

Vancouver School Board

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.

Champlain Heights Elementary

MISSION STATEMENT

Champlain Heights is committed to enabling students to Reach for the Heights intellectually, aesthetically, and socially within a school community that fosters Respect, Empathy, Achievement, Cooperation and Helpfulness.

2015-2016 GOALS

To develop practices within the school community that supports success for each student in the area of social emotional competencies.

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

SCHOOL COMMUNITY CONTEXT

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.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

To develop practices within the school community that supports success for each student in the area of social emotional competencies.

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?

This year our school community showed progress in addressing the social emotional needs of our students. Through many activities including assemblies, performances, class meetings, and SEL evidence based programs such as FRIENDS, Kids in the Know and RSVP. The school community offered many opportunities including Red Fox/Big Brothers, choir, sports teams, school films, WE Club, Radio Club, KCS programs, More Sports and lunchtime sports. We also access a cold lunch program through VSB as needed and have support from many volunteer agencies to help meet the needs of our students with programs, breakfast, emergencies. In the school community many students are encouraged and supported to get involved with something they are interested in and supported when they have initiatives such as water bottle filling station, and helping others in the community.

Champlain Heights Community also showed progress in increasing awareness, acceptance and knowledge of Aboriginal histories, culture and traditions through many activities. Our school secured a grant with ArtStarts to have an artist work with our primary students in the area of visual arts. Each class had two visits from an elder listening to stories about the Elder's past and the belongings she shared with us. Students then spent time appreciating printed stories and represented their understanding by creating watercolour paintings. One class created masks and performed a play written from the stories of the Elder. The whole school spent 3 weeks with the artist creating watercolours based on stories from the First People's read in the class. The projects culminated with a Fine Arts Night where there was dancing, drama, music, a gallery of the student's art work and a sharing of the Radio Show our Grade 6 and 7 students have been producing with our Aboriginal Enhancement Worker. One of the staff pro-d days included visiting the Museum of Anthropology and a tour of the Musqueam lands.

What was the evidence of success for each student?

Overall addressing student behaviors that do not follow the Champlain Code of Conduct have decreased over the past year. When incidents of conduct do arise, staff are using a similar language encouraging students to talk to each other and understand one another's feelings. Using similar language and problem solving methods to address issues has resulted in a deeper understanding for students regarding their role in the problem or incident and greater participation the resolution of the problem. We are noticing students are working problems out together and in class meetings.

While we are continuing to work towards and wish that the stories, traditions and information about the First People's culture is integrated into every area of our curriculum, our students are much more knowledgeable of many aspects of the Aboriginal culture. There seems to be a general base from which activities are developed. We have seen growth in the intermediate students involved in the Awakening Dreams – radio show project.

How did we communicate and celebrate student success

Assemblies, school movies, participation in assemblies, showcasing successes, twitter, school website, newsletters, PAC meetings, Class Dojo, Showbie App, Seesaw App, Fresh Grade App., Fine Arts Night.

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:

Begin to look to the following areas for development of new goals for the 2017-2018 school year, while maintaining our goal to increase knowledge, awareness acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Areas for Development of New Goals

We would like to look at a new goal of increasing success for students in the area of Mathematics for 2017-2018. We are seeing an increasing gap between students who are successful in math and those that struggle. We would like to implement school wide strategies to strengthen math skills and understanding of math concepts and language.

