



Vancouver School District

School Plan for Champlain Heights School

Year 3 (2020 - 2021)

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

1. GENERAL SCHOOL STORY:

- Our vision for students at Champlain Elementary includes developing cognitive, academic, social, emotional and physical competencies needed to succeed as lifelong learners in the global community.
- At Champlain we encourage our students to 'REACH for the Heights' (Respect, Empathy, Achievement, Cooperation and Helpfulness). Champlain students are a very cooperative group, showing a positive attitude and using kind words and fairness to each other. In the classroom students engage in academic subjects, integrating technology and project work successfully. In addition to the strong relationships they have in the classroom, students have ongoing relationships with the school through the after-school programs offered by the Killarney Community Schools Team. There is also a strong focus for our students on social responsibility and physical education – opportunities to go skiing, swimming, and to participate in outdoor education at the intermediate grades. Students at Champlain show a commitment to their school environment through extra-curricular activities such as teams at the intermediate level for cross country, volleyball, basketball, Kindergarten Monitors, safety patrol, School-Wide Assembly leadership and School Spirit Team. Parents work as active partners within our school. The PAC at Champlain run a variety of community events and fundraisers to bring our community together.
- Students who attend Champlain Heights School are drawn from a catchment area of moderate to higher density housing, consisting of townhouses, single family homes, housing cooperatives, rental and subsidized housing. Our student population is diverse in its learning needs. For the 2020 -2021 year, approximately 15% of our students speak English as an additional language, with Chinese, Korean, Tagalog and Spanish being the most common home languages spoken. Fourteen students were self-identified as Indigenous while approximately 10% of our students were identified as students with special needs. For the 2021 - 2022 school year, we will be welcoming approximately 265 students in 11 enrolling divisions. Our school demonstrates how students, parents and staff work together to create a positive learning environment within a diverse context.
- Since March 2020, Champlain Heights continues to serve as a swing-site by welcoming seven enrolling divisions and from Weir Elementary as they undergo seismic upgrades to their school building. These additional divisions span from Grades Two to Five. Our two school communities work collaboratively with each other.
- **(In addition to our District-Wide Indigenous Focus) For the past three years, our inquiry question has been: *What school-wide strategies can we implement to strengthening math skills, understanding of math concepts, and math language, while promoting a growth mindset?***

- **Over the course of our work within Years One, Two and Three, two additional areas of focus have been identified for further exploration during Year Three: 1) To increase the focus of Growth Mindset within Math instruction and other curricular areas, by identifying a 'common language' around this within our School Community, and by educating our Parent Community around the connection between adopting a Growth Mindset with increased engagement, confidence, and achievement in Math. 2) More exploration on assessment methodology around Math instruction in order to inform instruction and communicate student learning.**

2. WHAT DID WE SEE?

Curricular Competencies **Strengths**:

- Communicating and Representing – using math vocabulary, representing math ideas in a variety of ways

Curricular Competencies **Needs**:

- Reasoning and Analyzing – mental math strategies, estimation
- Connecting and Reflecting – connecting mathematical concepts to each other and other areas of personal interest
- Understanding and Solving – problem solving

Core Competencies **Needs** (Personal Awareness and Responsibility):

- Challenging the student's own perspective that they are 'not good at math'.
- Self-Determination
- Self-Regulation
- Well-Being

These needs were identified in Year One and Two of this School Growth Plan (and years prior). Our work with our Math Mentors in Years One, Two and Three were geared towards addressing these needs.

Supports and Activities Throughout the Year:

- Assigning Professional Development days and Curriculum Implementation days to focus on Math instructional practices, pedagogy and curriculum
- Continue our work with Gillian Rudge and Darlene Shandola – Professional Development Days, Curricular Implementation Days, demonstration lessons, co-teaching, co-planning, discussions around Mathematics in Staff Committee Meetings, collaborative inquiries, peer observation
- Explore and share assessment practices
- Facilitated time with Math Mentors to reflect on student achievement and growth of both students and teachers around math.
- Funds focused on acquiring more Math teaching materials and recommended resources by Carol Fullerton, Marion Small, Marilyn Burns and corresponding manipulatives.
- Funds focused on accessing more time with Math Mentors and other teacher colleagues
- Math-focused Professional Development days and Curriculum Implementation Days
- Providing Release Time for co-teaching opportunities and co-planning with Colleagues
- Sharing instructional successes, lesson ideas, and student success in Math at our Professional Development Days in the Spring (Years Two and Three)

