



Vancouver School District

School Plan for Sir Charles Tupper

Year 3 (2017)

1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Sir Charles Tupper has a population of 1013 students. 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 have a cohort of 34 Aboriginal students representing three percent of our total student population.

In addition to a broad array of regular programming in the core academic and elective subject areas, Tupper offers a number of district educational programs for students with distinctly identified learning needs. These 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 learning disabilities and an IEP which supports their learning by providing access to an adapted curriculum in a supportive setting.
- The **Life Skills Program** for thirty grade 8 through 12 students from across the district with moderate to severe cognitive 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** focusing on trades based careers and pre-apprenticeship training for twenty grade 12 students from across the district.
- The **Cook Training ACE-IT Program** focusing on food services and pre-apprenticeship chef training for twelve grade 12 students from across the district
- The **Tupper Alternate Program (TAP)** which is located on-campus for fifteen grade 8 and 9 students who require support for social-emotional, behavioral or mental health reasons. .

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 in activities both during, and after the school day. These activities include: athletics, camps, clubs, field trips, homework support, and mentoring opportunities. 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.

Our school goals for the past year were:

- To engage all students in their learning
- To develop and expand dimensions of student leadership
- To enhance the awareness and appreciation of Aboriginal culture, knowledge, and learning within the school community.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Goal #1 – to engage all student in their learning		
Objective	Strategies	Activities/Targets/Indicators
Identify diverse populations and vulnerable learners, and plan appropriate interventions to help them be successful.	<ul style="list-style-type: none">• Continue to work collaboratively within and across departments to determine baseline achievement data for each identified population of learners.• All incoming students at the grade 8 level, will be participate in the Canadian Achievement Testing in Reading, Writing, and Mathematics. This data will provide a baseline for each student and may also lead to program modifications. Grade 8 students will be tested again in the spring to measure improvement.	<ul style="list-style-type: none">• The Socials Studies, English, Mathematics, and Special Education departments met in January to discuss the results of the CAT testing. Priority measures staffing were directed to non-enrolling positions to support students identified through the CAT testing as requiring extra support.• The Math department intends to make support for our students who are more than two grade levels below their current grade in mathematics a focus of department and school discussion in 2017-2018.

<p>Create structures that support diverse instructional strategies that promote student classroom engagement for each identified population of learners.</p>	<ul style="list-style-type: none"> • Investigate, explore and develop approaches to instruction and assessment to mediate the identified challenges to student engagement. • Create opportunities for cross curricular and collaborative approaches to classroom instruction within the currently existing schedule. • Provide classroom opportunities for students to personalize and demonstrate their learning through in-depth pursuit of their interests and passions. • Adopt instructional practices that promote student critical thinking. 	<p>A significant number of cross curricular and collaborative activities have taken place over the course of the school year. Examples include:</p> <ul style="list-style-type: none"> • Humanities 8 • Calculus 12/English 12 joint field trip • Science and PE and active health collaboration • Science and Math – field trips to Stanley Park and Queen Elizabeth Park • Art and Science joint classes and activities on bees • Canada 150 Forum participation • PE and Life Skills, Best Buddies, Leadership • Life Skills and their role in the prep for Site Production Kitchen • Diverse Learners Department collaboration with the City of Vancouver on the Keep Vancouver Spectacular project • Science Fair <p>During the April Pro D day, staff led two lessons that provided examples of how to teach and promote critical thinking. These activities were followed by a whole staff discussion.</p>
<p>Share and celebrate successful products of teaching and learning at Tupper</p>	<ul style="list-style-type: none"> • Share student work and achievements through pictures and stories at assemblies, display cases, newsletters, websites, performances, coffee houses and around the school. • Use TIP time to share successes and collaborate on engaging teaching and learning strategies. • Share out successes at staff meetings and on Pro-D days. 	<ul style="list-style-type: none"> • Science Fair • World Scholars Cup • Japanese Spring Festival • Hosting sporting events • Hosting Passport 2 Play • Mosaic Conference in the fall • Mini school mentorship

