

2022-2023 - Year 1 School Learning Plan

1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

Sir James Douglas Annex School is located in the southeast corner of Vancouver, on the unceded and traditional territory of the Musqueam, Squamish and Tsleil-Waututh Nations. Douglas Annex is a school of 165 French Immersion students from Grades K-3, many of whom are ELL, while 3% are Indigenous and 5% have special needs. After our students finish Grade 3, they will transition to Sir James Douglas Elementary (main school). Our diverse learners speak many different languages at home and are from many different cultures from all around the world. For many of our learners, French is a third language, which has its challenges, but our strength is our diversity. We are connected by learning a common language, French, and we highlight oral language to support gains in literacy.

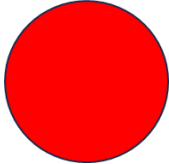
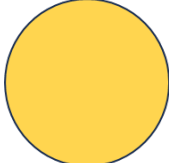
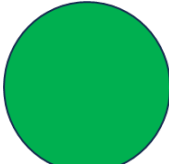
Our staff is especially collaborative, and it feels like a family because everyone works together so well. We engage in conversations for the development of our students' social, emotional, and learning journeys. We value that our school environment is safe, caring, welcoming, and an inclusive place for students to learn and for families to appreciate and witness. Staff have worked with students on Zones of Regulation, Second Step, and we have Ready Body Learning Minds for some students on a regular basis. In addition, we have sensory pathways set up in the hallway for students to use as needed. Together as a school community we celebrate having opportunities for children to engage in extracurricular activities including Running Club, Chess Club, Rainbow Club, Cross-Country, Track and Field, and a Douglas Annex Has Talent Show. As a staff we prioritize SEL in our communication with our families.

Douglas Annex families are very supportive, caring, and respectful of all our efforts to provide the best education for their children. Our school is supported by the PAC (Parent Advisory Council) for both Douglas Main and our Annex communities. Parents have helped to bring in technology, provided funding for field trips, and hosted school events such as barbecues, parent information sessions, and workshops. The Welcome Back Barbecue at the beginning of the year was a really great event because it helped to welcome back the community, after the pandemic restrictions were lifted.

We are also supported by the David Thompson Community of Schools Team HUB who have provided programming, through community connections and support to our students in various ways.

2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS? (SCANNING)

As mentioned above, a strength is our diversity; it allows us to appreciate and learn about all our different backgrounds and cultures. Another strength is the fact that we are all learning and developing our language skills in French. Our Kindergarten students come into the school in September with very little French, and by the end of the year they are able to ask and answer questions, they are learning to read, and they really understand their teachers. Being a French Immersion school, our students get a lot of language instruction, and being a school with Reading Recovery (IPLE) and CELI/CLIP school, our teachers are focused on and engage collaboratively in conversations to develop literacy skills in our students. We still have work to do in phonological awareness, strategic problem-solving for decoding, and explicit repetitive phonics instruction for complex sounds, and we are excited to see the gains in reading that students will make including those with in-depth Reading Recovery instruction. Our students also need support in mental health, fine motor, gross motor, attention, and focus. Our learners are from caring and supportive families and help make each class a caring community. Our learners become risk-takers in learning thanks to the supportive environment they are in. We have used the results of the student learning survey to learn about what our students are saying and thinking. At the beginning of the year, through a traffic light activity, staff identified areas that we were done with, areas that we wanted to continue and areas that we wanted to look at further. This resulted in a staff discussion to narrow our focus to our new School Learning Plan. This is the collective results of the traffic light discussion:

Where are you at?		
	What do you feel you are done with? This could be something you have talked at length about. Things that you feel you have learned a lot and you are done.	<ul style="list-style-type: none"> - GB+ readers + - Guided reading groups - Not having field trips - Still in the process of learning things - Fundraising constraints - COVID +++
	What do you feel you want to keep working on as a staff or grade group?	<ul style="list-style-type: none"> - Parents picking up children outside + - Indigenous Education/Perspectives/Ways of knowing in all subject areas +++ - learning about students with disabilities - Return to collaboration and connections (social etc.) with staff ++ - booking community groups for PE sessions for example Bollywood, Hip Hop, assemblies, performances, tutorial - Outdoor learning/School Garden ++ - RBLM - New fun ways to reduce stress among staff & students - Fostering healthy happy community for all of us - Return to Bon Dragons/Je parle Français +++ - Peer Helpers +
	What would you like to start that is new for the school or your grade group?	<ul style="list-style-type: none"> - MATH -improve Math lessons/A new math program? More hands on problem-solving/small group guided lessons /Scope/sequence for each grade+ - Oral French - scope & sequence/expectations per grade level - Indigenous Perspective- More indigenizing of our school environment, create community connections and relationships with community members to come and sit and learn with us - Buddies +++ - TECHNOLOGY -Improve my skills in technology - Sensory paths - I would like to see the students with fresh eyes because they have grown and changed - Mental Health wellness for staff/self-care - ART - School-wide Art/Mural collaboration - Pride day (parade & discussion) - Organize a little play or talent show - Gr. 3 Volleyball - Nationalities/Ethnic groups in our school

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

(SCANNING)

We have gathered much informal evidence through our observations and discussions with staff, families, and other professionals in our field. We have also gathered some formal evidence, including the results of the EDI Survey, and the BC Ministry Student Learning Survey. Finally, we have CELI/CLIP and IPLE data on reading levels and phonemic awareness that helps to guide our instruction for our learners. From this, we have learned that we have many students that are vulnerable in their literacy development. With this information, we adjust our classroom teaching and provide one-to-one as well as small group support to students. We have noticed that students are generally happy to come to school and they are excited to learn and to express their strengths and goals. We have also found that when mental health and social-emotional well-being challenges are presented in class, it means that time needs to be used to address these issues which can take away from academic time.

We continued our staff discussion in groups, using the traffic light results, and the student learning survey results. We discussed the fact that students are learning the French, but there are things they are missing, and this could be related to the pandemic and not having consistent schooling or playing as well as the effect of the restrictions. The chart below highlights areas that struck us as interesting, especially the fact that there were so many children who responded that they “didn’t know” to many of the questions. Also, that they are not that aware of their own learning and about themselves. We want students to be able to be more aware of themselves.

Staff came to a consensus that what we want to look at is developing personal awareness for our students. It relates to the curriculum, it relates in many ways to our Indigenous perspectives, and it relates to our school code of conduct in that “We take care of ourselves, and we take care of others”. It is part of Social Emotional Learning, it is part of learning about our learning, about ourselves, and about others around us.

From the Student Learning Survey results from Spring 2022, we noticed the following from student responses....

<i>Question</i>	<i>Interesting Responses</i>
Do you feel you have a choice about what you are learning?	17% Never/Almost never 25% Don't know
At school, do you get to work on things you are interested in?	50% Never/Almost never/Sometimes
Are you taught to improve how you learn?	20% Never/Almost never/Sometimes 30% Don't know
If you do not understand something at school, do you ask for help?"	20% Sometimes Majority said Most of the time/Always
Do you set a goal when you learn something new?	7% Never; 15% Almost never; 43% Sometimes 17% Don't know
Can you explain to others how you solve problems?"	57% either Never/Almost never/ Sometimes/ Don't know
At school, do you get to show your work in creative ways (pictures, writing)?	48% Almost never/Sometimes 25% Don't know
Are you learning ways to think of new ideas?	35% Never/Almost never/Sometimes 15% Don't know
Are you learning how to care for your mental health?	37% Never/Almost never/Sometimes 35% Don't know
Are you learning how to care for your body?	42% Never/Almost never/Sometimes 25% Don't know
When you make a choice, do you think about how it might affect others?	15% Never/Almost never 20% Sometimes 25% Don't know
Are you learning how to solve problems with others in peaceful ways?	28% Don't know 2% Almost never
Does school make you feel stressed or worried?	2% Most of the time 25% Sometimes 12% Don't know
Do you feel good about yourself?	27% Almost Never/Sometimes/Don't Know

4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE? (FOCUSING)

We have decided to look more deeply into the personal awareness of all our learners – we want our students to have a positive personal and cultural identity. This aligns nicely with the Goal Number One in the District Education Plan of physical and mental well-being, as well as belonging. It also aligns with the BC Curricular Core-competency of Personal Awareness and Responsibility in that, as we understand and unpack the connections between personal and social behaviour, the more it improves our well-being. It also aligns with the First Peoples Principles of Learning, more specifically “Learning ultimately supports the well-being of the self,” “Learning involves recognizing the consequences of one’s actions” and “Learning requires exploration of one’s identity.” We want students to be able to answer questions such as: Who am I? What makes me unique? What are my strengths? What do I want to learn? What are my stretches? We want students to feel a sense of connection and belonging to our community through their own individuality whereby they build a sense of worth, where they take ownership of their choices, and by building this self-awareness, their mental health will be enhanced. Furthermore, it also connects to the VSB Aboriginal Enhancement Agreement, more specifically to the goal of belonging, “To increase Aboriginal students’ sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.” We want to increase all students sense of pride, self-esteem, belonging, place, acceptance, and caring for themselves and each other.