3. WERE WE SUCCESSFUL?

From our time with math mentors:

- **What resonated?** - using concrete materials to make multiple representations of number concepts, using problems with multiple entry points to reach all learners, involving families in math games, using objects and stories for problem solving, breaking concepts in to smaller chunks, utilizing curriculum to investigate math in a variety of ways, exploring curricular competencies in deeper ways
- **What we have tried** – variety of assessment strategies, engaging with new manipulatives, connecting math and art, making number stories, open questions, self-assessment and reflection, mental math strategies, taking more time to do less and go deeper, using technology to facilitate and enhance math instruction, engaging students in ‘number talks’
- **After three years, where do we go from here?** – continue incorporating math across the curriculum, more interactive problem-solving activities, exploring how to use more manipulatives, incorporating games, communicating student learning and progress with parents, more hands-on time during math, exploring a variety of assessment strategies and methodologies, exploring how we can make Indigenous connections with Math.

We knew we were successful because:

- Students were more engaged and reported increased enjoyment in the learning of math concepts and the transfer of these skills and attitudes into other curriculum areas and into upper grade levels– as discussed in our Year Three wrap-up discussions during our May, 2019 Professional Development Day
- We used the following types of data to determine success:
 - PSR Marks
 - Report Card Comments
 - Anecdotal comments from students and families
 - Anecdotal observations of students
 - Student Competency Scale
 - Student Learning Survey Data

4. HOW HAVE WE SHARED?

- Student-Led Conferences – sharing and enjoying math games with families, educating parents around changes in practices and instruction around the Math Curriculum
- Continued celebration of growth and progress in Math in the classroom
- Continued communication of student progress and learning in Math using formal and informal means
- Using e-portfolios and other technologies to showcase and communicate student success (ex. myBlueprint, Fresh Grade, Showbie)
- Formal reporting structures
- Sharing of School Growth Plan foci, goals, and progress at PAC Meetings

5. WHAT ARE OUR NEXT STEPS?

Where will we be going as we begin to plan for next year and the next multi-year goal?

During the 2017 – 2018 school year, a small team of Classroom Teachers at Champlain Heights participated in the Communicating Student Learning (CSL) Pilot Project for Option A Reporting. Since then, our team of ‘early adopters’

have grown in numbers. For the 2018 – 2019 year, over half of our enrolling team has been participating in the CSL Pilot Project for student reporting. Since the 2019 – 2020 year, our entire school team (enrolling and resource) embarked on this journey together. Because of this, it has become apparent that this change in reporting practice requires whole-school staff development in order to ensure that this process of change is done meaningfully. Staff development in this area is required so that our staff can fully support our students and their families in their engagement of the communicating student learning process.

What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.?

At our Professional Development Day in May of 2019, our staff engaged in a conversation around highlighting areas of staff and student strengths and areas for growth. A common area of growth revolved around communicating learning in meaningful and reflective ways throughout the school year. Our discussion then led to us asking how technology could help facilitate this communication and celebration of learning. In the end, two themes emerged for our upcoming multi-year goal:

1. Increase fluency and comfort in communicating student learning in staff, students, and families under the new **strength-based** framework and philosophy. Some guiding questions include: *How do we shift the narrative of assessment so that ongoing communications of learning are just as meaningful and robust as formal written reports? How do we engage students in identifying the “What? So what? Now what?” within their own learning journeys? How do we support future learning by communicating strengths and areas for growth?*
2. How can we use technology to support and enhance our communication and demonstration of Core Competencies and how can we use technology in facilitating the ongoing and authentic communication of student learning? For the 2019 – 2020 year, our aim is for all of our students to create a myBlueprint e-Portfolio.