<p>Leverage the ROARS code of conduct to highlight the importance of achievement and engagement</p>	<ul style="list-style-type: none"> • Hold another ROARS focus day to discuss achievement and assist students in setting SMART goals in relation to their personal learning plans. • In home rooms, heighten students' awareness and recognition of prior achievement and discuss goal setting and have students set and review goals three times per year. • Expand the opportunity for successful graduates from Tupper to tell their stories and talk about the importance of achievement and hard work in being integral to post-secondary success. 	<ul style="list-style-type: none"> • ROARS focus days occurred in the fall and spring. The theme of the Spring half day was racism and homophobia. The entire school and staff participated in both days. • Goal setting occurs during homeroom and is directed by the Homeroom teacher
<p>Goal #2 – to develop and expand on dimensions of student leadership</p>		
Objective	Strategies	Activities/Targets/Indicators
<p>Expand student interest in overall citizenship through the ongoing support and expansion of student clubs and opportunities to participate in school-based and community projects.</p>	<ul style="list-style-type: none"> • Expand opportunities for students to develop and engage in individual and collective initiatives that promote social responsibility and social justice. 	<p>The Mosaic Conference in the fall took place over the course of three days and included all grade 11 students. Workshops were offered and included the topics of homophobia, racism, mental health stigma, immigration and females in the media.</p>
<p>Enhance opportunities for students to contribute to school decision-making.</p>	<ul style="list-style-type: none"> • Continue to engage student voice through student forums. • Utilize resources such as the "Tell Them From Me" survey tool to elicit student voice. 	<ul style="list-style-type: none"> • Link Crew continues to work with our transiting grade 8 students throughout the year • Student Voice and their work with Teacher Candidates • Student Council • TTFM survey asks students questions that staff have identified as requiring more information on and students are then given feedback based on that information.

<p>Employ strategies to increase the participation of less-involved students within the school community.</p>	<ul style="list-style-type: none"> • Continue to create opportunities for students to build their capacity to recognize and appreciate personal achievement and growth. • Continue to create opportunities for students to value and appreciate diverse contributions and achievements within the school community. • Continue to create diverse vehicles to showcase and celebrate a wide representation of student growth, student success & student leadership. • Enhance focus on student leadership through schoolwide, full-day ROARS themed activity in each term 	<ul style="list-style-type: none"> • The Core Competency self-reflection for the 2016-2017 school year will focus on students examining their personal achievement and growth. This self-reflection will be supported through grade-wide assemblies and homeroom teacher class support. • Two, half-day whole school ROARS activities occurred (one in the fall and one in the spring)
<p>Enhance and promote the school-wide student focus on overall sustainability practices</p>	<ul style="list-style-type: none"> • Continue to improve current school recycling and sustainability programs. • Support additional opportunities to develop new student driven sustainability initiatives. 	<ul style="list-style-type: none"> • Life Skills program currently supports our school recycling program • Worms for composting • ACE IT students growing herbs and micro greens for use in the school cafeteria • Cafeteria using paper bags and biodegradable cutlery • Life Skills class sells seedlings • Several teachers have collaborated on sustainability initiatives including an Art/Science collaboration on bees

Goal #3 - To enhance the awareness and appreciation of Aboriginal culture, knowledge, and learning within the school community		
Objective	Strategies	Activities/Targets/Indicators
Increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.	<ul style="list-style-type: none"> • Heighten awareness within the school community of aboriginal standing as Canada's First Nations through acknowledgement of traditional territories at all school and community events. • Explore and understand curricular connections to aboriginal and indigenous learning principles. • Enhance the focus on and awareness of aboriginal history and culture through a school wide activity 	<ul style="list-style-type: none"> • The Mosaic Conference in the fall opened with a land welcome by Kat Norris (a First Nations Coast Salish Elder, social justice activist, community leader, educator). Kat opened by sharing stories of her family, herself, her first hand experiences with residential schools, and the impacts of colonization on her community. • English 9 uses the novel 'The Absolute Diary of a Part Time Indian' • Wes Nahanee was hired through a Canada 150 grant to work with the school community to carve a welcome pole for the main office. He carves every Monday and all school members are welcomed to join in (either individually or as an entire class).

3. WERE WE SUCCESSFUL?

- Outline results

At the time of this review, the results were not back from our Tell Them From Me survey and much of the information collected is anecdotal in nature.

As part of the school Code of Conduct, Tupper staff gather twice per year to discuss what we are noticing about our junior (8 through 10) and senior (11 and 12) students. This occurs during a collaborative morning. The information is categorized into 'the positive', 'the challenging', and 'the notable'. The information from these discussions is then used to form the content of grade-wide assemblies held twice per year. These assemblies are meant to give all students feedback about what staff are noticing and to help guide them in following the school's code of conduct.

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

Communication of student success has been done through the school website, the VSB website, earned media attention in local newspapers, a newsletter that is published to coincide with our reporting periods, and our Twitter feed (which is also linked to the school webpage).

The Principal's report at PAC meetings contains highlights of what has been happening within the Tupper Community.

