



1. GENERAL SCHOOL STORY:

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

Our Neighbourhood

Windermere is located on the east side of Vancouver in a neighbourhood primarily composed of single, detached housing, the majority of which are occupied by the owner. Based on 2006 census data the proportion of families with annual income less than \$30,000 is 32% compared to a provincial average of 23% and the proportion of families which are single parent is 19% compared to 16% provincially. The proportion of the population aged 20 or higher with high school graduation is 67% compared to the provincial average of 68%, and with a Bachelor's Degree or higher is 16% compared to the provincial average of 18%.

Our Programs

In June 2017 there were 1080 students enrolled at Windermere. This included 39 students in Special Education Programs, 28 Indigenous students and 28 International students. The Special Education Programs include Life Skills, Learning Support, and Pre-Employment. The school's Leadership Program is a District Specified Alternative Programs with enrollment being 118 students. We also have a variety of curricular and extra-curricular programs that help support students based on their personalized needs. These include the Boys and Girls Clubs, the Oasis Club, the Aboriginal Club, the Breakfast Club, the Business Innovation class, athletic teams among others.

Our Students

The student body comprises a diverse population originating from 40 different countries. There are 32 different languages identified as the language spoken in the home. The most common are Chinese, English, Vietnamese, and Tagalog. Chinese (including Cantonese and Mandarin) is the language spoken in 430 homes while English is identified as the language spoken in only 368 homes. The proportion of students where the home language is not English is 72% compared to the district average of 55% and the provincial average of 21%. The total number of ESL students is 98. The number of aboriginal students enrolled in September has fluctuated over the past few years, but has decreased from a high of 65 in 2002, 51 in 2008, 44 in 2009, 45 in 2010, 25 in 2013, 25 in 2014, 28 in 2015 and 29 in 2016 and 28 in 2017.

Our Community School

Windermere's Community School model, that has built strong links with community agencies such as Collingwood Neighbourhood House and Renfrew Community Centre, has been used as a model for the

district's Community Link Teams that were established in September 2004. Through this program many Windermere students offer after-school programs at the neighbouring elementary schools and volunteer at various community events.

Inquiry Question

In the 2015-16 School Plan, our community underwent a process to change the school's goal that was established 7 years earlier that focused on the improvement in student writing proficiency. The community felt that processes and programs were in place to support to continue to support students in this area. Our community solicited input and feedback from all stakeholders (parents, students, staff and community members) and the result of this consultative process was the crafting of the following focus that would help support all learners.

How do we increase classroom and community engagement to improve student success and learning?

2. WHAT DID WE SEE?

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

In the 2015-16 school year, Windermere Secondary established a new goal to increase classroom and community engagement to improve student success and learning.

Our community embarked on a variety of initiatives to engage students in their learning across the curriculum and for our student's social emotional needs. We incorporated our initiatives into the implementation process for the curriculum redesign conversations in preparation for September 2016. We incorporated research, like the Middle Years Development Index results, to guide our strategies to support students. We continued to move forward with our plan for the 2016-17 school year continuing to incorporate and improve on following strategies that have been embedded into our student service model to meet the individual needs of the students.

Strategies

- We included mindfulness in all Academic Strategies, LSP and Core classes. There are several teachers in the building who have taken the MindUp training and incorporating this program into lessons for all grade 8 classes.
- Self-selected grade 8 teachers will use the "Class Engagement and Work Habits Rubric" to provide feedback to parents/guardians. See rubric in Appendix A (rubric developed by J. Payne, B. Ng, D. Markic, H. Jensen and J. Inglis). These teachers will also include lessons based on the rubric in their classrooms throughout the school year. Resource materials to support these lessons will be put together by the Inquiry team that developed the rubric.
 - Year 1 (2015-2016) – Academic Strategies, Core, LSP, Math 8 Academy teachers will teach the lessons and use the rubric
 - Year 2 (2016-2017) – all staff teaching grade 8 courses (and any interested teachers) will teach the lessons and use the rubric. Our colleagues at our feeder elementary schools will be introduced to and encouraged to use the rubric.
 - Year 3 (2017-2018)– all junior grades (8 and 9) will use the lessons and rubric and there will be a more targeted expansion into our feeder elementary schools
- Articulation – Spring welcome BBQ for all incoming students and their families

