



Vancouver School District

School Plan for Gladstone Secondary School

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

1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

- What are the important demographics of our community?
- What are the unique, positive characteristics of the school?
- What are our assets – what do we celebrate (including student intellectual achievement)?

- Gladstone Secondary School is located in East Vancouver’s Kensington-Cedar Cottage community. We draw our students from a neighbourhood that, although predominantly lower middle to middle-class in socio-economic status, is characterized by diversity. Our students’ families include a higher-than-average (for Vancouver) proportion of low-income households. Our neighbourhood is ethnically diverse as well, with fewer residents reporting English as their first language as compared to the city-wide average. Gladstone’s student population mirrors the community from which it is drawn. Our students speak a multitude of languages at home, with Chinese, English, Vietnamese, Tagalog, and Spanish being the most common. Our student body includes immigrants from every populated continent and we are host to thirty two International students. Gladstone’s multicultural mix is a hallmark of the school, and is celebrated and valued by staff and students alike.
- The school is known at the district level for its thriving Fine Arts program including, Music, Theatre, and Dance.
- The school is known throughout the province and internationally for its Robotics program and team that regularly competes in the Robotics World Championships.
- We offer outstanding support for students with special learning needs.
- We offer a DSAP Mini program as well as AP courses at the senior level.

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

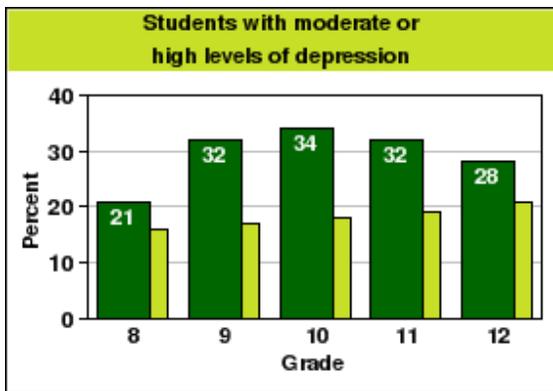
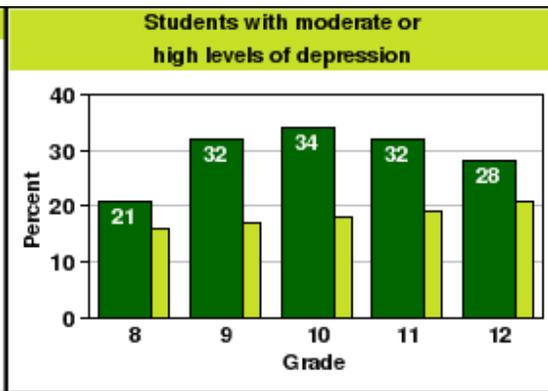
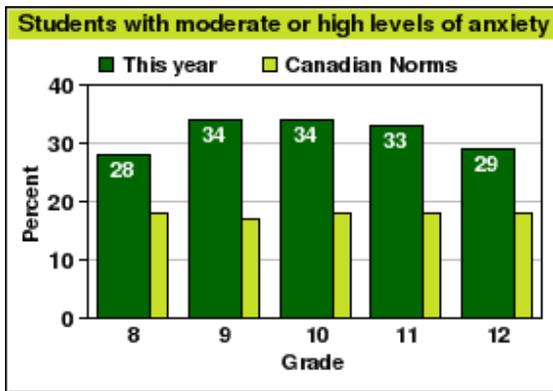
- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

- Our Tell Them From Me Survey in the spring of 2017 indicated that we are at the national average for most things reported in the survey
- We are above the national average in some areas such as students with positive behavior at school, and student participation in school clubs at the senior level,
- However, in the area of social emotional outcomes there were some noticeable differences as indicated below
- Social-Emotional Outcomes

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS?

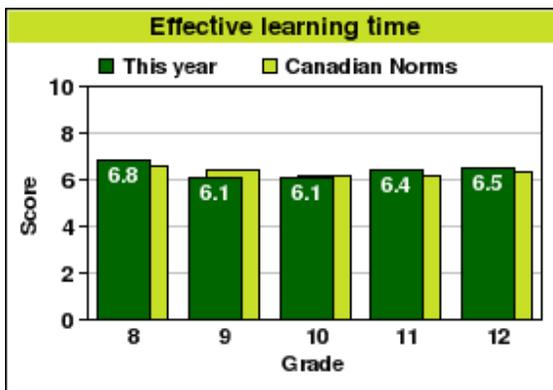
(SCANNING)

- What is the evidence that we already have that supports this hypothesis?
- School and district data, letter grades, attendance anecdotal, surveys, etc....EDI, MDI, student voice such as TTFM, etc.



