

## **2022-2023 - Year 1**

### **School Learning Plan**

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

Students who attend Champlain Heights Elementary 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. The student population is diverse in its learning needs. In the 2022 -2023 school year, there were approximately 300 students from Kindergarten to Grade 7. Approximately 34% of the student population speak English as an additional language, and among these students, Spanish, Korean, Cantonese, Mandarin and Russian are the home languages spoken with the highest prevalence. 5% of students were self-identified as Indigenous while approximately 13% of our students were identified as students with special needs. For the upcoming 2023 - 2024 school year, the school will be welcoming approximately 310 students in 13 enrolling divisions from K - 7. The school demonstrates how students, parents and staff work together to create a positive, inclusive learning environment within a diverse context.

Some of the unique characteristics of the school include the expansive outdoor area surrounding the school within which students enjoy creative play in the forest on a daily basis, gardening activities at the cedar garden boxes, body breaks, soccer and basketball in the field and courts, and active play in the two playgrounds. Students demonstrate a sense of care for and connection to the land. In September 2022, a new accessible sensory playground was opened at the school which includes a We-Go-Round, interactive musical instruments, a large-scale communication board, braille and sign language displays, a We-saw, and monkey bars with rubber surfacing on the ground. The school has an Art program and a Music program that is taught by Art and Music specialist teachers.

Students at Champlain Heights have many learning opportunities to treat others with respect and work cooperatively with each other, and they take pride in and show a commitment to school engagement through extra-curricular activities such as cross country, track and field, volleyball, basketball, kindergarten monitors, lunch room monitors, school-wide assembly leadership, and school spirit initiatives. The school sees a high participation rate in the athletic opportunities as well as service oriented commitments throughout the school year. There are also several school clubs open to students at lunch hour. In addition to the existing Chess club, the school saw the addition of an Art club, Dance club, Guitar club, and Safe Place club this school year.

Some of the identified Champlain Heights School strengths are the commitment of staff to learn and grow, the staff's dedication to connect with and demonstrate great care for the students, and a school wide commitment to equity (nutrition support, equitable opportunities, support in accessing outside community organizations). The Grade 7 students enjoy unique experiences in the Outdoor Education program. The VSB Community School Teams also offers after school targeted Fine Arts programming. The staff work very well as a team and have dedicated efforts in making the school a place where all learners feel safe to learn and thrive. Parents work as active partners with the school. The PAC at Champlain run a variety of community events and fundraisers to bring our community together and support the school.

In November 2022, the two and a half year time served as a swing site for a substantial proportion of the Weir Elementary population during their school's seismic upgrade came to a conclusion.

The staff and students at Champlain Heights are committed to continuing our Reconciliation journey by increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions. Once a week, an Indigenous Enhancement Worker rotates through classes and leads children in a variety of learning and hands on activities. There are also many teachers on staff who are very committed to teaching and learning Indigenous knowledge, history, and awareness.

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

Curricular Competency Strengths:

- Math: In the 2021/2022 school year, many more students were at the Applying or Extending range of proficiency as opposed to Beginning or Developing

Curricular Competency Needs:

- English Language Arts: In the 2021/2022 school year, the number of students who were at the Applying or Extending range of proficiency was slightly lower than the number of students across all grades who reached Beginning or Developing in English Language Arts over the course of the school year.

Core Competency Strengths:

- Strong sense of social responsibility: valuing diversity, contributing to community, building relationships
- Strong positive cultural identity

Core Competency Needs:

- Self-regulation
- Well-being
- Self-determination
- Communication during unstructured school time

Student voice has been included in the form of student self-assessments, Student Learning Survey, and Middle Years Development Instrument, and conversations and observation for many students who have not completed the surveys. The evidence shows that the students have a lot of strengths and foundation in terms of academic and social strengths, and areas for growth are also evident and identifiable.

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

(SCANNING)

The strengths and needs noted above come from the Power BI CSL report and the Core Competency strengths and needs are based on student self-assessments, student voice via conversations and incident logs, Student Learning Survey, and Middle Years Development Instrument (MDI). Student voice has been incorporated both formally in the form of the structured surveys, and student self-assessments, and informally in the form of observations, conversations, walks and talks, and indirectly from a lot of staff input.

