

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 xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tseil-Waututh Nation).

Students attending Champlain Heights Community Elementary School are drawn from a catchment area of moderate to higher density housing. The student population is diverse in its learning needs. In the 2023 -2024 school year, there are a little over 300 students from Kindergarten to Grade 7 distributed into 13 divisions. 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. A little over ten students were self- identified as Indigenous while over a tenth of our students were identified as students with special needs. The teaching staff consists of a Resource Team, Teacher Librarian, Music and Art specialist teachers, a Literacy Enhancement Teacher, and a team of a Youth and Family Worker, Indigenous Enhancement Worker, and School and Student support workers. 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 Champlain Heights neighbourhood has a lot of green space with trees and park land such as Sparwood Park, Captain Cook Park, Champlain Heights Park and the very large Everett Crowley Park. The school itself has a small forest that is encircled by long gravel paths enjoyed by many community members.

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, and basketball, as well as service oriented activities such as Kindergarten monitors, lunch room monitors, school-wide assembly leadership, Safety Patrol, 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 a few school clubs open to students at lunch hour, such as a school choir, a movie club, a chess and checkers club, and a soccer club. The clubs have a high student participation rate.

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. Community Schools also offers after school targeted student leadership 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 Parent Advisory Council (PAC) at Champlain run a variety of community events and fundraisers to bring our community together and support the school.

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.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Champlain Heights, the students and staff are committed to our Reconciliation journey in many ways such as student engagement in the process of giving the Indigenous land acknowledgement, integration of First Peoples Principles of Learning throughout the curriculum, the unlearning and relearning of history in the Social Studies curriculum, and Indigenous content in school wide events.

Curricular Competency Strengths:

- In the 2023/2024 school year in Math, many more students were at the Proficient or Extending range of performance as opposed to Emerging or Developing (around 60% overall throughout term 1, 2 and 3 based on the CSL Written Learning Update data in Power BI)

Curricular Competency Needs:

- In the 2023/2024 school year, the number of students across all grades who were at the Proficient or Extending range of performance in Language Arts was slightly lower than the number of students who had Emerging or Developing in English Language Arts over the course of the school year (the average over the school year across all grades was 47% in the Proficient and Extending category, based on the CSL Written Learning Update data in Power BI).

Core Competency Strengths:

- Strong sense of social responsibility: valuing diversity, contributing to community, building relationships
- Strong positive cultural identity
(Evidence is observational, anecdotal, and extracted from pertinent student responses in the Grade 4 and 7 Student Learning Survey data)

Core Competency Needs:

- Self-regulation
- Well-being
- Self-determination
- Communication and body/objects to self during unstructured school time

Student voice has been incorporated both formally in the form of the structured surveys, and student self-assessments, incident logs by students, and informally in the form of observations, conversations, walks and talks, and indirectly from a lot of staff input.

The body of evidence shows that the students have a lot of strengths and foundation in terms of academic and social strengths, and areas for growth and support are also evident and identifiable. Evidence from the Student Learning Survey results at Champlain Heights in comparison to the entire district demonstrates areas that require focus, such as the sense of feeling good about oneself for the Grade 7s, which shows a lower than district average of self reported sense of feeling good about oneself. The grade 4s on the other hand, had about the same percentage as the district average. A lack of sense of safety while going to and from school and home was evident when comparing the Grade 7 results to the district average. This was not a question included in the Grade 4 Student Learning Survey. At a collaborative staff wide professional development day, staff identified the students' sense of feeling good about oneself as an area for growth as well as, mental health, self regulation, social emotional learning, readiness to learn and taking responsibility for own actions as areas for student growth.

The data also demonstrates areas in which Champlain Heights has a higher than district average percentage in the area of assets such as a sense of belonging at school, and the presence of two or more adults who care about the student for both Grade 4 and 7 students (Student Learning Survey).

