

2024-2025

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|Squamish & səlilwətał |Tsleil-Waututh Nations.

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.

Currently in 2024-25: we have 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. Our students come from diverse ethnic and demographic backgrounds.

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 place to sit and relax with friends. Classes participate in using our 7 garden beds to varying degrees to learn about healthy living, sustainability, life cycles, and Indigenous connections to land. Identifiable school strengths include a staff dedicated to lifelong learning and supporting our diverse learners. Staff coach Cross Country and Track and Field for our students every year. Our staff work collectively to collaborate on learning goals and activities and plan 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 on problem solving.

Students learn that they are an important part of the community, and they can make a significant impact in small ways. Staff encourage student leadership opportunities to raise funds for charities such as the Terry Fox Foundation and the World Wildlife Fund through activities students can lead including book fundraisers. Students eagerly demonstrate leadership skills by participating in masters of ceremonies roles to introduce guests and presentations at school-wide assemblies and making special school-wide announcements.

Our dedicated PAC volunteers are committed to raising funds for the school through pizza and bake sales and bottle drives. PAC is invested in supporting the arts and music and fundraising to bring in a variety of high-level performers and workshops including dancing, musical theatre, and drumming specialists. Our PAC is very community minded and works hard to support every family.

The literacy goal came from evidence over several previous school years of very little growth in the literacy skills of our students indicating that further tier 1 (whole class) instruction was needed. Tier 1 instruction focuses universal programming implemented by the classroom teacher that accounts for the diverse needs of all learners.

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 reading fluency and writing skills. Students are not afraid to put in the effort needed to improve their writing skills. Students are observant, thoughtful, and curious. Our learners also work collaboratively with their peers to act in kind and respectful ways to follow the school code of conduct to “be Kind, be Safe, and be Great.” Our students are very welcoming and inclusive of all learners. Some challenges for some neurodiverse learners include communicating their needs and navigating social situations. They are working on individualized programs to meet personal goals with Support Staff.

Approximately 20 percent of our learners are neurodiverse who have Ministry Designations, and a small number have self-identified as Indigenous. Approximately 40% of our learners are English as a second language learners.

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

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

Our inquiry question continues to focus on literacy and the First Peoples Principles of Learning. Literacy: How can we increase our students’ language acquisition in speaking, reading, and specifically writing? How will we apply our growing knowledge of reading and writing to ensure student success in language and literacy? As a whole school - classroom teachers, resource teachers, and support staff - continue to use a variety of reading and writing programs to support our literacy goals.

Our staff are seeking to answer these two inquiry questions:

- How can we increase our students’ language acquisition in both reading and writing?
- How will we apply our growing knowledge of current reading and writing practices to ensure student success in language and literacy?

As a whole school (classroom teachers, support staff and resource teachers), we continue to use a variety of reading and writing programs and resources to support our literacy goals. In the 2024/25 school year, we are putting greater emphasis on improving student writing skills.

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

Most current research has found evidence that letter names are best learned after phonogram sounds have been internalized. Studies show that 75 phonograms will correctly spell and decode 98% of English words.

We inform our teaching by highlighting Scarborough's reading rope and Orton Gillingham 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. In writing, staff follow school-wide criteria for each grade level that aligns with the BC Performance standards.

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.

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).

Students are learning about the history and origin of land acknowledgements, and how to make personal land acknowledgements. Our students present the Indigenous land acknowledgement at assemblies 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 Indigenous books and used as an extension of learning and reconciliation. Through thematic units including teaching about salmon habitat and life cycle, students learn about the importance of salmon to Indigenous Peoples, their connection to the land, place in the food chain, and the impacts on the larger ecosystem. All students participate in raising butterflies and releasing them back into nature as part of their contribution to sustainability.

Our library is very well supported with a variety of 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. In our school gardens, students learn how our Indigenous ancestors used their lands and their relationships to these lands. We continue to sustain and enhance our understanding of Indigenous perspectives and knowledge through creating a year-round school bulletin board display. Staff are working with district Indigenous Curriculum teachers to foster our understanding of Indigenous worldviews and knowledge. Student leaders are also working on creating personal land acknowledgements with district staff.

Evidence which informs our understanding comes from our ongoing assessments of literacy skills. In reading, we use DIBELS. The DIBELS measures were specifically designed to assess three of the five components of early literacy: Phonemic Awareness, Alphabetic Principle (Phonics), and

fluency with text. Each DIBELS measure has been thoroughly researched and demonstrated to be a reliable and valid indicator of early literacy development.

In writing, we use school-wide criteria and benchmarks to inform our writing pedagogy through collectively assessing and tracking writing progress in the fall and spring.