Evidence from the MDI at Champlain Heights in comparison to the entire district demonstrates areas that require focus, such as a higher than average ratio of students with a low sense of well-being and a substantially lower ratio of students with a self reported sense of well-being (thriving), as well as a significantly lower percentage who report good nutrition and sleep. There was a lower than district average percentage for absence of sadness and absence of worries. This also aligns with staff experiences anecdotally and in case studies of students and situations at the school. At the Indigenous Focus Day on November 25, 2022, staff professional development days in April 2022, October 2022, and April 2023, mental health, self-regulation, social emotional learning, and support with anxiety were all areas for student growth identified by staff.

The data also demonstrates areas in which Champlain Heights has a higher than district average percentage in the area of assets such as positive adult relationships, presence of one or two important adults who care and believe in students' success, and positive peer relationships.

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

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. This is the simplified version of the code of conduct often used by all staff and students are very familiar with the components of REACH and what it means.

The school will be focussing on all learners who may need more support in the identified areas including: mental health, self-regulation, social emotional learning, and anxiety. These goals are connected to the VSB 2026 Education Plan because they strive to address student needs in order for students to maximize their full potential and increase achievement, physical and mental well-being, and experience a sense of belonging. More specifically, there is a direct connection to Goal 1, "The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families, as well as increasing literacy. Ensuring the alignment among school, district, and provincial education plans.

We are interconnected in that we are all lifelong learners. The adults on staff and the students' parents in the community are learning alongside the students as we all walk together on the path of our Reconciliation journey.

We strive to create a learning environment where Indigenous students can achieve success, and where Indigenous culture is integrated and celebrated in the school. The school has made a commitment to lead and listen throughout our Reconciliation journey with First Nations, Métis, and Inuit. The school is committed to deepening the sense of community in the school. Increasing Indigenous students' sense of belonging, pride, self-esteem, place, acceptance and caring in the school is targeted by undertaking a variety of school wide and class based activities. This connects to the Vancouver School Board's Education Plan 2026 Goal 3, "The VSB will continue its Reconciliation journey with First Nations, Métis, and Inuit by increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions, [as well as] aligning its policies and practices in a manner consistent with the United Nations Declaration on the Rights of Indigenous Peoples and the calls to action of the Truth and Reconciliation Commission, [and] engaging and gathering with the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) & səliłwətał (Tsleil-Waututh) Nations.

This focus for all learners also connects with the Aboriginal Education Enhancement Agreement in its goal to increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions from all students through eliminating institutional, cultural and individual racism within the Vancouver School District learning communities. The school is committed to supporting all Indigenous Learners at Champlain Heights in participating fully and successfully in all aspects of the curriculum and school life.

This year in Year 1, the school has taken actions and steps in our Reconciliation journey with First Nations, Métis, and Inuit.

Our focus is interconnected to the curriculum's big ideas in some of the following ways: core competencies such as communication is integrated in the learning plan as well as personal and social competencies that focus on developing what students need to thrive as individuals, understand and care about themselves and others, and to find and achieve their purposes in the world to become their best selves. The interconnection to the curricular big ideas is through the framework of understand, know, and do in many different learning activities.

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## 5. INQUIRY QUESTION (FOCUSING)

How can the school support student mental health and social emotional well-being to improve student learning outcomes?

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## 6. WHAT IS OUR PLAN? (PLANNING)

Year 1 and 2:

- School wide focus on Social Emotional Learning
- Establish common language for self-regulation and social emotional learning with common visuals throughout the school (Zones of Regulation). Examples of the common language include: being in the green, yellow, red or blue zone, self-regulation, tools, strategies, expected and unexpected behaviours
- The implementation of Social Emotional Learning curriculum (Expected vs. Unexpected behaviours, making good choices, keeping our bodies safe, breathing strategies, WITS conflict resolution)
- Goal for students at Champlain Elementary includes developing cognitive, academic, social, emotional and physical competencies needed to succeed as lifelong learners in the global community
- RBLM for targeted groups of students
- Deepen sense of community in the school by regular assemblies, spirit days, community events bringing families together at the school
- Planning shared activities for multiple classes integrated (field trips, HUB cycling, Art workshops, Salmon life cycle process, Saleema Noon Body Science, school wide dance week and performance for parents, Winter Concert, Business Fair, Science Fair, Speech Fest, Outdoor Education)
- Activities to increase a sense of belonging for all students (new clubs, leadership opportunities, service opportunities, opportunities to shine in various curricular areas including Fine and Performing Arts, collaborative movies)
- Focus on our school's code of conduct and the framework of Safe and Caring Schools so learners can feel secure and be their best selves
- Assigning Professional Development days to focus on Social Emotional Learning Strategies, Mental Health, Resilience and dealing with unhealthy emotions and anxiety
- Allocate funds and secure grants to increase self-regulation tools in classes and sensory room to promote equitable access to learning for all students
- Sharing instructional successes, lesson ideas, and student success in SEL, self-regulation, and wellbeing at our professional development days in September and April
- Into Year 2 add goal to increase student achievement in English Language Arts
- Continue focus on place based learning to deepen student connection to the land of our school, increase knowledge of our surroundings, deepen knowledge of our school as an arboretum and the Indigenous connections to the land
- Deepen learning about the Indigenous species that are growing on the school ground, and the significance of the memorial plants

