

## 2024-2025

# School Learning Plan

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### SCHOOL STORY

*With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation).*

Sir James Douglas Elementary School is situated in the southeastern area of Vancouver, on the ancestral, traditional, and unceded Indigenous territories of the Coast Salish Peoples – the Squamish, Musqueam, and Tsleil-Waututh First Nations. Douglas Elementary is a triple-track school with English, French Immersion and Late French Immersion programs. The school currently enrolls 533 students. French Immersion students attend Sir James Douglas Annex from Kindergarten through Grade 3 before transferring to the main school, Douglas Elementary, for Grades 4 through 7. Douglas is part of the David Thompson Secondary Family of Schools for English program students and the Sir Winston Churchill Secondary Family of Schools for French Immersion students. A Strong Start Program opened in September 2014 and is a vibrant part of the school community. Douglas is committed to fostering strong ties with our early learning partners.

In 2013, we moved into a new building that is seismically safe and fully accessible. The school is designed with classrooms grouped in six learning communities/pods named after local Indigenous animals: Eagles, Wolves, Hummingbirds, Coyotes, Turtles, and Orcas. Each pod contains 3-4 classrooms grouped with a shared learning space for students to share and engage with other students. This design fosters collaboration and cooperation among classroom teachers and students.

The Douglas community, including students, parents, and staff, is eager to engage. Douglas provides many extra-curricular programs and school experiences to enhance collaboration and student learning. We have a thriving Arts program, including music classes with our music specialist, a band for grades 6-7 students, and an annual school-wide musical performance. Our students also engage in art workshops through the Artist in Residence Studio (AIRS) program. In addition, Douglas students participate in Intramural and VSB athletics throughout the year (Cross Country, Soccer, Volleyball, Basketball, Badminton, Ultimate and Track & Field). Our Community Schools Team is actively involved in providing after-school learning opportunities such as the Super Science Club and Coding programs. Staff are committed to land-based learning and creating spaces outdoors for connection with each other and the land through the Wild Schools program. The school has a highly active Parent Advisory Council that coordinates many social and fundraising activities for Douglas and Douglas Annex.

Some of the ways that we celebrate learning that connect to the VSB Education Plan 2026 Goal of improving student achievement, physical and mental well-being, equity, and belonging include: commitment to anti-racism, restorative practices, school-wide themes, events, activities, assemblies, parent-teacher conferences, newsletters, social media, PAC meetings, open houses, and celebrations of learning. Douglas is participating in SpacesEDU reporting pilot project with more than half of our teachers using digital portfolios to communicate student learning and share authentic evidence of learning with families.

Douglas staff strive to build a respectful community of lifelong learners. We work towards both staff and students becoming caring, accomplished, and cooperative citizens. We aim to provide an enriched environment in which children are encouraged to think, question, create and wonder. Together with families and the school community, we take joy in celebrating their learning journeys!

## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

As a triple-track school, Douglas has a diverse population of learners. Approximately 11% of our student population has identified special needs and are fully integrated into classes. About 20% of our students are learning English as an additional language, and fewer than 20 students identify as Indigenous. The school celebrates and is proud of its multi-cultural population, with families coming from countries all over the world.

### Literacy

Last year, literacy was identified as the academic area to focus on for this year. The staff has collaborated on collecting literacy data and improving practice and consistency across grade levels. We are getting a clearer picture of the needs of our students and will continue to work on improving academic achievement in literacy.

Communicating Student Learning (CSL) data, which is extracted from the three written learning updates, shows that over 50% of Douglas students are emerging or developing in English Language Arts. Looking at the data over the three terms, there is some improvement in student achievement, which speaks to the efficacy of the interventions of the classroom and resource teams.