5. INQUIRY QUESTION (FOCUSING)

Our Inquiry Question for our three-year plan:

If we emphasize personal awareness, how will students’ learning be impacted and, how will their self-worth, self-awareness, and positive personal identity be impacted?

Further questions for us to look at:

- How do we build opportunities for students to exercise their agency and for students to build confidence in sharing their personal strengths?
- How can we empower students to be active agents in their education?
- By giving students the skills necessary to identify their emotions, their strengths, and their stretches (self-awareness) will they become active agents?
- How do we make students understand the gifts they bring to the classroom and community, what they have to offer and teach, what they need support with.
- How can we help empower students through learning about themselves, including their identities, their cultures, their place, social responsibility, behaviour, their emotions?

6. WHAT IS OUR PLAN? (PLANNING)

Year 1

- Traffic Light Exercise/Look at the results
- Presented 2022 Students Learning Survey results to staff and use Microsoft Forms to survey staff
- Looked at CELI/CLIP data
- Define our Inquiry Question
- Compile baseline data (observational)
- Identify books and resources we can use but also look at how to collect data, celebrate it and share it
- Student Voice survey based on the DESSA – still to complete before the end of the 2022/23 school year and collate before September's first meeting

Year 2

- Define our Book Clubs – one or two – to be decided at one of the first staff meetings in September
- Hold book club meetings regularly throughout the year
- In September we will look at different programs to help align with our goal – a few possibilities include ...Incredible Flexible Me, Superflex, Social explorers, We thinkers
- Work with the Pro-D committee to align our pro-d with our school plan inquiry question
- Create bank of resources that align with goal (book baskets, digital resources)
- Try out different ideas with children and share successes at staff meetings and via Teams
- Celebrate some successes at different events
- Provide time at staff meetings or team meetings for staff to share what was successful in their classrooms

Year 3

- Continue book clubs
- Continue Pro-D around our Inquiry Question
- Continue to try out ideas/make adjustments where necessary
- Use data to see if strategies helped to make improvements for students
- Based on our results decide on the next steps for our students

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

Supports we will need to help us answer our inquiry question:

- Look at the I-statements in the core competencies (Eg. I can recognize my strengths & take responsibility).
- Full school initiatives to have common language like we have already for Zones of Regulation
- Celebrations of learning/talent shows
- Flexibility for teachers tailoring for classes and individual students
- Books, plays, family involvement
- Opportunities to try new things and learn new cultures and celebrations

Ideas from our counsellor as well as she works with individuals and with classes Some ideas for book club books:

- "We are all connected" and "Powerful understandings" by Adrienne Gear
- Mindfulness in the Pre-K-5 Classroom: Evidence-Based Tips and Tools to Stress Less and Learn More by Patricia Jennings "Ton fantastique cerveau elastique" (Your fantastic Elastic Brain) [book on Growth Mindset](#) by Joann Deak "Kids these Days" by Jody Carrington

Some ideas for programs:

- Incredible Flexible Me / Superflex / Social explorers, We thinkers

8. HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

Some of the ways we intend to ensure we are on track:

- Check ins – formative assessments (use DESSA to help formulate these assessments)
- Self-evaluations – can students identify their strengths and stretches? Use the core-competency of self-awareness for the self-evaluations on our report cards
- Are students able to self-regulate? Are students able to be aware of their actions and take responsibility?
- Are students aware of their roles and responsibilities at school and in the classroom?
- Can students identify their emotions? (questionnaire)
- We will continue to have staff discussions at staff meetings as well as discussions through our book clubs
- We will see if this continues to be a common idea that occurs in our SBT meetings.

