



# Vancouver School District

## School Plan for Champlain Heights Elementary

### Year 1: 2017-2018 of 3 Year Plan, 2017 - 2020

## 1. GENERAL SCHOOL STORY

- Our vision for students at Champlain Elementary includes developing cognitive, academic, social, emotional and physical competencies needed to succeed as lifelong learners in the global community.
- At Champlain we encourage the motto REACH (Respect, Empathy, Achievement, Cooperation and Helpfulness). Champlain students are a very cooperative group, showing a positive attitude, kind words and fairness to each other. In the classroom students engage in academic subjects integrating technology and project work successfully. In addition to the strong relationships they have in the classroom, students have ongoing relationships with the school through the after school programs offered by the Killarney Community Links Team and a positive partnership with leadership classes at Killarney Secondary. In addition, programs such as Roots of Empathy, Growing Chefs, UBC Small Garden, One to One reading volunteers, Choir, Brushstrokes Art offer support and growth in many areas including our Code of Conduct. There is also a strong focus for our students on social responsibility and physical education: opportunities to go skiing, swimming, and participate in outdoor education at the intermediate grades. Students at Champlain show a commitment to their school environment through extra-curricular activities such as teams at the intermediate level for cross country, volleyball, basketball, buddy-reading, safety patrol, band, and equipment monitors. Parents work as active partners within our school with a particular focus on a healthy active lifestyle for all students. With the PAC support, we are participating in the BC Fruit and Vegetable Snack program. Champlain students Reach for the Heights intellectually, aesthetically, and socially within a school community that fosters Respect, Empathy, Achievement, Cooperation and Helpfulness.
- Students who attend Champlain Heights School are drawn from a catchment area of moderate to higher density housing, consisting of townhouses, single family homes, housing cooperatives, rental and subsidized housing. Our student population is diverse in its learning needs. Approximately 15% of our students speak English as a second language, with Chinese, Korean, Tagalog and Spanish being the most common first languages spoken other than English. Over 10% of our students have identified themselves as First Nations while 15 % of our students are identified as students with special needs. Our school demonstrates how students, parents and staff working together create a positive learning environment for a very diverse group of students.

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## 2. WHAT DO WE KNOW ABOUT OUR LEARNERS? (SCANNING)

Exploring the subject area Math in the Revised Curriculum was identified as our goal for 2016-2017. We decided to spend the year focusing our pro-d and curriculum implementation days on this subject. We invited Gillian Rudge and Darlene Shandola to mentor us in developing strategies in pedagogy. During our January 2017 Pro-d we identified areas of strengths and needs for our learners in the area of Math.

### Curricular Competencies Strengths

- Communicating and Representing – using math vocabulary, representing math ideas in a variety of ways

### Curricular Competencies Needs

- Reasoning and Analyzing – mental math strategies, estimation
- Connecting and Reflecting – connecting mathematical concepts to each other and other areas and personal interests
- Understanding and Solving – problem solving

Mindset – Need – challenging the student’s own perspective that they are ‘not good at math’.

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## 3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS? (SCANNING)

Our evidence is from teacher observations in classroom engagement and achievement. Discussions continue about - the areas of math that are challenging for our students, how the revised curriculum influences the student’s engagement in math competencies and content and how to support mastering basic skills while engaging the learner.

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## 4. WHAT FOCUS EMERGES FROM THIS EVIDENCE? (FOCUSING)

- Differentiation of instruction – meeting student needs within the classroom and moving them forward in the area of math –
- Balancing hands on learning with skill practice
- Changing the mindset of math – learning about growth mindset and applying it to the area of math
- Giving students strategies to explain their thinking
- Engaging students who ‘get math’ with deeper connections, exploring and learning

We have engaged two Math Mentors with our staff to examine the curriculum and our pedagogy. The mentors have guided us to explore the revised curriculum, resources, and what our students require. They have offered a framework for staff to work together and reflect on practices thus far. (Strategic Plan goal #1 objective b)

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## 5. INQUIRY QUESTION (FOCUSING) – PREVIOUSLY KNOWN AS “GOAL”

What school wide strategies can we implement to strengthen math skills, understanding of math concepts, and math language, while promoting a growth mindset?

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## 6. WHAT IS OUR PLAN? (PLANNING)

- Assign 2 professional days focusing on Math and curriculum implementation days
- Continue working with Gillian and Darlene, - Math lunches, Demo lessons, Co-teaching –Math on SAC agendas, collaborative inquiries, peer observation
- Explore assessment practices

From our time with math mentors

- **What resonated?** - using concrete materials to make multiple representations of number concepts, using problems with multiple entry points to reach all learners, involving families in math games, using objects and stories for problem solving, break concepts in to smaller chunks, utilize curriculum to investigate math in a variety of ways.
- **What we have tried** – variety of assessment strategies, engaging with new manipulatives, connecting math and art, making number stories, open questions, self-assessment and reflection, mental math strategies taking more time to do less and go deeper.
- **Go next?** – more time to explore curriculum/pro d, incorporating math across curriculum, more interactive problem solving activities, exploring how to use more manipulatives, incorporating games, communicating with parents, more hands on time during math.

We plan to have this as a three year plan.

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## 7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

Facilitated time with Math Mentors to reflect on student achievement and growth of both students and teachers in the area of math.

Funds focused on Math teaching materials, time to work with Math Mentors and each other, recommended resources by Carol Fullerton and Marion Small

Focused Pro D time and co-teaching time

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## 8. HOW WILL WE KNOW WE'RE SUCCESSFUL? (CHECKING)

Students will be more engaged in the learning of math concepts and the transfer of these skills and attitudes into other curriculum areas.

We will discuss what data we would like to gather as our baseline in Sept 2017

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## 9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

- Presentation to parents of revised Math curriculum and practices they can anticipate their child exploring
- Continue to celebrate growth/progress in the area of Math in the classroom



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

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

Champlain Heights Elementary has 16 students who identify themselves as Aboriginal. 5 students are in Grade 7, 2 students in Grade 5, 2 students in grade 4, 3 students in grade 3, 1 student in Grade 1, and 2 students in Kindergarten. The students at Champlain have very caring, involved families that support our students to their best ability. Students continue to require emotional and academic support from our Aboriginal Enhancement Support Worker. Students are engaged in the school community and continue to make progress.

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

This year we,

- Through a Betty Wellburn Grant two division engaged in art, storytelling, drama and learning from artists, elders, visit to Musqueam and material from Museum of Anthropology
- All students heard stories from an elder and then expressed the stories through watercolour supported by an artist in residence. We had an Arts Celebration Evening with Granma Harris opening our gathering, square dancing, and acknowledgements from our students.
- Our Ab Ed Support involved several student in a radio show on a local network. Students and staff called into the show to show support.
- Several classes completed novel studies addressing reconciliation and residential schools.
- Kindergarten students had weekly stories from our Ab Ed Support and illustrated their learning.
- Every gathering begins with an acknowledgement
- We continue to purchase curriculum supports, books, units,

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## 12. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

We will continue to integrate knowledge of stories told and read in our curriculum. We hope to continue the arts focus.

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

Our students are showing a growing understanding of Aboriginal Culture. Teachers note that they know of stories and when they are presented again, the students can inquire deeper, asking more relevant and expanding questions. The students are showing an appreciation for Aboriginal music and dance and have more knowledge of objects and stories behind the objects.