

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

Sir Charles Tupper Secondary School

MISSION STATEMENT

Tupper Secondary School strives to motivate all students to embrace learning through challenging and relevant educational experiences in supportive environments.

We work together cooperatively as a larger school community to help our students achieve their unique potential and become thoughtful, contributing, and fulfilled members of a much larger society.

2015-2016 GOALS

GOAL 1: (Goal area: Student Engagement in Learning)

To engage all students in their learning.

GOAL 2: (Goal area: Student Social Responsibility & Leadership)

To develop and expand dimensions of student leadership.

GOAL 3: (Goal area: Appreciating and Incorporating Aboriginal and Indigenous Learning Principles)

To enhance the Awareness and Appreciation of Aboriginal Culture, Knowledge and Learning within the school community.

SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

Sir Charles Tupper Secondary School was opened in 1959. Our school is located centrally in the city of Vancouver, on the corner of East 24th Avenue and Prince Edward Street. We are a comprehensive high school currently meeting the needs of 1012 students enrolled in Grades 8 through 12.

In addition to a broad array of regular program studies in the core academic and elective subject areas, Tupper offers a number of distinct educational programs for students with distinctly identified learning needs. These school and district programs include:

- The **Tupper Mini School**, providing student access to accelerated and enriched core academic studies for 150 students from grade 8 through 12.
- The **Learning Support Program** for a cohort of fifteen grade 8 and 9 students with cognitive challenges and an IEP which supports their learning by providing access to an adapted or modified curriculum in a supportive setting.
- The **Life Skills Program** for thirty grade 8 through 12 students from across the district with moderate to severe intellectual difficulties, or autism.
- The **ELL Literacy Program** for fifteen refugee students from across the district in grades 8 through 12. Each student works on building his/her English language skills to then successfully transition into ELL studies. Students are also provided many opportunities to help learn about life as a Canadian citizen.
- The **ELL Intensive English Enrichment and Development (I-LEAD) Program** for fifteen ELL students who are 15 years or older who have experienced little success in school and continue to struggle with English acquisition.
- The **Tupper Tech Program** focussing on trades based careers and pre-apprenticeship training for twenty grade 12 students from across the district.
- The **Cook Training ACE-IT Program** focussing on food services and pre-apprenticeship chef training for twelve grade 12 students from across the district

Tupper Secondary School also offers two district alternate programs that provide unique academic environments for students with social-emotional, behavioral and mental health needs, requiring additional support services from a Youth and Family Worker:

- The **Tupper Alternate Program (TAP)** which is located on-campus for fifteen grade 8 and 9 students.
- The **Tupper Young Parents Alternative Program** for ten grade 10/11/12 students, who are completing their high school studies while parenting young infants.

In total, thirteen percent of our student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP). Approximately half of the students identified with an IEP are fully integrated into regular programs at the school, and the other half benefit from intensive support in an enclosed program setting, with possible integration in one or more classes.

Our school population is ethnically diverse, with home languages that include English, Cantonese, Mandarin, Vietnamese, Arabic, Amharic, Farsi, and Tagalog. Sixteen percent of our students are enrolled in ELL classes, of whom approximately seventy are International Students. We also a cohort of approximately thirty Aboriginal students representing three percent of our total student population.

Tupper benefits from wide range of community partners who offer educational support and extra-curricular activities for our students. In addition our Community Schools Team offers direct support to vulnerable youth allowing them to participate fully in activities both during, and after the school day. These activities include: athletics, camps, clubs, field trips, homework support, mentoring opportunities, etc. Student participation in these activities is correlated with overall student success through measures such as school connectedness, social equity, student conduct, and in particular, successful grade-to-grade transitions.

Finally, the success of Tupper Secondary's 2006 Appreciative Inquiry continues to yield benefits for the school community to this day. The emergent key themes of Student Leadership and Student Engagement continue to evolve in both depth and breadth and now encompass such areas as sustainability, social justice and student involvement in teacher professional development activities. It is from our experiences with the Appreciative Inquiry process that we continue to build our vision of success for each student's learning.

We focus on three key areas for each of our students: academic success, acquiring independence, and successful citizenship. First, students must be provided with opportunities to experience academic success and earn the necessary credits for high school graduation. Second, we aspire to provide students with experiences that inspire and excite them to help them become responsible for their own learning and development. Eventually, we see students able to make choices and chart direction with their studies, self-evaluate progress, and seek support as required. Finally, we want students to develop a strong sense of social responsibility within their school, and greater school community.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

GOAL 1: (Goal area: Student Engagement in Learning)

- To engage all students in their learning.