English Language Arts CSL Data 2024-2025			
	Overall Students Emerging or Developing	Primary Students Emerging or Developing	Intermediate Students Emerging or Developing
Term 1	60%	64%	55%
Term 2	56%	68%	42%
Term 3	52%	60%	44%

English Language Arts comprises reading, writing, and oral language, so we conducted further assessments to narrow our focus. Fall school-wide write data shows that approximately 42% of our intermediate students are writing at a proficient or extending level, whereas 46% of primary

students are writing at a proficient or extending level. The spring school-wide write data showed an improvement for intermediate students with approximately 50% writing at a proficient or extending level, whereas only 39% of primary students are writing at a proficient or extending level.

Intermediate classes completed the DIBELS Reading Assessment, a screening tool in the fall and again in the spring. The results showed that, on average, 62% of our Intermediate students were performing at grade level in their reading comprehension across both English and French streams in the fall, and by the spring, that had improved to 68%.

<b>Grade</b>	<b>Fall 2024 At Grade Level or Above</b>	<b>Spring 2025 At Grade Level or Above</b>
<b>English Grade 7</b>	66%	71%
<b>English Grade 6</b>	55%	59%
<b>English Grade 5</b>	62%	68%
<b>English Grade 4</b>	67%	73%
<b>French Grade 7</b>	68%	62%
<b>French Grade 6</b>	57%	69%
<b>French Grade 5</b>	65%	67%
<b>French Grade 4</b>	62%	70%

As a Collaborative Early Literacy Intervention (CELI) school, our Primary classes track students’ reading levels using the BAS and DRA assessment kits. Of our Grade 1 students, 66% were reading at grade level in the fall and by the end of the year, 95% of Grade 1 students were reading at grade level or above, which speaks to the efficacy of Early Intervention.

CSL data from the third term also tells us that over 66% of Douglas students are proficient or extending in Mathematics, which is a slight improvement over June 2024, where 60% of students were proficient or extending.

**Social Emotional Learning (SEL)**

Social-Emotional Learning continues to be an area for growth for Douglas students. Our spring class review data shows that approximately 20% of students are receiving tier 2 or 3 supports for Social-Emotional Learning needs. Unstructured times are particularly challenging for student self-regulation and conflict resolution. Supervision Aides, SSAs, and Administration are consistently needed to provide support to students at recess and lunch.

**Equity**

As a triple-track school, Douglas is a diverse community with a wide range of cultures, beliefs and languages spoken. We value our diversity and celebrate the differences that make each of us unique. As a staff, we prioritize relationship building through restorative practices and strive to foster a sense of belonging for all our learners. Our students are also diverse in their learning needs and benefit from having multiple ways to access information as well as demonstrating their

learning. Most of our students receive in-class support from their classroom teachers as well as Resource or support staff when needed, while some benefit from targeted intervention to achieve progress.

Student Voice Survey data tells us that student belonging increases as our Intermediate students progress from Grades 4 to 7, with 8% of our Grade 4s responding that they never feel welcome and like they belong at school. That number decreased to 4% among our Grade 5s, 1% with our Grade 6s and 0% with our Grade 7s. Our French Immersion Grade 4s are our most vulnerable group in this area as they navigate the transition from the Annex to the Main school.

## **Reconciliation**

This year, we formed a Reconciliation Committee of teachers and administrators to take a deeper look at ways Indigenous education was being integrated into classrooms and plan next steps for consistency across the school. Douglas students reported through the Student Voice Survey that they understand the significance of the Indigenous land acknowledgement, and they are being taught about Indigenous Peoples and their cultures at school. When asked if they are being taught about Indigenous peoples and their cultures at school, 70% of students in Grade 4 responded with often or always, which improved to 90% among our Grade 7 students. To celebrate National Indigenous Peoples' Day, the committee planned a school-wide exhibition of Indigenous learning which included an impressive variety of works from cedar weaving, dream catchers, igloo models and a variety of art to research and reflections, and even gardens. We compiled a video of the exhibition to share with the community as well.