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

The school staff is committed to collaboration and ongoing updating and improvement of our practice as we align with the three goals of the VSB Education Plan 2026. The staff is committed to professional development in areas of literacy and math instruction, as well as Social Emotional Learning. As a staff, we are working on updating and expanding literacy resources at the school, especially for at risk learners. We have accessed special grant funding to assist with resource acquisition. The resource team is looking at reviewing supports provided to students for more efficient and effective interventions. The school plans to run a series of reading assessment training sessions for teachers and have a school wide practice of consistent reading assessments (in terms of tools and timing) twice a year for all grades. More thorough assessments and interventions will take place for identified at risk learners.

The Professional Development Committee is planning a session in September for all staff that addresses Social Emotional Learning and supporting social emotional needs. They are also in the process of planning a session to support our Literacy goal on the topic of effective and inclusive writing instructional practices.

In order to support students in their overall sense of well being and personal safety, our Youth and Family Worker programming for the upcoming school year has plans in place for learning that will be offered to students who may benefit from specific topics including healthy relationships, positive communication, positive self image and self talk, mindfulness, managing anxiety, conflict resolution, and self awareness throughout the upcoming school year.

The school works with the School Liaison Officer to address any safety concerns or vulnerabilities among student groups. As needed, education presentations on topics such as pedestrian safety, online safety, and personal safety are offered to students.

In addition, Champlain Heights will be one of the schools to have Safer Space programming from Children of the Street for intermediate students. This series will specifically address staying safe online.

Students in all grades learn about healthy living and the benefits of regular physical activity at age appropriate levels within the regular curriculum. The school has regular extra curricular sports available to students in specific ages groups including cross country, volleyball, basketball, and track and field. In addition, throughout the school year special programs are brought in to supplement the physical education curriculum with offerings such as hip hop dance, field hockey, and pickleball, with some variety year to year.

The school fosters a sense of belonging through school wide activities and events such as assemblies, clubs, PAC community events, and spirit days.

Improve equity

The school has accessed the Family Affordability Fund to supplement school fees and activity fees for families facing financial challenges and offers assistance from outside agencies when available and required. The PAC plans community events through an equity lens. Events are accessible to families without the need to pay admission if there is financial hardship. Spirit days involve creative ideas that are inclusive of all families and do not require a lot of preparation. Spirit days are also carefully planned to be culturally sensitive and inclusive. The school strives to hear the perspectives of all school community groups and works to remove barriers to school attendance and learning, by offering support and liaising with community partners as needed. The school team strives to maintain a safe space for all students both physically and emotionally, and addresses issues of safety with a high priority.

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

There are many teachers on staff who are very committed to teaching and learning Indigenous knowledge, history and awareness. The school invites Indigenous parents and caregivers in to share knowledge and cultural teachings with students, and has the opportunity for collaboration and engagement with the Indigenous Enhancement Worker.

Our school's Grade 7 students report a higher than district average regarding participating in ongoing Indigenous programs or activities.

In addition to the abundance of Indigenous Education that takes place in the respective classroom learning that is integrated in the curriculum. The whole school took part in presenting a very meaningful Truth and Reconciliation assembly and had the privilege to see a jingle dance performance. Multiple classes took part in a Silent Walk, drumming, and Indigenous content in other school wide assemblies such as the winter concert and the Remembrance Day assembly. A few of our primary classes had an enhanced learning experience about Indigenous education by visiting Cheakamus Centre for outdoor education. Those classes also learned about the salmon life cycle through an Indigenous lens. Some of the classes also learn Math with Indigenous content integration.

The school is committed to continuing to expand our learning and deepen knowledge as we continue on our journey of reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

- Use of baseline data (MDI, SLS, CHEQ and case studies) and compare with newer data gathered
- School wide reading assessment data
- Anecdotal information from students (walking interviews)
- Monitoring concerns shared by parents
- PSR Marks (English Language Arts)
- Written Learning Update performance data
- Attendance analysis
- Anecdotal comments from students and families
- Anecdotal observations of students
- Staff meetings to check in, share data, revisit plans to discuss
- Check ins at PAC meetings to hear parent perspectives
- All students and community members feeling welcomed and sense of belonging at Champlain Heights Community Elementary School
- Celebrate successes as a school at school wide assemblies
- Pivot and adjust if a positive difference is not observed