Grade-wide and School-wide writes follow the BC Performance Standard criteria. Staff use these assessments to create personal writing folders to track the progression of literacy skill acquisition for learners through their years at the Annex; our data reveals student word decoding, phonemic knowledge, comprehension, and fluency skills.

Using this information, we provide targeted interventions to ensure 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 is bridging the gap and raising outcomes for these learners.

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 in 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 to increase their physical fitness through activities including wrestling, martial arts, and drumming. Through these activities, we are able to inspire students to try new activities and reach a larger population of students. We are considering a kilometer club. To further support these goals, staff will be collaborating monthly to review and assess their effectiveness of improving student achievement in literacy, numeracy, physical well-being, and belonging.

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

Support for students with diverse needs from our school itinerant staff including school counsellor, speech and language therapists, and school and student support workers

In terms of equity, students who belong to equity-deserving groups—such as those with learning needs are demonstrating success by meeting or exceeding grade-level expectations:

In Language Arts, based on the CSL Summary of Learning Written Updates, 77% of students from equity-deserving groups were in the Developing, Proficient, and Extending range in third term of the 2024/25 school year. This is lower than the overall achievement rate.

In Math, based on the CSL Summary of Learning Written Updates, 94% of students from the equity-deserving groups were in the Developing, Proficient, and Extending range in third term of the 2024/25 school year. This is closer to the overall rate, indicating stronger equity in numeracy.

Table 2: Achievement of Equity-Deserving Groups

Subject	% in Developing, Proficient, and Extending	Comparison to Overall	Interpretation
Language Arts	77%	Lower	Indicates a gap in literacy achievement
Math	94%	Closer	Stronger equity in numeracy

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

- Finding ways to integrate First Peoples Principles of Learning and Indigenous Knowledge through storytelling
- Introducing a school bulletin board display of Indigenous learning that includes student voice and perspectives
- 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 Truth and Reconciliation Day and the Calls for Action
- Collaborating with our district Indigenous education staff to support staff in developing curriculum

Student surveys, interviews, and conversations showed growth in understanding why we have Land Acknowledgements. Some responses include:

- "Remember, our ground was the Indigenous Peoples' ground"
- "To respect the Indigenous People because we took their land so that's why we do the Land Acknowledgements"
- "When you make a Land Acknowledgement, think about how you want to express yourself"
- "So that people think about the land a little more"
- "We do the Land Acknowledgement to respect the Indigenous, because we stole their land. The ground you are sitting/standing/lying down on. The people before us have been there too."
- "Because we stole their land."

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are on track by informing our practice in several ways:

- Using assessments to inform our practice:
- Formative assessments through observations and conversations with student Summative assessments of daily and weekly work, CSL reporting and data
- Collect School-wide data using the same measures across grades to assess literacy acquisition – using DIBELS
- Collect data from School-wide writes using school wide rubrics and criteria
- School wide tracking of reading and writing data progressing from kindergarten to Grade 3 in addition to yearly tracking by classroom teachers

What the data shows:

Power BI Report Card data provides insight into both overall Student Achievement and the progress of Equity-deserving groups:

Student Achievement refers to how well students are performing overall, regardless of their background:

In Language Arts, based on the CSL Summary of Learning Written Updates, 90% of students were in the Developing, Proficient, and Extending range in the third term of the 2024/25 school year. This suggests strong overall performance in reading and writing.

In Math, based on the CSL Summary of Learning Written Updates, 98% of students were in the Developing, Proficient, and Extending range in third term of the 2024/25 school year. This indicates exceptional performance in math across the student body.

Table 1: Overall Student Achievement

Subject	% in Developing, Proficient, and Extending	Interpretation
Language Arts	90%	Strong overall performance in reading/writing
Math	98%	Exceptional performance across student body

What This Means About Teachers and Staff

- This data suggests that:
- Teachers and staff are effectively supporting most students to meet academic expectations, especially in numeracy.
- There is strong instructional practice in place, particularly in math.
- However, the equity gap in literacy indicates a need for more targeted support or differentiated instruction for students who may face additional challenges.
- Staff are likely already doing meaningful work to support equity, but further strategies may be needed to close the gap in literacy outcomes.

Next Steps

- Analyze classroom-level data to identify specific student groups who may need additional literacy support.
- Collaborate in professional learning communities (PLCs) to share effective strategies for supporting equity-deserving students in literacy.
- Implement targeted interventions and monitor their impact on student progress.
- Engage families and communities to support literacy development at home.
- Celebrate successes and continue to build on strengths in numeracy while applying similar equity-focused strategies to literacy.
- Conduct study surveys to collect baseline and year end data including insights related Indigenous Land Acknowledgement learning