### Year 3

- Plan for additions and adjustments to the plans in place as necessary
- Completely develop the curricular goal of targeting support for student achievement in English Language Arts, integrating team efforts from enrolling teaching staff, support staff, resource team, Fine Arts specialist teachers, Literacy Enhancement teacher, Indigenous Enhancement Support Worker and Teacher Librarian

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## 7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- Dr. Jenna Whitehead Professional Development workshop for teachers to focus on Social Emotional Learning Strategies, Mental Health, Resilience and dealing with unhealthy emotions and anxiety
- Support from PAC for community building activities and events
- Sharing and collaboration time for teachers and support staff
- Guest Speaker for Parents
- Funding

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

- Use of baseline data from last school year (MDI, SLS and case studies) and compare with newer data gathered
- Anonymous tracking of incidences of severe mental health events
- Monitoring concerns shared by parents
- PSR Marks (English Language Arts)
- Report card comments
- Attendance analysis
- Anecdotal comments from students and families
- Anecdotal observations of students
- Student competency scale
- All students and community members feeling welcomed and sense of belonging at Champlain Heights Community Elementary School
- Pivot and adjust if a positive difference is not observed

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

- Student led conferences
- Celebration of growth and progress in the classroom
- Open house celebrations of learning (Business Fair, Science Fair, Performances, Speech Fest, Invitations to Indigenous ceremonies)
- Monthly newsletters
- Communication of student progress and learning using formal and informal means
- Using e-portfolios and other technologies to showcase and communicate student success (e.g., myBlueprint)
- Formal reporting structures
- Discussions at monthly PAC meetings
- Sharing School Learning Plan foci, goals and progress at PAC Meetings



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

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

- Supporting the work of our Indigenous Enhancement worker and learning from her
- Listening to students and finding ways to take actions that come from student voice
- School wide activities of Indigenous Education: Walk of Silence, Drum Awakening, whole school singing
- Class activities: making Bannock, Beads, Indigenous Focus within Remembrance Day, drum making, making art with Indigenous influence
- We had very rich whole staff discussions on the Nov 25 Indigenous focus day where staff discussed going beyond focusing only on Indigenous content, and look at how we learn together, and how we build community. We discussed the importance of retelling history and correcting the untruths. Parallels were drawn to histories in other countries in Central America. The importance of stories and the worth of Indigenous people was discussed, as well as the desire as a school community to celebrate Indigenous values and celebrate everything they are past and present. Important Indigenous inventions and contributions are good teaching pieces and link to empowerment.
- Rebuilding culture by connecting to the land of our school (teachings of Lori Snyder and Melissa Yellowknee)

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

- Indigenous content integrated into Remembrance Day Assembly
- Tree of reconciliation
- Walk of Silence
- Drum making
- Drum awakening
- Bannock making and eating
- Bead work
- Singing
- Creating art with Indigenous influence

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

Our school's Indigenous Enhancement Worker (IEW) is an integral member of our school. We learn from them regularly and they have an impact on all classes. Our parent community also has expressed that the students are coming home and extending their learning by sharing with parents. Parents expressed that these learning opportunities were not present when they were in school. We continue to be committed to learning from and alongside our IEW, and will continue with many class based and school wide activities in Year 2 and Year 3. As a school, we will continue our journey of Reconciliation and maintain our commitment to continue our work and our learning