- Link Crew
 - Grade 8 Welcome Celebration, Orientation and Tours
 - Grade 8 students and their parents are invited to attend the school on the first day of the year. There will be a morning of activities for all grade 8 students, facilitated by Link Crew leaders and teachers. Parents and guardians are invited to watch the initial welcome into the gym and are then further invited to have conversations with school staff (teachers, counsellors, Community Schools Team members) regarding supporting their child in the transition to high school.
 - Grade 8 Sports Day
 - Grade 7 Orientation
 - Grade 7 Welcome Back Barbeque for families of grade 8 students
 - Ongoing meetings with grade 8 groups during Collaborative time. The Link Crew meets with the grade 8 students two times a month from September to December and then monthly from January to June.
- Windermere Marketing Group (WMG)
 - Mentorship evenings
 - The WMG organizes two mentorship evenings during the year where they organize for professionals from a variety of different industries to come in and speak with senior students about their roles and the path they took to get there. They provide critical and relevant feedback on how education plays a role in achieving your goals.
 - Post-Secondary Information Night
 - To complement the Post-Secondary information sessions organized by the Career Advisor and the Counselling department, the WMG arranges for former graduates of Windermere to come in and speak about the programs and institutions that they are currently attending.
 - Grade 7 Toolkit
 - All grade 7 students from our feeder school will participate in the Grade 7 Toolkit series.
 - In January, grade 7 students complete a checklist based on the 40 developmental assets.
 - Prior to Spring Break, the results of those checklists are compiled by volunteers from our senior math classes and our CST YFW, SACY Prevention Specialist, School Nurse and Multicultural Workers speak to the students about their strengths and how to build on them
 - The Toolkit series itself is a six week program which begins right after the Spring Break. Our CST YFW works with grade 7 students from our feeder elementary schools for weekly 45 minute classes over the course of six weeks. Community partners are scheduled in as special guests and the Toolkit focuses in on building on students assets and identifying and formalizing their circles of support.
 - Work is also done to tie this process in with our Link Crew so that when students come to Windermere, they see the connection between the Toolkit and their involvement with the Link Crew.

- Targeted small group instruction
 - Math 8 Academy – targeted differentiated instruction for grade 8 students who are two grade levels or more below in math. This is a blended program using technology (Academy of Math) and traditional, paper-based formats (JUMP Math) to support students’ learning.
 - Math 9 Prep – a preparatory course for foundations of Math and Pre-Calculus 10, Apprenticeship and Workplace Math 10 or Math 9.
 - Core – for students who are socially and emotionally fragile
 - Literacy block – a support block for students who struggle with literacy related learning challenges.
 - Academic Strategies – multi grade support and skill development classes.
 - Leadership Resiliency Program implemented to support our most vulnerable students.

Structures

- Commitment to having smaller academic classes at the grade 8 level.
- Tutorial – weekly time for students to meet with school staff to receive support in various subject. Students can elect to go to a particular tutorial or they may be requested to attend by one of their subject teachers.
- Another Route to Success (ARTS) Program
- Engaged Immigrant Youth Program –weekly meetings
- Boys Club –weekly meetings
- Girls Club – weekly meetings
- Homework Club – operates four days per week after school from 3:15 to 4:00 pm. Homework Club is supervised by teachers and SSAs
- Aboriginal Club –weekly meetings
- Community Schools Team
 - Partnerships with post-secondary institutions to provide tutoring in math and science one day a week after school.
 - Fastbreak and after school programming for leadership opportunities for our students.
- Oasis Club – lunch time space for students to eat their lunch and participate in a variety of activities
- Breakfast Club – those students who have attendance issues and socio-emotional concerns to help start their day in a positive way.

