



2025-2026 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), Skwxwú7mesh Úxwumixw (Squamish Nation) & salilwətaʔ (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 dual-track school with English and French Immersion programs. The school currently enrolls 507 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 common 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 Petit Architect, Multisport, and Sphero Robotics programs. Staff are committed to land-based learning and creating spaces outdoors for connection with each other and the land. This year we added three garden beds to increase outdoor learning opportunities. 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 staff use SpacesEDU 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 dual-track school, Douglas has a diverse population of learners. Approximately 12% of our student population has identified disabilities and diverse abilities 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

Literacy was identified as the academic area to focus on for the past two years. 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 51% of Douglas students are proficient or extending in English Language Arts. Looking at the data in comparison to year end 2024-2025, we see incremental improvement in student achievement, which speaks to the efficacy of the interventions of the classroom and resource teams. This pattern is reinforced by the Foundational Skills Assessment (FSA) results where this year, 93% of current Grade 7s achieved On Track or Extending on the Literacy assessment, compared with 66% for the same cohort in Grade 4 (2022)

English Language Arts Summary of Learning Data		
	2025-2026 Students Proficient or Extending	2024-2025 Students Proficient or Extending
Primary	44.94%	32.75%
Intermediate	54.74%	47.59%
Total Overall	51.65%	42.36%

To better understand student performance in English Language Arts—which includes reading, writing, and oral language—additional assessments were administered to refine the focus of our inquiry. Results from the Fall 2025 School-Wide Write indicated that 37% of intermediate students were writing at a proficient or extending level, compared to 20% of primary students. Spring 2026 School-Wide Write data showed remarkable improvement, with 54% of intermediate and 47% of primary learners achieving proficiency or above.

To assess reading comprehension, all students completed the DIBELS Reading Assessment in both the fall and the spring. In the fall, 48% of Primary students and 66% of Intermediate students across both English and French programs were meeting grade level expectations in reading comprehension. By the spring administration, Primary students' performance had improved to 61% meeting grade level expectations. The notable improvement is a testament to the efficacy of the targeted support and the direct teaching of these skills.

Numeracy

Numeracy continues to be an area of relative strength for Douglas students. Summary of Learning data indicates that over 69% of Douglas students are proficient or extending in Mathematics, which is a notable improvement over 2024-2025 results where 60% of students were proficient or extending. Foundational Skills Assessment (FSA) data is consistent with the CSL data with 65% of Grade 7s and 60% of Grade 4s being on-track or extending in Numeracy.

Social Emotional Learning (SEL)

Social-Emotional Learning (SEL) has been an area of focus for several years. Our spring 2025 class review data showed that approximately 20% of students were receiving tier 2 or 3 supports for Social-Emotional Learning needs. With the implementation of class-wide Social Emotional Learning instruction, additional calming spaces throughout the school, fidget tools for every classroom and a dedicated Ready Bodies Learning Minds (RBLM) mini-motor lab, the fall 2025 class review data indicated an improvement with only 15% of students receiving tier 2 or 3 supports for SEL needs.

There has also been a noticeable improvement in students' ability to self-regulate and peacefully resolve conflict during unstructured times. Supervision Aides, SSAs, and Administration are called upon less frequently to provide support to students at recess and lunch. Students reported through the Student Voice Survey that 77% of Intermediate students are learning how to manage their feelings and take care of themselves, and 76% of Primary students know how to calm down when they feel upset.

Equity

As a dual-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. All 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 Douglas students feel a strong sense of belonging at school. 90% of Primary students responded that they feel welcome at school and in their classrooms often or

always. For our Intermediates, we noticed that their sense of belonging increases as students progress from Grades 4 to 7, with 80% of our Grade 4s responding that they often or always feel welcome and like they belong at school. That number increases to 93% by Grade 7. French Immersion Grade 4 students represent a key group as they navigate the transition from the Annex to the Main school. To support this important shift and foster a stronger sense of connection between both sites, we have established a buddy system pairing Grade 4 and Grade 5 students. As part of this initiative, Grade 5 students visit the Annex to connect with their younger peers, while Annex-based Grade 3 students visit the Main school. These reciprocal visits help build familiarity, relationships, and confidence, creating a smoother and more supportive transition experience for students.

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 their understanding of the significance of the Indigenous land acknowledgement increases with age as 48% of primaries responded with always, and this grew to 83% by Grade 4 and 100% by Grade 7. When asked if they are being taught about Indigenous peoples and their cultures at school, over 70% of all students responded with often or always. To celebrate National Indigenous Peoples' Day, the committee planned a second 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 gardening. We compiled a video of the exhibition to share with the community as well. This year, all classes participated in cedar weaving workshops led by a Coast Salish weaver and fibre artist. During these sessions, students learned about traditional Indigenous practices for harvesting cedar, as well as the cultural significance and practical uses of cedar weaving. Each student had the opportunity to create their own cedar mat, gaining hands-on experience while deepening their understanding of Indigenous knowledge and traditions.

Douglas staff have participated in workshops and learning around land-based learning and Indigenous plants in our area. We have a student-led Green Team that promotes sustainability practices within the community. Our Teacher Librarian organized the UNITE Film Festival with 5 other VSB schools. Four Douglas classes participated, creating plant story films- a combination of storytelling, art, ADST, land stewardship and Indigenous plant education. Many of our classes visited nearby Everett Crowley park to learn about invasive and Indigenous species and do some planting with park staff from the Champlain Heights Community Centre.

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 sing it during our assemblies. Our Teacher Librarian has cultivated an extensive collection of Indigenous books and resources which promote Indigenous learning.

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

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 and DIBELS 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 through the MathUP Numeracy Readiness Checks to inform our practice and determine how best to support student achievement in this area.

To support student mental well-being, we will continue to prioritize Social-Emotional Learning through programs such as Zones of Regulation, EASE, the Little Spot series, and WITS (Walk Away, Ignore, talk it out, Seek Help). We have also introduced Ready Body, Learning Minds (RBLM) to both staff and students and are strengthening its consistent use, supported by a designated space for activities. To further increase access, we are adding a second mini-RBLM motor lab. In addition, we will continue to use Restorative Practices to build a strong sense of community and support positive conflict resolution.

Improve equity

To advance equity, we will use formative assessments to monitor student progress and strategically prioritize Resource support for those who need it most. At the same time, we will continue to deepen our focus on Universal Design for Learning by providing professional development for staff and creating in-school opportunities that ensure learning is accessible and inclusive for all students.

We will aim to further a sense of community in the classroom and within the community through trauma-informed restorative practices. More classroom teachers are practicing daily restorative circles to build community and foster belonging. We are targeting support to our Grade 4 French Immersion students by building connections with English Grade 4s to deepen their sense of belonging, as well as having our French Immersion Grade 6 and 7 students paired up with the Annex Grade 3s as big buddies. We will strive to improve school-wide initiatives such as Dragon Training, our annual arts events and the Indigenous Learning Exhibition to build connections across grade levels.

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. All Douglas students will learn the Coast Salish anthem with our music teacher and participate in singing 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.

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, Class Reviews and our Student 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, and improved results in student surveys such as the school-level Student Voice survey as well as the Middle Years Development Instrument and Student Learning Survey
- 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