



Vancouver School District

School Plan for Windermere Secondary School

Year 5, 2017 - 2022

Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.

1. GENERAL SCHOOL STORY:

Neighbourhood

Windermere is located on the east side of Vancouver in a neighbourhood primarily composed of single-detached and detached duplex housing, the majority of which are occupied by the owner. Other housing in the area include apartments under five storeys, apartments five or more storeys and row houses. Based on 2016 census data:

- 41.6 % of dwellings are rented
- population in low income households is 17.6%
- median household income is \$64 179; 36% of population has an annual income less than \$35,000
- population representative of single parent families is 20.1%
- top three languages (mother tongue) are Chinese (34.3%), English (31.5%) and Tagalog (7.2%)

Programs

In June 2021 there were 976 students enrolled at Windermere. This included 41 students in Special Education Programs, 30 Indigenous students and 18 International students. The Special Education Programs include Life Skills, Learning Support and Pre-Employment. The school's Leadership Program is a District Specified Alternative Program with an enrollment of 127 students. We also have a variety of curricular and extra-curricular programs that help support students based on their personalized needs. These include the four Get R.E.A.L. groups, the Oasis Club, the Indigenous group, EIYP, ARTS, SACY Leadership & Resiliency Program, the Business Innovation class, athletic teams among others.

Students

The student body comprises of a diverse population originating from 40 different countries. There are 38 different languages identified as the language spoken in the home. The most common are Chinese, English, Vietnamese, and Tagalog. Chinese (including Cantonese and Mandarin) is the language spoken in 284 homes while English is identified as the language spoken in only 275 homes. The proportion of students where the home language is not English is 73%. The total number of ELL students is 121. The number of Indigenous students enrolled in September has fluctuated over the past few years, from a high of 45 in 2010 to 28 in 2015 and now 30 in 2021.

Community School

Windermere's Community School model, that has built strong links with community agencies such as Collingwood Neighbourhood House and Renfrew Community Centre, has been used as a model for the district's Community School Teams that were established in September 2004. Through this program many Windermere students volunteer and facilitate after-school programs at the neighbouring elementary schools and also volunteer at various community events.

2A. WHAT DID WE SEE?

The information that we know about our learners has come from school and district data, and data collected from surveys with students, parents and staff.

Our learners value school and are motivated to learn and complete school with goals of continuing their education at post secondary or entering the workforce. There is strong participation in school extra-curricular activities in fine arts, athletics and school service. There are a few different segments of the student population that should be highlighted and noted - new students to Canada who are adapting to the culture and their new environment; students with limited adult support at home; and students who have a job and who may be contributing to support the household.

Strengths

- kind, respectful, inclusive
- hardworking and conscientious
- service, volunteer oriented
- strong peer support
- strong student-teacher relationship
- high community involvement
- high graduation rate

Challenges

- social and emotional needs
- anxiety, depression
- low self-esteem
- inconsistent attendance
- distracted by electronic devices, cell phone use
- lack good self-care strategies, e.g., poor sleep

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

Due to COVID-19, student activities were limited and as a result many that would normally have taken place in a regular school year did not run in 2020-21. The student activities that did take place were primarily online and not in-person. Additionally, many parent and student supports did not take place due to the limitations created by COVID-19. We are hopeful that with the greater community's improvement and handle with COVID-19, that more school activities and supports will be able to resume for the upcoming school year.

There will also be particular attention and focus on:

- grades 8-10 students as their transition to high school was drastically altered due to COVID-19
- all students' mental health and wellness
- providing more opportunities for student connections to peers, staff and school

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

Our community solicited input and feedback from all stakeholders (parents, students, staff and community members) and the result of the consultative process was the following focus that would help support all learners:

How do we increase classroom and community engagement to improve student success and learning?

