team to refine our practice with RBLM.

Mindful Moments throughout the day

We will continue to offer times of quiet reflection that provide students an opportunity to slow down, particularly after recess and lunch or other big transitions in the day.

Zones of Regulation

Utilized in all classrooms at the beginning of year so that some common language can be reinforced throughout the school and shared with families. Students learn to name their emotions, connect it to how their body is feeling and begin to recognize the emotions of their peers and adults. Students also learn to recognize facial expressions and body language associated to different emotions. They are taught about the Zones Toolbox of coping strategies to change how their body is feeling so that they can cope when they are overstimulated, frustrated, anxious or upset.

Second Step

Staff have also agreed to use this universal curriculum in their classrooms in the second and third term to support students' ability to advocate for themselves with peers and staff. Second Step also supports students with direct instruction on what ready to listen and learn looks and sounds like inside the classroom.

Restitution

We are considering using the Restitution program to help students in grades 2 and 3 to understand the motivation behind their actions at school. The Restitution program is based on the Medicine Wheel which describes people as needing to fill four basic needs: 1) Love & Belonging 2) Fun 3) Freedom 4) Power. Students will discover that the way in which they meet these needs can be both positive and at times problematic.

Celebrating Our Success as a Community

We plan to hold monthly assemblies that highlight key social responsibility traits and give students the opportunity to show case their own accomplishments as a school. We plan to build rich conversation rife with examples of how we can be caring and inclusive on our playground and throughout the school community.

Year 2: We hope to graduate to another aspect within the social responsibility core competencies and continue to discover how we can enhance our learning community's social emotional knowledge and skill development.

Year 3: We hope our focus continues to show improvement in the growth and leadership skills of our students. We will have collected a significant amount of data at this time that will direct us in new explorations and possibilities for student learning and engagement.

7. HOW WILL WE KNOW WE'RE SUCCESSFUL? (CHECKING)

- How will we know that what we are doing is working and is making a difference for our learners?
- What will we be using as baseline data? How will we chart growth?
- How will we respond if we see no changes?

We will use staff and parent surveys and student self-assessments to understand how our school focus is impacting student social emotional learning at home and at school. We hope to engage parents and caregivers in discussions regarding social emotional learning during parent coffee and chat sessions or evening gatherings outside of Parent Advisory meetings.

Reflecting on our practice will be paramount to each year of this school plan. Building in time each month for thoughtful discussion and review of school data as a staff team will be essential to Champlain Annex's school plan success. Our baseline data will be collected in October of the first term and we will chart our growth over the second and third terms of the school year.

8. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

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

Families, students and members of the community will be aware of our students' progress in the area of Social Emotional Learning through the regular communication between home and school. Students will share their self-assessments with their families to communicate what areas they are improving on and where they need more focus. Parents will be updated in during goal setting and student led conferences, through students' personal communications home with electronic messages and through the formalized written reports we do twice a year. We hope to update the school on our progress in our newsletters and emails out to families as well as informally as we meet each day.



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

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

- Include numbers of students, grade levels, etc.

This school year, 2017-2018, we currently do not have any students who have chosen to self-identify as Indigenous learners at our school.

10. 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.

Students support the leading of assemblies and share the Indigenous Acknowledgement each time. All our classrooms focus on Indigenous contributions to our country and highlight how we have benefitted from these ways of knowing. We have increased the number of books with Indigenous content in our library and classrooms this year to support student learning.

Joyce Perrault who is an Indigenous Education Staff person with the VSB and author graciously agreed to come and visit our school and share her own traditions as a Metis and Ojibway woman. She is baking bannock with our students and reading her recently published medicine wheel book.

Our future plans are to continue to bring Indigenous content to our students with guest speakers. We are hoping to book a session for our students to visit the Musqueam or Squamish Cultural Centre and the First Nations House of Learning at UBC. We also hope to share the website content of the Musqueam, Squamish and Tsleiwatuth Nations with our students so that they can begin to understand how these Nations have chosen to represent themselves today.

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

- List continuing and new initiatives

Indigenous Knowledge:

We intend to support our children's understanding of the term Indigenous people and their understanding of why we share an Indigenous acknowledgment at our school recognizing the traditional and unceded territories of the Musqueam, Squamish and Tsleiwatuth First Nations People. We hope our students can begin to connect specific accomplishments and cultural traditions from the past, present and future of the Musqueam, Squamish and Tsleiwatuth People.

Our teaching will continue to celebrate the vast range of cultural traditions of Canadas Indigenous People and how their many great contributions have increased our own knowledge of the world today. We remain committed to teaching our students about the importance of the Truth and Reconciliation process in Canada and the need for effective change in supporting Indigenous people in our country.

We hope to invite more Indigenous educators and community members into our school to share their knowledge with our students.

12. 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

We will continue to ask our students to share what they have learned about Indigenous People in Canada while at school. We will however, ask these questions at regular intervals throughout the year so that they are able to recall more detail of the content. Students, parents, and staff will have the opportunity to view student accounts and self-assessments of their knowledge of Indigenous people.

We will continue to have children lead the Indigenous Acknowledgement at assemblies and some classrooms have chosen to use the acknowledgment daily in their classrooms. We will also use the Aboriginal knowledge survey in the spirals of inquiry document to determine how we are committing to the objectives of our Indigenous focus as a staff.