

2023-2024
School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tseil-Waututh Nation).

Students who attend Champlain Heights Annex Elementary are drawn from a catchment area of moderate to higher density housing, consisting of townhouses, single family homes, housing cooperatives, rental and subsidized housing.

Champlain Heights Annex has 5 divisions with 94 students from Kindergarten to grade 3. Almost 40% of our students are English Language Learners, with 15 different languages spoken at home. Students come from diverse ethnic and demographic backgrounds. The more prevalent languages spoken at home include Spanish, Korean, and Mandarin.

Some of the unique characteristics of our school grounds include a large outdoor grass field, a well-used sand pit, and a large gravel field where many students of all grades play soccer. Students enjoy using the large spaces for tag games or finding a sunny spot to relax with friends. Classes participate in using our 7 garden beds to varying degrees to learn about healthy living and sustainability. Identifiable school strengths include a dedicated staff committed to lifelong learning and supporting our diverse learners. Staff regularly collaborate on school-wide professional development to focus on literacy. Staff also take great pride in teaching students to be independent citizens and critical thinkers. Students are taught to celebrate their abilities and learn to resolve conflicts in peaceful ways that respect all members. Empathy is a large focus in problem solving.

Students learn that they are an important part of community, and they can make a significant impact in small ways. Staff encourage student leadership opportunities to raise funding for events such as Terry Fox and the World Wildlife Fund through activities students can lead including book fundraisers. Students are encouraged to demonstrate leadership skills by introducing guests and presentations at school-wide assemblies and regular school-wide announcements.

Staff coach cross country and track and field to students every year. Our staff work very closely together to collaborate on learning goals and activities. The dedicated Champlain Annex PAC volunteers are committed to raising funds for the school through pizza sales, bottle drives, bake sales, and Scholastic Book Fairs.

This literacy goal came from evidence over several previous school years of very little growth in the literacy skills of our students and that further Tier 1 instruction was needed at the classroom level. Tier 1 instruction focuses on universal programming that the classroom teacher implements to support the diverse needs of all learners.

Adopting the science of reading has allowed for every student, regardless of abilities, to be able to access curriculum, creating an environment consistent with the best practices of Universal Design for Learning. At Champlain Annex, we believe that strong literacy skills provide the basis for meaningful learning and responsible citizenship.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners have many strengths and challenges. Some strengths of our learners include a determination to work hard and engage in literacy activities to improve decoding and fluency reading skills. Students are not afraid of putting in the effort needed to improve their writing skills. Our learners also work collaboratively with their peers and act in kind and respectful ways to follow the school code of conduct. Some challenges for our neurodiverse learners include communicating their needs and navigating social situations.

Indigenous perspective: How do we respectfully and intentionally weave in Indigenous learning and reconciliation into our everyday learning, while specifically focusing on the First Peoples Principles of Learning. At Champlain Annex we reflect on the first two principles: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Our classes recite the Indigenous land acknowledgement every morning and classes are taught early in the school year about the importance of the land acknowledgement. Literacy, Social Studies, Science, Art and other subject areas are often connected to an Indigenous picture book and used as an extension of learning and reconciliation. Our library is very well supported with picture books on Indigenous culture, other cultures represented in our school, as well as books that promote critical reflection and perspective thinking in celebrating diversity and building equity. There have been many learning opportunities inviting in outside resources that provided an equitable learning opportunity for all of our students.

Evidence which informs our understanding comes from our ongoing assessments of literacy skills using Dibels. We can track student progress of skill acquisition over the years in attendance at the Annex. Our data shows where students are progressing in their word decoding, phonemic knowledge, comprehension, and fluency skills. Using this information, we provide targeted interventions on ensuring students achieve their benchmarks by grade and term. The evidence tells us that using a school-wide unified literacy approach increases student achievement in literacy skills. Targeted interventions for students with at-risk indicators are bridging the gap and raising outcomes for these learners.

Approximately 20 percent of our learners are neurodiverse who have Ministry designations and approximately 4 percent have self-identified as Indigenous. Approximately 40% of our learners are English as a second language learners.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our staff are seeking to answer these two inquiry questions:

- How can we increase our students' language acquisition?
- How will we apply our growing knowledge of the science of reading and ensure student success in language and literacy?

As a whole school (classroom teachers, support staff and resource teachers), we continue to use Sounds-Write, Story Champs, Colourful Semantics, CUBED, DIBELS, Heggerty, and Talk 4 Writing to support our literacy goals.

Staff are creating a shared understanding of how learners read through professional development and collaborative teaching. We are implementing a school-wide Science of Reading program supported by data. By understanding the development of students at different ages and appropriate teaching skills, we are raising student achievement in literacy.

We inform our teaching by highlighting Scarborough's reading rope philosophy to design our structured school-wide reading and writing program. By using school-wide Kindergarten to grade 3 universal screeners, DIBELS, we can track student progress. Following students along a continuum from kindergarten to grade 3, we can identify students who benefit from targeted interventions. Our data, generated from CSL reporting, indicates that student achievement in Language Arts is increasing. In the first term, students were at the following levels in Language Arts: Developing 19 percent, Proficient 11 percent, and Extending 3.5%. In the last term of school, numbers rose to: Developing 31 percent, Proficient 48 percent, and Extending 6.5 percent for the 2023/24 school year.

Staff are committed to empowering students to develop personal and social responsibility in actionable ways. Teachers host a yearly school used book fundraiser, or "market" to support local and international charities. Students practice using the Zones of Regulation, Mind Up, and Kelso's choices to regulate their emotions and interact in prosocial ways with their peers and staff.

To increase physical activity, all classes participate in engaging daily movement and exercise routines in class. Staff support increased student physical participation by coaching extracurricular activities including Cross Country and Track and Field. As a school, we invite performers and workshop leaders to motivate students in activities including wrestling, martial arts, and drumming to inspire students to engage in new activities and reach a larger population of students. We are considering a kilometer club.

Improve equity

- Providing positive feedback and praise for every accomplishment, no matter what size
- Small group Learning Support Teacher providing targeted instruction for literacy skills: reading, writing, math
- Small group instruction for Social Emotional Learning support through role playing

Continue our journey of reconciliation with First Nations, Metis, and Inuit

- Finding ways to integrate First Peoples Principles of Learning and Indigenous Knowledge through storytelling
- Creating art inspired by Indigenous artist and artifacts
- Asking students to personalize the Land Acknowledgement
- Recognizing the importance of the land as a source of life for animals and plants through studying salmon and releasing them into their natural habitat
- Participating in Orange Shirt Day and the Calls for Action

HOW WILL WE KNOW WE'RE ON TRACK?

- Using assessments to inform our practice: Formative assessments through observations and conversations with students
- Summative assessments in daily and weekly work
- Collecting school-wide data using the same measures across grades to assess literacy acquisition – using DIBELS
- Conversations among staff checking whether students are meeting benchmarks
- Problem solving and revisiting strategies for students who are not meeting benchmarks
- Understanding and asking What are we missing? What can we do differently?
- Staff professional development and collaboration to determine whether
- Gathering and including student input and feedback to gain understanding if we are meeting their needs and checking on their learning of new concepts
- Having conversations with families to receive feedback on school supports and listen to their feedback and experiences