- Given the new curriculum on the Core competency of Social and Personal Responsibility this was an area identified for focus

The survey also looked at effective learning time, and although we are at the Canadian average, staff are interested at considering changes to how we structure our timetable at various times



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

- Which learners and which areas will we be focusing on?
- Where are we connected?
- How does this focus connect to the district strategic plan? (Quote Strategic plan goal/objective #)
- How does this focus connect to the Aboriginal Education Enhancement Agreement? (Quote AEEA goal/objective)
- How does this focus connect to the redesigned curriculum including the big ideas, core competencies, curricular competencies, etc.?

Inquiry Questions

How can we incorporate the Core Competencies into our classrooms and at the school-wide level?

What opportunities can we provide for students to demonstrate Personal and Social Responsibility at the school?

Where the need for this goal came from

- We will be focusing on the core competencies and providing students opportunities to engage with them in an explicit and constructive manner in all of their courses. As such, we will be focusing on our grade 8 and 9 students.
- Staff have identified the Personal and Social Competencies as the main areas requiring our attention based on their lived experience at the school as well as information from the Tell Them From Me Survey and earlier Student Surveys
- Approximately half of the staff chose to focus on Personal Awareness and Responsibility Strategies

These competencies and our approach to fulfilling them fit well with Goal #3 of the District Strategic Plan: Create a culture of care and shared social responsibility

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

- What is leading to this situation for our learners?
- How might we be contributing to this?
- From what we know, what is the most important work that we can do to improve the success for our students?
- What key areas of learning will we focus on?
 - How can we incorporate the Core Competencies into our classrooms and at the school-wide level?
 - What opportunities can we provide for students to demonstrate Personal and Social Responsibility at the school?

6. WHAT IS OUR PLAN? (PLANNING)

- What are the actions that we propose to take related to our inquiry? What will we do more of, less of, differently to improve outcomes for our students?
- How can we break it down into a manageable and realistic 3 year plan:
 - Year 1, Year 2, Year 3

Year 1

Steps taken:

- Creating a school-developed document for students to self-report on the core competencies. This will be done again this year.
- Half of the collaborative days for staff were directed towards development of the core competencies in classrooms
- During the last block rotation of the 2017-2018 school year we allowed teachers to engage the students in practices related to self-regulation, well-being, and health during silent reading time.
- Teachers have explored a diverse number of self-regulation and well-being practices ranging from knitting to walking and guided meditation
- The PE department developed a rubric for students to self-identify. PE has also worked over the last two years to create and implement new health and wellness curriculum including lessons from the Canadian Red Cross anti-bullying program, and conflict resolution.
- The science department held another science Olympics for the grade 8s and 9s but this time with explicit sheets for the students to recognize their use of the core competencies – especially the social responsibility facets. This included self-assessment questions on a Likert scale such as “I am aware of how others may feel and take steps to help them feel included.”
- The Science department has also engaged in these regular initiatives: deeper student self-assessment and pre-testing rather than retesting, place-based learning, the use of mobile whiteboards for group learning
- In the Applied Skills, Design, and Technology department self-evaluation rubrics were used for both the curricular competency and social responsibility.
- In the Fine Arts, assignments were purposefully created to allow students to explore their identity. Graphics students also create, print and distribute thank-you cards. Theatre students created plays together to portray contemporary social issues and create dialogue around these issues.
- The Skills center created a number of student-centered documents to help them identify and log social responsibility outcomes such as clarifying a problem, considering alternatives, and evaluating strategies.
- The documentary Screenagers was shown for parents at an evening event in February with post film discussion groups set up for parents
- In April 2018 the Gladstone Health Fair was held
- A school pro-d day was held in May where a workshop was presented on "Exploring the Connections between Classroom Practice and Student Self-Regulation". Approximately 1/3 of the staff attended.

Year 2

- Incorporate student self-reporting into the school year as part of the ongoing reporting process – possibly to accompany the term 1 and 2 reporting periods – rather than as a single, final report
- Continue to utilize collaborative time to work on learning opportunities involving the core competencies
- Determine as a staff whether to use part of the instructional day for the self-regulation of physical, social, and emotional well being
- Develop school-wide key visuals/posters for core competencies
- Involve student voice in the creation of policy and activities related to core competencies
- Encourage departments and individual staff to continue to develop and improve opportunities for students to learn and demonstrate the core competencies
- Utilize a block of staffing for a teacher to be a site-based resource for core competencies

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- Summarize what the new areas of learning will be and how we will support that new learning in order to benefit the students (i.e. resources, pro-d, etc.).
- Link these new areas of learning to the redesigned curriculum
 - The major area of learning will be around social emotional learning particularly as it applies to mental health, well-being and self-regulation.
 - Some staff are familiar with and comfortable engaging students in practices such as guided meditation and mindfulness activities, but others need to see how this can be done in our school setting.
 - providing pro-d time as well as collaborative time for this will be helpful

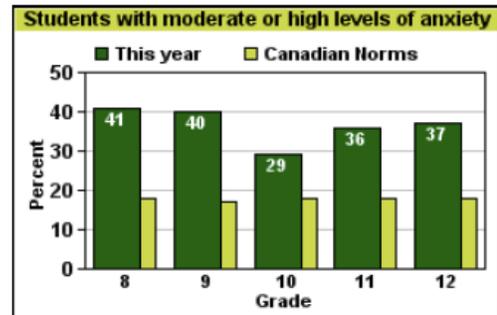
8. HOW WILL WE KNOW WE'RE SUCCESSFUL? (CHECKING)

- How will we know that what we are doing is working and is making a difference for our learners?
- What will we be using as baseline data? How will we chart growth?
- How will we respond if we see no changes?
 - We have not seen this year's students self-reporting on the core competencies yet to get a sense of how they differed from last year. This data will be included in Year 2 of the school plan process.
 - The Tell Them From Me Survey results continue to raise the same concerns around Social-Emotional outcomes from our students

Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

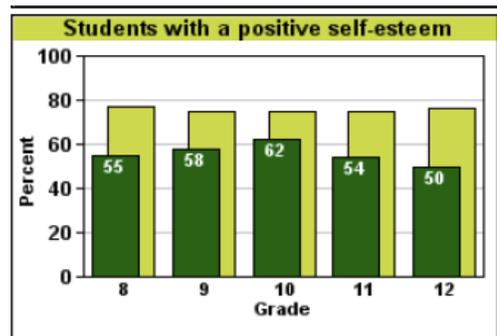
- 36% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 18%.
- 43% of the girls and 28% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 21% and for boys is 14%.



Students with a positive self-esteem

Students who like and accept themselves, and are proud of their accomplishments.

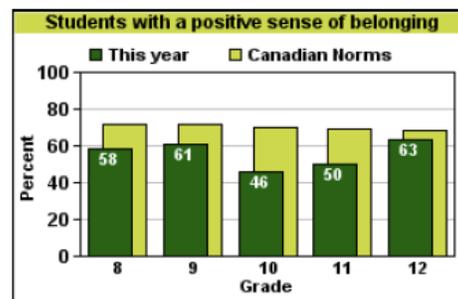
- 56% of students in this school had high self-esteem; the Canadian norm for these grades is 76%.
- 53% of the girls and 62% of the boys in this school had high self-esteem. The Canadian norm for girls is 72% and for boys is 79%.



Students with a positive sense of belonging

Students who feel accepted and valued by their peers and by others at their school.

- 55% of students in this school had a high sense of belonging; the Canadian norm for these grades is 70%.
- 51% of the girls and 63% of the boys in this school had a high sense of belonging. The Canadian norm for girls is 70% and for boys is 70%.



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

- How will we make parents, students and other members of the community aware and involved?
 - We celebrated student successes on our School website, through daily student/staff bulletins and PA announcements, through Social Media such as GSS Updates and our Gladstone Twitter account @GladstoneSec. The Hashtag #em2fgss (Every Monday To Friday at GSS) was created to celebrate at least one positive thing going on in the Gladstone community every Monday to Friday over the entire school year. There were often many postings in one day including pictures and video
 - We also celebrated student success through performance. These included Athletic games and tournaments, Wrestling tournaments, Music concerts, Drama productions, Dance performances and Improv shows, the Musical Theatre Showcase and VEX Robotics Competitions. This year our robotics team, the Robosavages, qualified three teams to compete in the VEX World Championships in Louisville, Kentucky
 - This information will be shared with staff on an ongoing basis during staff meetings and staff memos

This information will be shared with students through student forums and with parents through emails and PAC meetings once/month



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

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

- Include numbers of students, grade levels, etc.
 - five grade 8 students
 - four grade 9 students
 - eight grade 10 students
 - one grade 11 student
 - five grade 12 students

11. 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.
 - ADST 8 textiles invited in an Indigenous speaker to discuss natural fibres and where they come from. Student planted linen seeds in the school garden
 - In Physical Education Indigenous games are played during a unit
 - Field trip for grade 11 class to Indian Horse
 - Language classes explore indigenous groups world-wide through various forms of story
 - Field trip to UBC museum of anthropology
 - A Dream Catcher workshop by Tori Johnson took place at the school involving indigenous students
 - Blanket Exercise was done with Socials classes
 - Monthly lunch meetings with Indigenous students

Students participated in the Loon Lake retreat

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

- List continuing and new initiatives
 - We will continue to support our Aboriginal students through a student-by-student analysis at the end of each reporting period.
 - We will continue to provide field trips of grade 8 students to the Museum of Anthropology
 - First Peoples 12 course on timetable
 - We will be adding First Peoples 10 course next year
 - We will offer opportunities for students to attend events such as the Women's Memorial March and the Loon Lake retreat
 - Continue to offer workshops for First Nations students

13. 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
 - Students share their success stories anecdotally with their Indigenous Education Worker and the Indigenous Education Teacher
 - Students demonstrate their connection during events like the Dreamcatcher

Students needing support have received significant interventions which are recorded in a data base. The data is reviewed to identify trends, effectiveness, and modification of interventions.