The key areas of learning we will focus on are:

- mental health literacy
- building resiliency skills (self-care skills, problem solving skills, positive self-image)
- support for parents to support their child’s learning, e.g., study habits, responsible media use, personal Responsibility

4. WHAT IS YOUR NEW PLAN?

Our community has adopted and implemented a variety of initiatives to engage students in their learning across the curriculum and for our student’s social emotional needs. We incorporated research, like the Middle Years Development Index results, to guide our strategies to support students. We will continue to employ these strategies in support of increasing classroom and community engagement to improve student success and learning.

Strategies to restart, continue or implement

- mindfulness in all Academic Strategies and LSP classes; several teachers in the building who have taken the MindUp training incorporate this program into their classes.
- Grade 7 Toolkit
 - All grade 7 students from our feeder school will participate in the Grade 7 Toolkit series.
 - The Toolkit series is facilitated by our CST YFW who works with grade 7 students from our feeder elementary schools for weekly classes that focus on building on students assets and identifying and formalizing their circles of support.
 - Work is also done to tie this process in with our Link Crew.
- Link Crew
 - Grade 8 Welcome Orientation
 - Grade 8 Sports Day
 - Grade 7 Orientation
 - Grade 7 Welcome Back Barbeque for families of incoming grade 8 students
 - Ongoing meeting/mentoring - Link Crew meets with the grade 8 students twice a month from September to December and then monthly from January to June.
- Grade 8 Team
 - Grade 8 cross-curricular skills program is delivered by teachers in all grade 8 classes.
- Assembly Presentations
 - social media, drug and alcohol awareness, gangs, motivation and resiliency, mental health
- FIT (Flexible Instructional Time)
 - teach and implement in 2021-22

- Mental Health Literacy
 - Teach mental health literacy to all grade 8 students in PHE classes. Teachers have been trained in the MOOC, a curriculum resource used to teach mental health literacy through classroom based curriculum interventions that have been scientifically shown to improve mental health related outcomes for students.
 - teach mental health literacy in grades 8-12 classes
- Targeted small group instruction
 - Leadership Resiliency Program implemented to support our most vulnerable students
 - Get R.E.A.L. groups
 - EIYP
 - Indigenous student group
- Parent Support
 - monthly group for parents/guardians of new students to the country facilitated by our SWIS team; group will focus on learning about the school system and how to support their children
 - weekly group for parents/guardians facilitated by our MCLW and SWIS worker; group will focus on parents/guardians who would like assistance in how to support their children in school success
 - parent presentations – mental health literacy, anxiety/depression, supporting child’s learning, etc.

5. WHAT SUPPORTS WILL WE NEED?

The supports that are needed to implement our plan to increase classroom and community engagement to improve student success and learning include a variety of existing and new structures and resources.

- Pro-D to teach staff strategies for promoting social-emotional skills, self-care, resiliency, growth mindset, digital literacy, etc.
- Time for teachers to receive training on the MOOC and collaborate about teaching mental health literacy to grades 8 and 9 students
- Time for teachers to organize and update Grade 8 cross-curricular skills program
- Time to collaborate to teach and implement FIT
- Another Route to Success (ARTS) Program
- Engaged Immigrant Youth Program – weekly meetings
- Get R.E.A.L. groups – weekly meetings
- Homework H.E.L.P. – operates three days per week after school from 3:10 to 4:15 PM. Homework H.E.L.P. is supervised by teachers. UBC tutors volunteer to help students.
- Indigenous Group – weekly meetings
- Community Schools Team
 - facilitates student volunteer and leadership opportunities in the community
- Oasis Club – lunch time space for students to eat their lunch and participate in a variety of activities
- Breakfast Club – aimed at those students who have attendance issues and socio-emotional concerns to help start their day in a positive way

6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

We will use student, staff and parent anecdotal data, survey data (Student Learning Survey) and attendance data as measures before and after to track the effectiveness of strategies implemented. The following may be used as indicators of our success in improving with the theme of engagement throughout our community:

- The participation rate has increased for students being part of one of the smaller cohorts we have established (like the Get R.E.A.L. groups) to create a sense of belonging in our community.
- The number of staff making a concerted effort to greet students in the hallways and at the beginning of classes to make students feel welcome and connected to adults.
- The number of students accessing extra help in getting help from teachers, using FIT effectively and access the Homework H.E.L.P. program.
- The number of students showing improved achievement from term to term.
- The number of students with attendance concerns from term to term.
- The number of students reporting they feel anxious and/or depressed.
- The number of students reporting they have positive self-esteem.
- The number of parents reporting they feel they are supporting their child's learning.