GOAL 2: (Goal area: Student Social Responsibility & Leadership)

- To develop and expand dimensions of student leadership.

GOAL 3: (Goal area: Appreciating and Incorporating Aboriginal and Indigenous Learning Principles)

- To enhance the Awareness and Appreciation of Aboriginal Culture, Knowledge and Learning within the school community.

What steps did we take to address the identified student(s) needs?

The following departmental activities were implemented to address the school goals:

Applied Skills

Business

- Goal 1 Engagement – Engage student use of market research as a tool to inform their application and understanding of the principles behind decision making and strategic business planning.

Home Economics

- Goal 1 Engagement – Enhanced opportunities for student reflection on their learning and self-evaluation of their skill level mastery.
- Goal 3 Aboriginal Awareness – Incorporated aboriginal perspectives on food sustainability into curriculum.

Tech Ed

- Goals 1 Engagement & Goal 3 Aboriginal Awareness – Examined Red Cedar use in construction and its significance to aboriginal history and knowledge.

Counselling

- Goal 1 Engagement – Collaboration with PE department on instruction around cognitive, physical and emotional health & wellness; Building student capacity for personal educational responsibility through whole school instruction.
- Goals 1 Engagement & Goal 2 Leadership – Building school connectivity and student engagement for incoming grade 8 students through LINK Crew mentorship; Diversity education for whole school community to support inclusivity within the Tupper community;
- Goals 1 Engagement & Goal 3 Aboriginal Awareness – Engaged aboriginal and mainstream Tupper graduates to share their educational story and the pathways that brought them to success.

ELL

- Goal 1 Engagement – Teacher collaboration to consider individual student progress and advance their language learning and school engagement;
- Goals 1 Engagement & Goal 2 Leadership – Encouraged broad based ELL student engagement through participation in community and school based leadership activities; Engaged newcomer Syrian ELL students through exposure to new activities and to diverse cultural experiences.
- Goal 3 Aboriginal Awareness – Building ELL students’ awareness of aboriginal history through the ELL social studies curriculum; Enlisted AEEW as a resource for student learning.

Exceptional & Alternate Student Services

- Goal 1 Engagement – Regular collaboration with all curricula areas focussing on building exceptional students’ in-class engagement.
- Goal 1 Engagement & Goal 2 Leadership – Promotion of individual student self-awareness of their learning needs and personal self-advocacy to meet their learning goals; Sustained and enhanced supportive learning structures (e.g. homework club, peer tutor program) Building whole school leadership and engagement with exceptional students through school wide and targeted inclusion activities (e.g. Passport to Play, Best Buddies, recycling & sustainability); Enhanced family communication structures to share student learning successes.

Fine Arts

- Goal 1 Engagement & Goal 2 Leadership – Enhanced student opportunities for self-evaluation of learning; Framed teaching & learning through lens of ROARS code of conduct; Showcased student artwork in specialized greeting cards designs for school community; Held events highlighting student artistic merit and mastery;
- Goal 3 Aboriginal Awareness – Enlisted services of AEEW in Visual Arts teaching and learning;

Humanities (English/Socials)

- Goal 1 Engagement – Teaching & learning collaboration with Social Studies in Humanities linking curricular content for students; Utilized CAT testing data to inform instructional approaches for student literacy growth; Established cross-curricular content linkages with performing arts (dance).
- Goal 3 Aboriginal Awareness – Initiated oral storytelling as a teaching strategy.

Mathematics Department

- Goal 1 Engagement & Goal 2 Leadership – Leveraged online applications to enhance teaching & learning; Expanded math tutor club access; Utilized math peer tutors in leadership roles to enhance student engagement and support student learning.
- Goal 3 Aboriginal Awareness – Adopted aboriginal approach and use of mathematics principles to support classroom instruction.

Modern Languages

- Goal 1 Engagement & Goal 2 Leadership – Cross curricular collaboration between Spanish and Literacy classes to build cross-cultural appreciation; Cross curricular collaboration between Spanish, Art and English to showcase linguistic

and cultural identity; Student visual arts production highlighting linguistic and cultural connectivity to showcase the study of Modern Languages.

Physical Education

- Goal 1 Engagement & Goal 2 Leadership – Enhanced fun factor of cross-grade collaborative approach to “Fitness Fridays”; Included community members in the promotion and modelling of healthy lifestyles; Enhanced PE leadership opportunities by expanding collaboration with elementary schools;

Science

- Goal 1 Engagement – Cross-grade teacher collaboration to improve student opportunities for inquiry based, experiential & student centred learning activities (e.g. enhanced field studies, engagement with applied science, coupling science and technology).
- Goal 3 Aboriginal Awareness - Enhanced teaching activities that connected student learning to the community & environment in keeping with aboriginal focus on sustainability; Enhanced curricular connections to aboriginal approach to environmental stewardship

What was the evidence of success for each student?