3. WERE WE SUCCESSFUL?

- Outline results

The change to our new School Plan focus allowed our community to review and reflect on the areas where we have strengths and where our community needs to place efforts and resources to support students in the area of engagement in finding success in their learning. We were successful in having more students participate in various endeavors, especially outside of school time. We still need to continue to work with students on their engagement in their course work. The following are some indicators of our successes in improving with the theme of engagement throughout our community.

- The participation rate has increased for students being part of one of the smaller cohorts we have established (like Boys and Girls Club) to create a sense of belonging in our community. Each group is undertaking a group project based on an agreed upon topic.
- Staff making a concerted effort to greet students in the hallways and at the beginning of classes to make students feel welcome and connected to adults.
- An increase in students accessing extra help in getting help from teachers, using the Tutorial Time effectively and access the Homework Club program.
- An increase in students achieving Honour Roll and Principal list standing from term 1 to term 2.
- Teachers report incorporating mindfulness strategies into their lesson planning. Reports of students asking for mindfulness activities prior to major exams.
- In the midst of incorporating the Windermere Class Engagement and Work Habits Rubric.
- We entered into conversations with our associate elementary schools to take a Family of Schools approach to improve reading and numeracy skills of elementary student prior to transitioning to Windermere. We have established after school Math Academy groups at 3 of our associate elementary schools through the Community Schools Teams program and with the help of Elementary staff to help students improve their Math skills.
- We are in discussion with our associate elementary schools to incorporate the Reading academy at the primary level. We had conversations with interested elementary staff and are working together to incorporate this program at the primary grades in schools that are interested.

4. HOW HAVE WE SHARED?

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

Our community has been active in sharing student success within the school and greater community. Some examples include:

- Awards assemblies for each term to highlight student successes including the Honour Roll and Principal's List
- Principal's breakfast for each term
- A showcase in our main hallway is dedicated to display pictures of our Honour Roll and Principal List recipients. The pictures are rotated based on the students who achieved this recognition every term.
- Random Act of Kindness Award: a monthly award presented to a student who is nominated for demonstrating a Random Act of Kindness in the community.
- Perfect attendance awards for each term
- Partnership with the Renfrew Collingwood Newspaper to highlight and share student and staff accomplishments with the greater community
- Scholarship recommendations, PAC Meetings, School Leaving Ceremony, grade assemblies
- Publicize information on individual and collective student achievements (curricular, extra-curricular, and community) over the public announcements, in the daily bulletin, in the school annual, at staff meetings, school website, VSB website, community newspaper, school newsletters, local newspapers
- Email the Student Daily Bulletin to families to keep parents and guardians updated on school events and ongoing support for our inquiry question.
- Sharing Windermere's term end newsletters with our Family of Schools and District staff
- Informing the VSB Communications Department of any major school events to be publicized at the district level
- Creation and implementation of a Windermere APP and a Twitter account to continuously share information
- Developing and implementing a regular recognition system for students who are demonstrating engagement
- Completion of a student led video project on engagement that will be used in the Articulation process and at various community events.
- Monthly report to parents and guardians at PAC meetings.

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?

The next steps of our School Plan is to continue with the theme of engagement and to support our students to become more engaged in the learning process. We will infuse the ideas of engagement into the implementation of the Curriculum Redesign and the expectations of students with the Core Competencies to experience the self-reflection process on their learning. We will also continue to find ways to engage students in extra-curricular endeavors to provide them with real life experiences to bolster their learning experience.



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.

Our Indigenous population at Windermere totals 27 students that are dispersed throughout all grade levels.

Grade 8 (7)

Grade 9 (8)

Grade 10 (4)

Grade 11 (5)

Grade 12 (3)

The success of our Indigenous learners is not different from the rest of our population where we have the majority of our Indigenous learners finding success in many areas of the school, but some having difficulty with attendance issues which manifests in not finding success in the classroom. Like with the rest of the student population, we provide supports for these students to help them re-engage in their school life.