If there are no changes after implementation of the strategies, we will need to assess why there weren't any changes and modify the plan and look at alternate strategies to increase classroom and community engagement to improve student success and learning.

7. HOW WILL WE SHARE?

Information to inform and involve our school community will be communicated using a variety of platforms.

- Publicize information on individual and collective student achievements (curricular, extra-curricular, and community) over the public announcements, in the daily bulletin, in the school annual, at staff meetings, school website, VSB website, community newspaper, school newsletters, local newspapers
- Share information on school social media – website, Twitter, Instagram
- Email the Windermere WAAG to families to keep parents and guardians updated on school events and ongoing support for our inquiry question
- Monthly report to parents and guardians at PAC meetings
- A showcase in our main hallway is dedicated to display student success/recognition
- Partnership with the Renfrew Collingwood Newspaper to highlight and share student and staff accomplishments with the greater community
- Informing the VSB Communications Department of any major school events to be publicized at the district level



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

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

Our Indigenous population totals 31 students who are dispersed throughout all grade levels.

	Number of Indigenous Students
Grade 8	5
Grade 9	2
Grade 10	5
Grade 11	13
Grade 12	5

The success of our Indigenous learners is not different from the rest of our population where we have the majority of our Indigenous learners finding success in many areas of the school, but some having difficulty with attendance which manifests in not finding success in the classroom. Like with the rest of the student population, supports are provided for these students to help them re-engage in their school life.

9. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

In many areas throughout our community, we have provided all students opportunities to learn about Indigenous culture. These opportunities include:

Curricular

• Social Studies:

- course content: Indigenous nations in Canada by region; Indigenous contact with Europeans and the impact on the Indigenous culture; first contact, impact of foreign diseases on Indigenous population, roles during the fur trade, assimilation, Metis resistance; social, economic, cultural differences between Indigenous and the early settlers to Western Canada; Indigenous people and the early Treaty Process; Indigenous standard of living in comparisons to the national averages; progress in Indigenous people achieving more rights throughout Canada's history (self-government, land claims, suffrage); main topics addressed: the Indian Act, assimilation, the treaty process, residential schools, the White Paper, the Oka Crisis and the Nisga'a Agreement; current events, Indigenous representation in media
- field trips contain indigenous content
- collaboration with and class visits by Indigenous Education teacher
- use of graphic novels: *Seven Generations*, *Riel*

• English:

- each grade has a dedicated novel either by an Indigenous author or with an Indigenous focus
 - Grade 8: *Touching Spirit Bear*
 - Grade 9: *Night Wanderer*
 - Grade 10: *Absolutely True Diary of a Part-Time Indian*
 - Grade 11: *Indian Horse*
 - Grade 12: *Motorcycles and Sweet Grass*
- use short stories and poetry resources by Indigenous authors
- continue to add indigenous resources and considerations into each class

• ELL:

- for readings, use stories and legends
- ELL SS Level 1: focus on language and discourse pertaining to Indigenous culture and history; learning about significant symbols within Indigenous culture and respective tribes; explored this by celebrating art and traditions, then conducting a compare/contrast against the student's respective culture
- for Transitional classes (English + SS): cross-curricular lessons – Indigenous Education teachers visited classes, students applied what they learned about Indigenous traditions, challenges etc and applied to novel study in English
- Transitional English novel study using *Absolutely True Diary of a Part-Time Indian*
- for Transitional Sr. SS: relate experiences from home countries' history with events in Canadian history in order to understand (ex: effects of European exploration/colonization on Indigenous peoples and on home countries)

• Math:

- Indigenous math lunch group
- Math Catchers SFU online serives...Small Number
- Lahal (indigenours game)in senior math classes (FOM 11/12)
- group work follows First Nations principles
- field trip: Burnaby Art Gallery

- Science:
 - addition of Indigenous guest speakers
 - study of space, native plants
 - collaboration with IET to develop lessons that incorporate Indigenous perspectives
- Physical and Health Education:
 - using canoeing, kayaking and hiking field trips to incorporate Indigenous history and content
 - relating activities such as lacrosse, archery, target games, running, gardening to Indigenous history
 - addition of traditional indigenous games and indigenous teaching practices
- Applied Skills:
 - Indigenous guest speakers in Human Services classes
 - collaborate with Indigenous Education teacher on projects
- Fine Arts:
 - collaboration with Indigenous Education teacher, guest instructors
 - using principles of Indigenous education in class
 - using Indigenous source materials, i.e., songs
 - drum making
- Modern Languages:
 - collaboration with and class visits by Indigenous Education teacher
 - continue to look for Indigenous resources to use in French, Mandarin, Spanish classes
- Diverse Learners:
 - being inclusive and acknowledging students' backgrounds
 - using Indigenous perspective and content in lessons, i.e., indigenous stories
 - PASE: English: read *Never Cry Wolf*, *The Absolutely True Diary of a Part-time Indian*; SS Indigenous project; Science: raised 110 salmon eggs and released, field trip using tracking
 - incorporate new ways for mindfulness using music connected to nature, e.g., Carlos Nakai
- Counselling:
 - part of the Indigenous Individualized Enhancement Plans with students
 - liaise and advocate for and with our Indigenous students depending on their needs (Unya, VACFSS)

Community Events

- At the start of community and school gatherings, we acknowledge that we live and work on the traditional lands of the Musqueam, Squamish and Tsleil-Waututh Coast Salish people. The acknowledgement is incorporated into all school communications that go out to our community.
- As the creation of the Sacred Room continues, students are integral in providing input into the design of the space and creating the aboriginal images on the wall and painting the room.
- The Sacred Room is utilized for various school and district events. The room hosts staff meetings, drum making classes, class gatherings and presentations and aboriginal district meetings.
- school celebration of Orange Shirt Day, National Indigenous Peoples Day

Indigenous Student Leadership Opportunities

- Student led Indigenous Group meets once a week to discuss and plan projects. The group is open to all students.
- In collaboration with CNH's CREW, Indigenous Group meets once a week in building connections to the community.
- Grade 12 Indigenous students attend an indigenous retreat at Loon Lake sponsored by the Vancouver School Board.

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

Our community will continue to embed Indigenous learning into our school program and provide opportunities for everyone to learn about Indigenous cultures. The major initiatives listed above will continue next year and other initiatives will be sought to provide leadership opportunities for our Indigenous learners.

11. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

The indigenous goal has been embraced widely at Windermere where our community has provided many opportunities for students to learn about indigenous culture. Our indigenous students have been given leadership opportunities to share their experiences and culture with others. We have been a part of many community indigenous projects in the past few years that include the mural exterior installation, the carving of a totem pole, the development of the Sacred room and drum making workshops. These opportunities are open to all students and provide insight into cultural expression.

An area of support that our indigenous students identified is improvement in achievement. Students have accessed several supports for their learning that include Homework H.E.L.P., math support and weekly tutorial sessions. Each term our Enhancement Team meets with each indigenous student to discuss their progress and develop success plans for the next term. Term reports help to inform us of the interventions' effectiveness.

The students who are not finding success also have attendance issues. Counsellors, IET and IEW check in regularly with the students who have chronic attendance issues and use strategies like attendance cards to encourage students to attend and recognition incentives when student demonstrate improvement.

Throughout the school year, our Indigenous Education Teacher provides services to many classes on a variety of educational topics and our Indigenous Enhancement Worker provides individual support around social and emotional concerns.

As a community, we are embedding more indigenous content into our classes and in our community. We will need to continue to focus on supporting those indigenous learners who are not engaged and not finding success.