Each staff meeting begins with an overview of the previous month in pictures as well as written acknowledgements of student and staff activities and accomplishments.

Our school goals are printed on all Department Head and Staff Meeting Agendas and are posted in the Staff Room with space for people to provide ongoing feedback, additions, or comments.

We have changed the format of our Community School Team governance meetings to include a wider range of staff from the various sites. In previous years, meeting invitations were extended to school administrators and community partner managers. We have opened the meetings up to school staff and community partner staff as well. We now include teachers, youth and family workers, programmers, etc. The goal of this change in structure is to facilitate more interactions between elementary and secondary school staff and community partners in the Tupper area. The Core Competencies have been highlighted as a common language that we can all be using in our interactions with Tupper students and they can provide ways that we can all work together to support Tupper students. This model will continue on next year with the intention of building links between all members of the community to best support our learners.

Various departments have used the school's display cases and bulletin boards to exhibit various examples of student work.

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

Our school (and our District) is entering into a period of significant change. Because of the Supreme Court of Canada ruling regarding teachers' rights to bargain class size and class composition, we will see an influx of new teaching staff for the 2017-2018 school year. We are also in the middle of implementing a new curriculum that has been brought in for our grade 8s and 9s and one that is in its final year of draft form for our grades 10 through 12 students. This is also framed by the Vancouver School Board's Strategic Plan, the Aboriginal Education Enhancement Agreement, the Long Range Facilities Plan, and the Sustainability Action Plan.

A Department Head retreat in late June will be used to reflect on the strengths and needs of the school and students. Considerations from this discussion will be used to begin framing the work on the 2017-2018 School Plan.

Using an Ed Camp model, we will focus on these new structures and begin conversations during the September 2017 Pro D Day on how we can focus our collective efforts (school, community partners, parents/guardians) to support student learning. We have invited our elementary feeder schools, our community partners, and our parent community. The intention is to come together to look at the new curriculum and to discuss how we can all play a part in supporting our students with respect to the core competencies and the curricular big ideas. From this discussion, we will be re-examining our school goals and reframing them as an inquiry question.



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

Tupper currently has 34 students of Aboriginal heritage (nine students in grade 8, eight students in grade 9, one student in grade 10, eleven students in grade 11, and five students in grade 12). The Aboriginal learners in our school do not strongly identify as a group. We have a few senior students who actively embrace their heritage and are willing to speak about it and engage in discussions and activities to help educate the rest of the student body.

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.
 - The school successfully applied for a Canada 150 grant to support the carving of a welcome pole for our main office. A carver was hired and is currently working on the pole with the help of staff and students one day per week. Classes participate by signing up and individuals can participate on a drop-in basis.
 - Implementation of a daily acknowledgement prior to the PA announcements by students that we live, work and play on the unceded territories of the Musqueam, Tsleil-Waututh, and Squamish Coast Salish people.
 - One student was supported through the application process for Indigenous Roots (a girl's outdoor leadership group in partnership with the Minerva Foundation) and obtained a spot in the program.
 - At Grade 8 Camp, bannock packages were prepared for cooking at the camp site and students were given instructions and information regarding local indigenous foods
 - At a staff meeting in the Fall, our Aboriginal Enhancement Worker provided staff with a list of students and information on his role in supporting students and staff.
 - During our fall Pro-D, our entire school participated in aboriginal cultural experiences (story telling, drumming, dancing, music, and history).
 - Shane Pointe worked with our Tupper Young Parents group this year

8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives
 - Staffing will be used in the 2017-2018 school year to support our Aboriginal learners in the form of two non-enrolling blocks. This time will be used to connect with our AEW and our students and to ensure that our Aboriginal learners are supported in the academic pursuits.
 - Working on developing a connection with the RISE initiative (Responsible Indigenous Strategy for Empowerment) at Mount Pleasant Community Centre. The goal of the program is to plan and lead a variety of community building activities that promote cross cultural understanding and awareness.
 - Continue to include educational opportunities for all staff during professional development to enhance the focus on and awareness of aboriginal history and culture
 - Continue to explore and understand curricular connections to aboriginal and indigenous learning principles through ongoing discussions during collaborative time as well as department and department head meetings
 - Continue to access grants to bring in Aboriginal artists, etc.
 - Continue with the daily acknowledgment and expand it to the daily staff and student bulletins
 - Continue to pursue opportunities in the community for our Aboriginal youth to engage in.

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

Tupper has five students of Aboriginal heritage in grade 12. All of them are graduating with a Dogwood this year. Moving forward, we will continue to examine graduation and attendance data to ensure that all learners are meeting requirements for success.