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.

In many areas throughout our community, we have provided all students opportunities to learn about Indigenous cultures. These opportunities include:

Curricular:

Social Studies 9:

- Aboriginal nations in Canada by region
- Aboriginal contact with Europeans and the impact on the Aboriginal culture

Social Studies 10:

- First contact, impact of foreign diseases on Aboriginal population, roles during the fur trade, assimilation, Metis resistance
- Social, economic, cultural differences between Aboriginal and the early settlers to Western Canada
- Aboriginals and the early Treaty Process

Social Studies 11:

- Aboriginal standard of living in comparisons to the national averages
- Progress in Aboriginals achieving more rights throughout Canada's history (self-government, land claims, suffrage)
- Main topics addressed: the Indian Act, assimilation, the treaty process, residential schools, the White Paper, the Oka Crisis and the Nisga'a Agreement.

Visual Arts:

- Applied for and obtained a \$20,000 grant through the Betty Wellborn Artistic Legacies Foundation for an Indigenous art installation on 3 large exterior walls at the south east corner of the school. The project will incorporate Indigenous artists, school staff and students in the creation of this 3 panel mural. The basis for the mural is a rooting in Mother Nature that links everyone to the Earth and stresses the importance of nature and the Earth to our Indigenous peoples.
- Applied for and obtained a \$1500 grant through the City of Vancouver to carve a Totem Pole with an Indigenous artist who will provide students and staff opportunities to learn about the significance of the Totem Pole in the Indigenous culture and to participate in the carving process.
- Studied the Northwest Coast shapes that are used in aboriginal painting and drawing designs. These designs occur on aboriginal regalia, architectural structures, and on functional items used in their homes.
- Discussion and visual presentations of aboriginal culture, history and the use of these designs today.

Community Events:

- At the start of community and school gatherings, we acknowledge that we live and work on the traditional lands of the Musqueam, Squamish and Tsleil-Waututh Coast Salish people. The acknowledgement is incorporated into all school communications that go out to our community.
- In the process of creating a Sacred Room, based on the Templeton model, where students are integral in creating the aboriginal images on the wall and painting the room. The room has hosted district events like the International Symposium, aboriginal drum making classes and aboriginal district meetings.
- Opened the room to our Family of Schools on a variety of occasions.

Aboriginal Student Leadership Opportunities:

- Created a student led Aboriginal Club that met every Wednesday to discuss and plan future projects to provide students with leadership opportunities.
- Developed a First Nations Community Bulletin Board at the school
- Grade 12 Aboriginal students attend an aboriginal retreat at Loon Lake sponsored by the Vancouver School Board. Three Windermere students attended the Loon Lake retreat.

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

- List continuing and new initiatives

Our community will continue to embed Indigenous learning into our school program and provide opportunities for everyone to learn about Indigenous cultures. The major initiatives listed above will continue next year and other initiatives will be sought to provide leadership opportunities for our Indigenous learners.

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

The aboriginal goal has been embraced thoroughly at Windermere where our community has provided many opportunities for students to learn about aboriginal culture. Our aboriginal students have been given leadership opportunities, especially in the art area, to share their experiences. We have embarked in many community aboriginal projects that include the mural exterior installation, the carving of a totem pole, the development of the Sacred room and the opportunity to participate in paddling a traditional aboriginal canoe. These opportunities are open to all students and provide insight into cultural expression.

Each year, we survey our aboriginal population on how they would like to be supported and the students overwhelming chose to get help in improving their achievement. We provided students with many supports for their learning that includes the Homework Club, UBC student Math support and weekly Tutorial sessions. Throughout the year, our aboriginal students have accessed these supports and report card results indicate that 12 out of 27 aboriginal students passed or excelled in all of their classes, 7 students only failed 1 class and 8 students failed 2 or more classes in term 2. After the term 2 report cards were distributed, our Enhancement Team met with each aboriginal students to discuss their progress and developed success plans for term 3. The term 3 report card will determine whether this intervention was effective.