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

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

For the 2020 – 2021 year, Champlain Heights Elementary welcomed 14 students who identify themselves as Indigenous. The students at Champlain have caring and involved families that support our young learners to their best ability. Our Indigenous learners continue to receive emotional and academic support from our Indigenous Enhancement Support Worker. In collaboration with our Indigenous Enhancement Worker and our School-Based Staff, Indigenous Success Plans are completed each year for each student who has self-identified as Indigenous. Students are engaged in the school community and continue to make progress.

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

Thus far, we have:

- Consistent communication and collaboration with Indigenous Enhancement Worker
- Sharing district resources and communication sent by our District Vice-Principal of Indigenous Education to all school staff
- Indigenous luncheon was hosted for students who have self-identified as Indigenous and their families
- Orange Shirt Day was celebrated as school-wide event. The significance was shared at a school-wide assembly
- All School Gatherings start with an Indigenous Acknowledgment
- Remembrance Day Assembly recognized Indigenous People's contributions, service, and sacrifices in World War II
- Several classes completed a writing unit addressing reconciliation and residential schools. Students' works were shared at a School Gathering
- Classes have worked with our Indigenous Enhancement Worker on Indigenous studies and visual arts projects to enhance understanding/awareness of culture, history and current events (ex. Lessons/Hands-on activities around Red Dresses, Button Blankets, Totem Poles, Indigenous Stained Glass, Medicine Wheel, Bannock, Dreamcatchers, connecting self with nature, Indigenous People's Principles of Learning and various whole-school bulletin board displays etc.)
- Incorporating Indigenous education and culture into the daily curriculum (ex. Visuals Arts, Salmon Life Cycle, School Garden)
- Accessing Core French teaching resources/materials with Indigenous themes through VSB Modern Languages Department
- Working with Teacher Librarian to acquire relevant and current resources around Indigenous culture and education
- Purchased new Science and Social Studies curricular materials that incorporate Indigenous knowledge and perspectives
- Accessing community/neighbourhood resources and participating in events with Indigenous focus such as virtual field studies with the Vancouver Art Gallery and previous field studies to the Museum of Anthropology at UBC, and the recognition/celebration of Indigenous History Month and story-telling event by Indigenous speaker, Joseph A. Dandurand at the Vancouver Public Library (Champlain Heights Branch)
- Worked with our Indigenous Enhancement Worker to ensure that all Success Plans for our students who have self-identified as Indigenous are completed on time and thoughtfully
- Our Indigenous Enhancement Worker working regularly one-on-one or in small groups with our students who have self-identified as Indigenous
- Encouraged our Grade 7 students who have identified as Indigenous to attending the Grade 7 Moving Forward Celebration

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

At Champlain Heights, we will continue to integrate Indigenous content and culture into our daily curriculum and instruction in respectful ways. We will continue to incorporate knowledge of stories told and read into our curriculum. Also, we look forward to continuing the visual arts focus.

Some practices we will continue to keep consistent include:

- Indigenous Acknowledgement at the beginning of each School Gathering
- Regular communication and collaboration with Indigenous Enhancement Worker
- Ensure that all Indigenous Success Plans are completed on time and thoughtfully
- Sharing and accessing district initiatives and information from District Vice-Principal of Indigenous Education
- Recognizing the contributions, culture and customs of Indigenous peoples where and when possible as 'teachable moments'
- Sharing and communicating our learning of Indigenous content in class and with the school community
- Working with our Teacher Librarian to acquire relevant and current resources
- Continue to work with community partners to further our engagement with and instruction of Indigenous culture
- Having our Indigenous Enhancement Worker work one-on-one or in small groups with our learners who have self-identified as Indigenous
- Continue to encourage any Grade 7 students who have identified as Indigenous to attend the annual Grade 7 Moving Forward Celebration

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

- Our students are showing a growing and increased understanding of Indigenous culture. Teachers note that they know of stories and when they are presented again and that our students are inquiring at a deeper level, asking more relevant and expanding questions. Through the work of our teachers along with our Indigenous Enhancement Worker, our students are showing an increased awareness and appreciation for Indigenous content, customs and culture. In addition, their awareness about the history and effects of Residential Schools has also increased.
- Indigenous Success Plans, and formal communication of student learning will provide both data and anecdotal examples. Ministry of Education Student Learning Survey Data will also provide further insight regarding students' awareness of Indigenous culture and practices.