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

Some of the ways we intend to share the results of our findings:

- Student projects, interviews, conferences
- Assemblies/Celebrations of learning
- Conferences and goal setting and self-reflection
- Newsletters
- School wide displays
- Use student voice data – compare student learning surveys; look at redoing any surveys we do initially
- Post on our school website
- Through our self-evaluation on our report cards – we can use self-awareness as the curricular competency
- Share results of our book club
- Share results of our learning of any programs we choose to use



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

Some of the learning we have done this year and in previous years:

- We have purchased many books by Indigenous authors that are being used in classrooms.
- We honoured Orange T-Shirt Day (Truth and Reconciliation Day) at Douglas Annex, by engaging in dialogue with our students regarding residential schools, reading books and reflecting on Indigenous peoples' lived experience and school values through writing, discussing and visual aids.
- Grade 2 Students participated in a medicine wheel project to learn about Indigenous beliefs.
- There was a school-wide initiative to have a visual representation (feathers and statement: "We stand in honor of the graves of the 215 children who died in the Kamloops Residential Schools") in the windows of the gym to acknowledge the 215 children who died in the Kamloops Residential School in the spring 2021.
- We use the First Peoples' Principles of Learning and ways of knowing passed on from generations with students
- Teachers practice sharing circles in their classrooms using a talking feather.
- Douglas Annex has an Indigenous garden bed.
- We have a small percentage of students who are Indigenous in our community.
- Author David Bouchard presented an author talk via Teams for the entire school in Spring 2022 – he talked about the Metis people, and he read from his book - *On apprend du soleil*
- The entire school participated in a contemporary Coast Salish Art Workshop – Presented by the Burnaby Art Gallery – April 2023 –Focus on the artwork of Susan Point (we have her artwork already in the school - The legacy of enlightenment art piece. Presented to VSB schools in May 2017.)

11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

Examples of how Indigenous Worldviews and Knowledge have been fostered at Douglas Annex:

- Douglas Annex has an Indigenous garden bed.
- Feathers on the gym windows to represent the 215 children who died at the Kamloops Residential School in 2022
- Our school gives a land acknowledgement at every assembly and staff meeting.
- We have a collection of Indigenous books in our school library, which have Indigenous stickers to identify them as Indigenous content to inform our students.
- We display Indigenous books in our school library.
- One of our colleagues reads one of the 94 calls to Action in the Truth and Reconciliation (related to education?) report at monthly SAC meetings
- There is Indigenous art displayed in the school.
- The whole school participated in a presentation given by Davita Marsden in which they sang

- Indigenous songs. Davita Marsden also taught staff how to make drums.
- Teachers integrate Indigenous content in their curriculum throughout the year

12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

We brainstormed some ideas that we will be considering for next year...

- Post a land acknowledgment sign by the school entrance of Douglas Annex.
- Encourage teachers to begin each day with a land acknowledgment given by students
- Organize an assembly geared towards Indigenous worldviews and perspectives just like we do for other cultures (e.g. Black History Month, Lunar New Year, etc).
- Organize a field trip to learn how to identify Indigenous plants.
- Purchase field guides to help students and teachers identify Indigenous plants and their uses and benefits.
- The school could post community values promoting inclusivity, respect, diversity, etc in the hallways.
- Look at possibility to decolonize our school's name
- Have a designated, visual space in the school to post Indigenous art and content created by students
- Invite an Indigenous artist to teach us about Indigenous ways and songs that we can then share with our students

We will continue to ...

- purchase books by Indigenous authors
- honour Orange T-Shirt Day (Truth and Reconciliation Day) at Douglas Annex, by engaging in dialogue with our students regarding residential schools, reading books and reflecting on Indigenous peoples' lived experience and school values through writing, discussing and visual aids.
- learn about the Indigenous medicine wheel
- keep the visual representation (feathers and statement: "We stand in honor of the graves of the 215 children who died in the Kamloops Residential Schools") in the windows of the gym to acknowledge the 215 children who died in the Kamloops Residential School in the spring 2021.
- use the First Peoples' Principles of Learning and ways of knowing passed on from generations with students
- practice sharing circles in our classrooms using a talking feather
- develop, use, and learn from the Indigenous garden bed
- enhance the learning of the Indigenous students in our community.
- seek Indigenous authors for author talks
- continue to participate in contemporary Indigenous Art Workshops – Presented by the Burnaby Art Gallery.