The students who are not finding success also have attendance issues where 14 out of 27 students have fewer than 10 absences, 6 students have between 10-30 absences and 7 students have greater than 30 absences. The Counsellors check in regularly with the students who have chronic attendance issues and use strategies like Attendance Cards to encourage students to attend and recognition incentives when student demonstrate improvement.

Throughout the school year, we had Shane Point and Davita Marsden provide classroom in services to many classes on a variety of different topics.

We had community gatherings with our aboriginal families at the Aboriginal Family Night to celebrate the success of our students in their education and to learn together on how to best support them in their life journey.

As a community, we have greatly improved with injecting aboriginal culture into our classes and in our community. We need to continue to focus on supporting those aboriginal learners who are not engaged and not finding success.

Student name: _____ Subject: _____

Block: _____ Teacher: _____

ENGAGEMENT	4	3	2	1
	Accomplished	Competent	Developing their understanding	Beginning to learn
Group Inclusion	<ul style="list-style-type: none"> • always considers feelings of others • demonstrates empathy for others in class • instinctively assists others 	<ul style="list-style-type: none"> • usually considers feelings of others • often demonstrates empathy for others in class • assists others when asked 	<ul style="list-style-type: none"> • learning to consider feelings of others • learning to demonstrate empathy for others in class • concentrating on their own work 	<ul style="list-style-type: none"> • rarely considers feelings of others • does not demonstrate empathy for others in class • does not assist others in class
Initiative	<ul style="list-style-type: none"> • manages activities • demonstrates persistence with tasks • proactively asks questions • often initiates ideas 	<ul style="list-style-type: none"> • usually manages activities • often shows persistence with tasks • sometimes ask questions • sometimes initiates ideas 	<ul style="list-style-type: none"> • needs assistance to manage activities • needs encouragement to continue with challenging tasks • needs to be encouraged to ask questions • does not initiate ideas 	<ul style="list-style-type: none"> • is unable to work independently • does not attempt challenging tasks • does not ask questions • requires prompting to initiate ideas
Communication	<ul style="list-style-type: none"> • discusses with confidence • uses appropriate language • provides space for others to participate • open to feedback from peers and teachers 	<ul style="list-style-type: none"> • joins in discussions • uses appropriate language • usually listens without interrupting • listens to feedback from peers and teachers 	<ul style="list-style-type: none"> • discusses when invited • learning to monitor language • learning to listen without interrupting • learning to accept feedback from peers and teachers 	<ul style="list-style-type: none"> • does not join in class discussion • uses inappropriate language • interrupts others • does not accept feedback from peers and teachers
Self-regulation	<ul style="list-style-type: none"> • accepts personal responsibility for learning • shows high level of understanding of actions on others <ul style="list-style-type: none"> • works with integrity and pride 	<ul style="list-style-type: none"> • usually accepts personal responsibility for learning • shows understanding of effects of actions on others • usually works with integrity and pride 	<ul style="list-style-type: none"> • learning to accept personal responsibility for learning • learning to understand effects of actions on others • learning to take pride in work 	<ul style="list-style-type: none"> • does not accept personal responsibility for learning • does not understand effects of actions on others • does not take pride in work
Engagement	<ul style="list-style-type: none"> • participates actively in class discussions • is curious and willing to try new concepts 	<ul style="list-style-type: none"> • participates in class discussions • will sometimes try new concepts 	<ul style="list-style-type: none"> • rarely participates in class discussions • needs to be encouraged to try new concepts 	<ul style="list-style-type: none"> • does not participate in class discussions • is reluctant to try new concepts

Dear Parents: Below you will find the scores for your child in each of these areas. If your child is receiving less than 15 you should make an appointment with the teacher to discuss how to support your child in school.

	4	3	2	1
	Accomplished	Competent	Developing their understanding	Beginning to learn
Group Inclusion				
Initiative				
Communication				
Self-regulation				
Engagement				

Total: _____ / 20

Comments:
