

# 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.

### Windermere Secondary School

#### MISSION STATEMENT

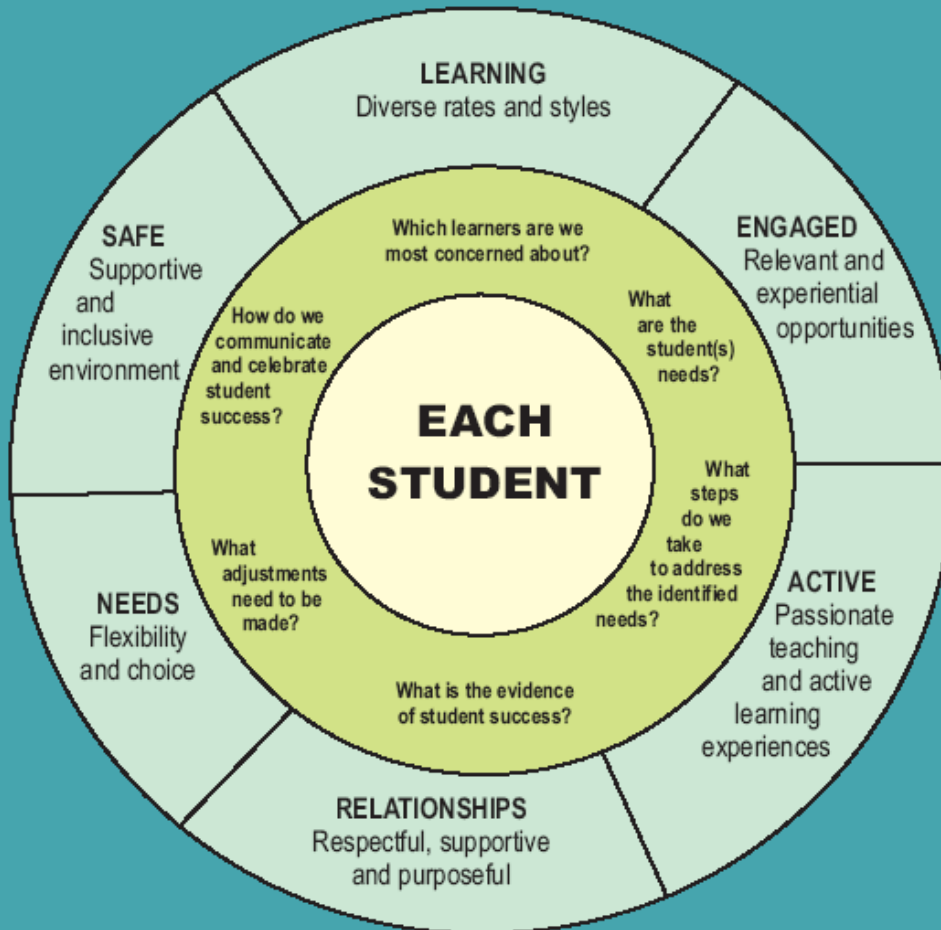
We at Windermere are committed to developing the intellectual, social, aesthetic, and physical potential of all students in a challenging and safe environment. Our mission is to:

- Provide resources for the acquisition of knowledge and skills
- Enable students to adapt in a changing world
- Promote mutual respect, self-esteem, and cooperation
- Foster cultural and aesthetic awareness
- Encourage physical fitness
- Lay the foundation for life-long learning

#### 2015-2016 GOALS

1. To increase classroom and community engagement to improve student success and learning.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

# ASSESSMENT FOR LEARNING: SUCCESS FOR EACH STUDENT



## **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?**

### **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 2016 there were 1075 students enrolled at Windermere. This included 39 students in Special Education Programs, and 30 International students. The Special Education Programs include Life Skills, Learning Support, and Pre-Employment. The school's Leadership and Athena Programs are offered as District Specified Alternative Programs with enrollment being 118 and 38, respectively.

### **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 95. 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.

### **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 community festivals.

## **PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW**

### **What were our goals?**

#### **Goals**

1. To increase classroom and community engagement to improve student success and learning.
2. Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

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

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 also incorporated our initiatives into the implementation process for the curriculum redesign conversations in preparation for September 2016. We also incorporated research, like the Middle Years Development Index results, to guide our strategies to support students. The following strategies have been embedded into our student service model to meet their individual needs.

#### **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 will be doing this program with our grade 8 students. Incorporate Mindfulness strategies in all classes over time.
- 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
  - 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.
  
- As a school, we conducted a student survey based on two questions:
  - a. What do adults do at school to show they care?
  - b. What do adults do to show they do not care?

The results of this survey were incorporated into our planning for the implementation of the curriculum re-design.

### **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

Windermere Secondary's second goal is to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

In many areas throughout our community, we have provided all students opportunities to learn about aboriginal culture. 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.

Field Studies:

- Aboriginal students attended the Charles Edenshaw exhibit at the Vancouver Art Gallery, a cultural event hosted at the UBC Museum of Anthropology and the Bill Reid exhibit at the Bill Reid Gallery.
- Aboriginal students travelled to Albuquerque New Mexico with Templeton Aboriginal students to participate in a cultural exchange with the Navajo and other First Nations communities in the South West.

Visual Arts:

- 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.
- Obtained VSB approval to plan a major aboriginal mural on an exterior wall of our building with the help of students and aboriginal artists.

**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.
- 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 Thursday 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.

**What was the evidence of success for each student?**

Goal 1: To increase classroom and community engagement to improve student success and learning.

- We are in the process of conducting the Tell Them From Me Survey that would incorporate the 2 questions we surveyed the students earlier in the year to compare whether our supports made a difference.
- 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.
- 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.
- More 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.

Goal 2: Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

- There were 7 aboriginal students who were eligible to graduate in June 2015. 5 out of the 7 aboriginal students graduated. The other students are currently completing their graduation credits at Adult Education.
- Participation rates in accessing the Sacred Room have increased along with welcoming students of other cultural backgrounds to participate in the painting of the room.
- Developing a distribution list of aboriginal students to better disseminate information in a timely fashion
- Establishment of talking circles during lunch time once a week.



## How did we communicate and celebrate student success

Goal 1: To increase classroom and community engagement to improve student success and learning.

- Awards assemblies for each term to highlight student successes including the Honour Roll and Principal's List
- Principal's breakfast for each 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
- 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
- Developing and implementing a regular recognition system for students who are demonstrating engagement
- Student led Engagement video project being developed to define Engagement and demonstrate examples of engagement in our community. To be unveiled in the Fall 2016 to our community.

Goal 2: Aboriginal Enhancement Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

- Windermere's Aboriginal families participated in Templeton's Aboriginal Family Night on May 6<sup>th</sup> in which more than 50 parents and family members attended. Ten Windermere Aboriginal students received the Chief Bill Williams Award for their academic achievement, leadership and their community involvement.
- Aboriginal culture is incorporated into major school events like our Choir festival where a ceremonial smudging was performed and an aboriginal song was performed in front of a community audience.

## **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:

- A) Continue with the current goals as outlined in our reflections for 2015-2016.

## Appendix A - Windermere Class Engagement and Work Habits Rubric

Student name: \_\_\_\_\_ Subject: \_\_\_\_\_  
 Block: \_\_\_\_\_ Teacher: \_\_\_\_\_

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

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:

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