GOAL 1: (Goal area: Student Engagement in Learning)

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- *To develop and expand dimensions of student leadership.*

GOAL 3: (Goal area: Appreciating and Incorporating Aboriginal and Indigenous Learning Principles)

- *To enhance the Awareness and Appreciation of Aboriginal Culture, Knowledge and Learning within the school community.*

Evidence

- **Applied Skills** – Students in Business Ed gained appreciation for market research as a tool to support their SFU business venture competition; Home Economics students gained an appreciation of the role of self-reflection as a vehicle to improve subject engagement; Home Economics students developed a greater understanding of the role of food systems and sustainability for aboriginal communities; Red Cedar construction project exposed Tech Studies students to new learning regarding aboriginal focus on material conservation
- **Counselling** – Enhancement of student acceptance of diversity and cultural variations within the school and greater community; Student leaders built on existing strengths of Tupper to improve and sustain school connectivity and engagement for incoming students to the Tupper community.
- **ELL** – Ongoing assessment of language learning indicated increased language confidence and competency, resulting in mid-year advancement; Enhancement of newcomer students’ capacity to engage within the school community and the

community at large; Aboriginal learning principles contextualized for newcomers in terms of similarities to their cultural norms and practices.

- **EASS** – Flexibility in SSA assignments offering direct classroom support for student engagement and learning; Schoolwide student and staff collaboration on hosting district Passport to Play event for exceptional students; Recognition by National Best Buddies office of Tupper’s leadership in the Best Buddies support program for exceptional students; Expansion of Peer Tutor classroom support; Expansion of Peer Tutor leadership in engaging at risk learners at twice-weekly afterschool homework club;
- **Fine Arts** – Successful shaping of student social responsibility through ROARS code of conduct observed through consistently high level of positive school and community behaviours; High degree of student buy-in to process of self-evaluation of classroom citizenship;
- **Humanities (English/Socials)** – High levels of student engagement with curricular integration of English/Social Studies through the Humanities lens; Improved awareness of aboriginal culture & history through the use of literary devices, including poetry, novels, storytelling).
- **Mathematics** – Growth of student familiarity with online Math apps improved classroom engaged on-task time; Senior math students leadership in supporting learning opportunities through their role as math tutors; Successful math/tech studies collaboration in building awareness of math principles in aboriginal cultural practices (e.g. aboriginal construction of tepees).
- **Modern Languages** – Newcomer students (some native Spanish speakers) of diverse linguistic and cultural history shared their narrative with Spanish learners, heightening the appreciation of cultural differences and respect for cultural diversity; Successful cross-curricular collaboration across three subject areas“ highlighting the cultural, literary and artistic significance of the “Day of the Dead” celebration.
- **Physical Education** – Higher levels of student engagement observed through introducing innovative physical activities (e.g. community geo-caching, orienteering, alternative games/sports); Increased athletics/sports engagement with Tupper hub of elementary schools enhanced PE leadership students organizational skills set; Improved fun factor of an expanded cross-grade “Fitness Friday” enhanced student focus on fitness activities.
- **Science** – Observed enhanced levels of student engagement through experiential field studies; Exposure of students to industry/environmental applications of scientific principles elevated their appreciation of the role of science and research in community/society (e.g. JellyFish Project, SFU 3D Labs, Genomics BC workshop, BCIT conservation, Light & Art Project); Student exposure to the linkage between biodiversity and its important of role in aboriginal approaches to sustainability.

How did we communicate and celebrate student success

Communication of student success for all three goals through online vehicles such as school website, school Twitter account, VSB website, email, What’s App.

Enlisted ongoing PAC newsletter as a vehicle to share student engagement with ongoing and/or unique curricular, extra-curricular and co-curricular activities.

Used school bulletin and student announcement team to regularly highlight student leadership in artistic, athletic and creative pursuits.

Used school bulletin and student announcement team to promote and highlight student leadership in social justice initiatives.

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

- **Continue with the current goals as outlined in our reflections for 2015-2016.**
- **Add 3 new strategies under each goal**

Goal 1 Student Engagement ... add strategy that focusses on improvement of students' "Critical Thinking".

Goal 2 Student Leadership ... add strategy to enhance focus on student leadership through schoolwide, full-day ROARS themed activity in each term.

Goal 3 Aboriginal Awareness Goal ... add strategy to increase focus on enhancing aboriginal awareness through school wide activity (e.g. aboriginal elders as guest speaker).