



Vancouver School District

School Plan for Tupper

Year 3 (2021) of 3 Year Plan, 2017 - 2020

Due to the Covid-19 pandemic current school plans have been carried forward to the 2021-2022 school year.

1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Sir Charles Tupper has a population of 1060 students. Our school population is ethnically diverse, with home languages that include English, Tagalog, Cantonese, Mandarin, Vietnamese, Amharic, Farsi, and Arabic. Sixteen percent of our students are enrolled in ELL classes, of whom approximately forty five are International Students. We also have a cohort of 25 student with Indigenous heritage representing two percent of our total student population.

In addition to a broad array of regular programming in the core academic and elective subject areas, Tupper offers a number of district educational programs for students with distinctly identified learning needs. These programs include:

- The **Tupper Mini School**, providing student access to accelerated and enriched core academic studies for 150 students from grade 8 through 12.
- The **Learning Support Program** for a cohort of fifteen grade 8 and 9 students with learning disabilities and an IEP which supports their learning by providing access to an adapted curriculum in a supportive setting.
- The **Life Skills Program** for thirty grade 8 through 12 students from across the district with moderate to severe cognitive difficulties, or autism.
- The **ELL Literacy Program** for fifteen students with interrupted education from across the district in grades 8 through 12. Each student works on building English language skills to then successfully transition into ELL studies. Students are also provided many opportunities to help learn about life as a Canadian citizen.
- The **ELL Intensive English Enrichment and Development (iLEAD) Program** for eighteen ELL students who are 15 years or older who have experienced little success in school and continue to struggle with English acquisition.
- The **Tupper Tech Program** focusing on trades based careers and pre-apprenticeship training for twenty grade 12 students from across the VSB.
- The **Youth Train in Trades Program** Foundation training for ITA Level 1 chef training for grade 11 and 12 students from across the district – four classes take place on Day 2.
- The **Tupper Alternate Program (TAP)** which is located on-campus for twenty grade 8 and 9 students who require support for social-emotional, behavioral or mental health reasons.

Tupper benefits from wide range of community partners (including: Little Mountain Neighbourhood House, Mount Pleasant Neighbourhood House, Hillcrest Community Centre, and Mount Pleasant Community Centre) who offer educational support and extra-curricular activities for our students. In addition, our Community Schools Team offers direct support to vulnerable youth allowing them to participate in activities both during and after the school day. These activities include: athletics, camps, clubs, field trips, homework support, and mentoring opportunities. Student participation in these activities is correlated with overall student success through measures such as school connectedness, social equity, student conduct, and in particular, successful grade-to-grade transitions.

Our Code of Conduct, ROARS (Respect, Ownership, Attitude, Responsibility, Safety), is foundational to the culture at Tupper. The school-wide positive behaviour support program is well established and embedded in the operations and philosophy of our school. Each year, we have two half day, school-wide ROARS days that focus on certain aspects of ROARS. Staff meet to identify the theme for the year and the aspect that they would like to focus on during these school-wide events. This decision is based on what sorts of conversations staff are having with students in relation to the Code of Conduct. Additionally, staff use collaborative planning time to reflect on the overall climate in the school and then plan grade assemblies to address the positives and negatives and to provide direct instruction and feedback on the skills we want students to develop.

2A. WHAT DID WE SEE?

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

Strengths

- students are coming to Tupper with more well-developed fine arts skills and abilities because of extra-curricular experiences they are having
- overall, their oral and interpersonal communication skills are better developed than other skills
- they are more well-read, enjoy reading, and have support outside of school to read
- we are experiencing an increase in family support and parental/guardian involvement. For the past three years, our Parent/Teacher Conference has been over-subscribed, which is a marked change from years past.
- we are witnessing a growth in volunteerism and service, particularly among the junior (grades 8 and 9) students. This past year, we experienced a 50% increase in the number of junior students volunteering with both our Community Schools Team and our own Tupper Service Club.
- Our school population is inclusive of diverse learners (in classrooms, office, hallways, shared spaces)
- Increasing connections are being made with the Resource Room and the staff team
- Students are very kind and generally show a positive attitude towards their learning
- Increased number of students commuting to school on bicycles

Needs

- most prominently, a significant number of students are struggling with emotional and mental health issues, manifesting in absenteeism and academic underachievement. This is sometimes coupled with cultural barriers and apathy on the part of students and families to address the challenges.
- students continue to struggle with foundational skills such as organization, time management, putting organized thoughts on paper, coming to class prepared, and basic math skills.
- students continue to struggle disproportionately in Mathematics
- parent engagement – we have families who are disengaged (more likely families struggling to connect due to language, time, and economic barriers)
- intercultural challenges – immigrant and refugee youth are not yet fully integrating into the student population
- staff are facing challenges with respect to how to support our English Language Learners who also may have learning challenges (how to provide Special Education support and interventions)
- students are more distractible in class and are struggling with attention and focus for 80 minute periods
- consistent attendance is challenging for some students

2B. WHAT DO WE NEED TO RE-ADJUST?

- Outline any changes or adaptations from previous plan. Be sure to include rationale for why these changes should be made and how you believe that it will help.

The focus in year 1 was on the discussions and reworking of the language and wording in our Code of Conduct. We met every Wednesday at lunch from January through to May as a group of interested staff to craft the wording of the revised Code of Conduct. Through these discussions and school-wide activities (on October 5 and February 22) to generate feedback, we revamped ROARS.

The focus in year 2 will be on the implementation and structures that are necessary for implementation. This was the intention of our original plan.

3. INQUIRY QUESTION (previously known as “Goal”)

- Does the original question need to be readjusted/continued/changed given the results outlined above?

We plan to continue with our question, ‘How can we continue to enhance our focus on our school culture to create more explicit ties to the Core Competencies?’.

School culture refers to the way people work together and the set of beliefs, values, and assumptions they share. There is significant evidence supporting a correlation between the culture and climate of a school and how students perform academically (Bulach, Lunnanberg, & Potter, 2011). A positive school climate and culture promote students’ ability to learn. Our focus on ROARS has been to align our beliefs and values and to ensure that they are reflective of the common behaviours that we expect. There is also an opportunity to align this with the Core Competencies that we will continue to pursue.

Moving forward, there is space to use more quantitative data to guide our focus for year three of our School Plan. Results from the Tell Them From Me Survey will be used to guide our areas of focus in the final two years of the plan.

4. WHAT IS YOUR NEW PLAN?

- Explain plan (i.e. specific activities for year 2) and any changes from previous plans

The need to ensure that all staff are on the same page and that the expectations of how to implement School Wide Positive Behaviour Support are clear was identified as a critical part of the coming years’ plan. Below are the 15 tenants (common language and expectations) that were developed by staff during the 2018-2019 school year.

1. Believe in ROARS
2. Make eye contact and greet each other
3. Approach each other with an open heart
4. Create social contracts with our classes at the beginning of each year
5. Take the time to get to know all students/each other
6. Stand at our doors at the beginning of class
7. Own up and say sorry first
8. Mentor and model the behaviours we want to see
9. Give personal attention to invisible students
10. Remember the big picture
11. Reward positive behavior
12. Address and resolve conflicts
13. Make our expectations clear
14. Follow through on what we say
15. Work collaboratively to make this community great

Additionally:

We will develop more focused training and coordination for students self- reflection as it relates to the Core Competencies and PBIS

ROARS mornings will have a mix of activities and be more than discussion based

Incorporate PBIS terminology into IEP planning, curriculum, and assessment

We will engage and invite the wider community into our classrooms

5. WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year
- Trainers for SWPBIS will continue to be used to support staff development
- Designated collaborative days with a ROARS focus
- Designated half ROARS days for the 2019-2020 school year (September 30, 2019 and February 20, 2020)
- Practical support and mentoring for new staff will take place at the beginning of the year coupled with on-going, monthly group meetings and one-one-one mentorship over the course of the school year
- Time for Departments as well as the whole staff to work together on specific scenarios that are proving to be challenging to student success

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

- Revise (If necessary) or repeat indicators from previous plan
- We have convened a Student Voice group which has been meeting over the course of this year with our Vice Principal to provide feedback on the implementation of the new curriculum. This student group will continue to meet and will provide feedback to staff and administration based on some of the areas of focus that come from the staff survey. Additionally, Student Council will be tasked with discussing and providing feedback on the plan.
- We will use the Ministry Satisfaction Survey and Tell Them From Me Survey results in the coming year and focus the open-ended questions in the 2020 survey to elicit feedback on the structures and supports that are implemented over the course of the school year.
- In discussion with Department Heads, we will establish baseline academic indicators at the June 2019 Department Head retreat.
- Attendance data will be tracked

7. HOW WILL WE SHARE?

- How will we make parents, students and other members of the community aware and involved?
 - Communication of student success is done through the school website, the VSB website, earned media attention in local newspapers, a newsletter that is published to coincide with our reporting periods, and our Twitter feed (which is also linked to the school webpage).
 - The Principal's report at PAC meetings contains highlights of what has been happening within the Tupper Community.
 - Each staff meeting begins with an overview of the previous month in pictures as well as written acknowledgements of student and staff activities and accomplishments.
 - Our school goals are printed on all Department Head and Staff Meeting Agendas and are posted in the Staff Room with space for people to provide ongoing feedback, additions, or comments.
 - We have changed the format of our Community School Team governance meetings to include a wider range of staff from the various sites. In previous years, meeting invitations were extended to school administrators and community partner managers. We have opened the meetings up to all school staff and community partner staff as well. We now include teachers, youth and family workers, programmers, etc. The goal of this change in structure is to facilitate more interactions between elementary and secondary school staff and community partners in the Tupper family. The Core Competencies have been highlighted as a common language that we can all be using in our interactions with Tupper students and they can provide ways that we can all work together to support Tupper students. This model will continue on next year with the intention of building links between all members of the community to best support our learners.
 - Various departments have used the school's display cases and bulletin boards to exhibit various examples of student work.
 - School-wide 'Language Celebration' of all the languages spoken in the Tupper community, including hən̓q̓əmiñəm
 - We will develop a ROARS section on the website



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

8. WHAT DO WE KNOW ABOUT THE INDIGENOUS LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

Tupper currently has 25 students of Indigenous heritage (nine students in grade 8, five students in grade 9, five students in grade 10, five students in grade 11, and one student in grade 12). The Indigenous learners in our school do not strongly identify as a group. We have a few senior students who actively embrace their heritage and are willing to speak about it and engage in discussions and activities to help educate the rest of the student body.

9. 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.

- Our School Pro D Committee planned two partial days centered around building educator capacity. A Tupper staff member led a session on November 9 on incorporating Indigenous ways of knowing into classroom practice. On the January Professional Development Day, Tracy Healy, a BCTF facilitator came in and led the staff through the Button Blanket activity during the morning and the afternoon was open for departments to work on how to best incorporate the First People's Principles of Learning into their day to day classroom activities.
- Students and staff worked together over the course of the school year to plan and execute a blessing ceremony for a welcome figure that was carved as part of a Canada 150 grant. The ceremony took place on April 12, 2019 and involved the entire school and invited guests from one of our Elementary feeder schools. Students worked with our IEW to learn drumming and songs that were performed at the ceremony. A feast was held afterwards for our school community.
- Indigenous language resources and simple hən̓q̓əmiñəḥ (the Musqueam language) vocabulary were introduced at each Staff Meeting over the course of the school year. Staff were encouraged to incorporate the resources and language into their classroom practices. Through this, our Dance teacher used a children's story book, written and narrated in hən̓q̓əmiñəḥ as an inspiration piece for her Dance class. The students then choreographed a piece that illustrated the story and performed it while the story was being read aloud. This dance piece was also performed at the Blessing Ceremony for our Welcome Figure.
- Two blocks of staffing was used to support both our Indigenous learners and to support staff in the implementation of content that reflects indigenous ways of learning.
- The Indigenous territory acknowledgement is read at the beginning of each day's announcements by students
- Staff are continually reminded of the Indigenous Enhancement Agreement with the goals of that document printed on all meeting agendas (Staff Meeting, Department Head, etc.)
- PBIS training equips staff to build relationships with students, breaking the negative patterns of discipline that Indigenous students have struggled with for generations
- Staff and students will be attending the Pole Raising at the VSB on June 21
- AIMS plans are developed in collaboration with Indigenous Enhancement Worker, Administration, Counsellors, and Teachers
- Students have one-on-one time with the IEW and opportunities to attend District extra curricular activities
- Many new resources have been added to the Library and department resources (English, Modern Languages, Social Studies) by Canadian Indigenous authors and artists
- Increased focus on oral storytelling in French classes
- Use the First People's Principles of Learning when planning for instruction

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

- List continuing and new initiatives

Staffing will be used in the 2019-2020 school year to support our Indigenous learners in the form of two non-enrolling blocks. This time will be used to connect with our IEW and our students and to ensure that our Indigenous learners are supported in the academic pursuits. It will also be used to ensure support for educators in the implementation of content and indigenous ways of knowing.

In 2019-2020 we will focus on the creation of a weekly student group that will come together to:

- Listen to guest speakers
- Plan for whole school events
- Increase the opportunities that all students and staff have to hear and learn Indigenous languages
- Engage in learning and practicing cedar work

Continue to include educational opportunities for all staff during professional development to enhance the focus on and awareness of Indigenous history and culture

Continue to explore and understand curricular connections to Indigenous learning principles through ongoing discussions during collaborative time as well as department and Department Head meetings.

Continue to access grants to bring in Indigenous artists, etc.

Continue with the daily acknowledgment and expand it to the daily staff and student bulletins

Continue to pursue opportunities in the community for our Indigenous youth to engage in.

Dedicate some TIP time to our IEW to share resources and updates

11. 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 examine graduation and attendance data to ensure that all learners are meeting requirements for success.
 - Attendance at the weekly meetings will be taken and monitored.
 - Families of our Indigenous Students will be invited to a family night in the fall to share a meal and to provide feedback on their hopes and goals for their children.