Douglas is also a "Wild School", and we continue to work with instructors from the Wild Schools organization to provide lessons to students and workshops for teachers around land-based learning and Indigenous plants in our area. Thanks to the Sustainability grant, our garden is expanding to add 3 more garden beds in an area that is easily accessible to all our learners. Furthermore, our music teacher teaches the Coast Salish anthem during music classes and students have the opportunity to perform it with drums during our assemblies. Our librarian has cultivated an extensive collection of Indigenous books and resources which promote Indigenous learning.

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## **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**

As a staff, we have identified literacy as our learners' greatest area of academic need. Additionally, Social-Emotional Learning continues to be an area for growth. Without literacy, our students cannot access the other facets of learning, and without Social-Emotional regulation, students cannot be expected to perform.

To improve student achievement in literacy, we will complete additional formative assessments, including a new primary literacy screener and continue to use assessments such as the School-Wide-Writes, DIBELS and BAS to obtain data. We will use this data to inform classroom teaching practices and identify at-risk learners who need more support. We will also use these assessments

as opportunities for teachers to collaborate and calibrate proficiency to establish a schoolwide standard.

While CSL data shows that students are more capable in Math than Language Arts, we need to identify which areas of Math are challenging and focus on how to support student learning, so we will collect more specific data around numeracy to determine how best to support student achievement in this area.

To improve student mental well-being, we will continue to focus on Social Emotional Learning through the Zones of Regulation, EASE, Little Spot series and WITS (Walk Away, Ignore, Talk it out, Seek Help) programs. We have introduced Ready Body Learning Minds to our staff and students and will seek to make it a consistent part of our practice with a designated space for the activities. We will continue to use Restorative Practices to build community and resolve conflicts.

### **Improve equity**

To improve equity, we will use formative assessments to track student progress and focus our Resource support on the learners who need it most. We will continue to focus on Universal Design for Learning and adapting materials for all learners.

We will aim to further a sense of community in the classroom and within the community through trauma-informed restorative practices. More and more classroom teachers are practicing daily restorative circles to build community and foster belonging. We are focusing on this as a staff through professional development as well. We will target our Grade 4 French Immersion students by building connections with English Grade 4s to deepen their sense of belonging. We will strive to improve school-wide initiatives such as Dragon Training, our annual musical and the Indigenous Learning Exhibition to build connections across grade levels. Student feedback from our start of the year “Dragon Training Stations” was that they “enjoyed learning from teachers who were excited about a topic or area of passion and also enjoyed meeting students from different classes”. The Belonging Key Committee is taking that feedback to implement “Dragon Centres” next year, where, once a term, Intermediate students will sign up to do an activity designed by a teacher based on their area of passion or expertise.

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

To continue our journey of reconciliation with First Nations, Metis, and Inuit, we will continue to offer staff Professional Development around land-based learning and how to use the additional garden space for connection to each other and the land.

The Reconciliation Committee will continue to plan school-wide events to showcase student learning and celebrate Indigenous culture. More of our students will the Coast Salish anthem and perform it at school gatherings and assemblies. Staff will continue to engage in professional learning around Indigenous education and Indigenous ways of knowing and being. We will continue to decolonize processes within our school through trauma-informed restorative practices.

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## HOW WILL WE KNOW WE'RE ON TRACK?

- Review and measure progress in literacy skills through CSL data, School Wide Write, reading assessments (BAS, DRA, DIBELS) and the Foundational Skills Assessment
- Review and observe measurable progress in social-emotional well-being through the MDI, Student Learning Survey and our Voice Survey.
- Notice visible improvement in student regulation and utilization of strategies and tools to calm down. Measurable improvement through data and teacher surveys.
- Measurable improvement in student ability to peacefully problem solve when conflicts arise through office referral data and teacher surveys
- Visible increase in learning of First Nations, Metis and Inuit culture and language through visual displays, learning exhibitions, evidence of learning on SpacesEDU portfolios and student responses in Student Voice Survey