



Framework for Enhancing Student Learning School Plan

Quamichan School



Our Story

Quamichan school is a Grade 8 & 9 school with a projected enrolment of 613 students for the 2021-22 school year.

Our students are organized into 24 divisions. Our grade 8 students are teamed and take linear courses with an exploratory program. Our Grade 9 students enjoy semestered electives academic / core classes.

We have many things at our school that we are very proud of, including:

- A culture of caring, where relationships are valued, and staff are trauma informed trained.
- A culture of celebration, where we showcase students' strengths on a regular basis.
- A culture of community, where we bring our learners together several times a month for school runs, assemblies, guest presenters, and special events. Over and above the regular gatherings, we have 5 distinct whole school events that shape our school and bring us together.
- A culture of social awareness and social justice, where we do whole school lessons on important topics on a regular basis. Whole school lessons are delivered at the classroom level, and are designed to get everyone speaking the same language and attaining a level of understanding around important topics. Examples are inclusion, anti-racism, truth and reconciliation, SOGI, anti-homophobia, biphobia, and transphobia, homelessness, drugs and vaping, healthy relationships, and more. Among the staff, there is a culture of raising awareness and social responsibility.

Our students come from very diverse backgrounds, as we have 8 elementary schools that feed into Quamichan. We subscribe to the philosophy that what is good for Indigenous students is good for all students, and we draw on the First People's Principles of Learning and on our rich local Coast Salish Culture as we move our school forward. We are continually working to augment our relationships with all parents, but particularly our Indigenous families and the Indigenous community.

Our students are so close in age that they can all be leaders and there are many close friendships between the two grades. It is easy to get our whole school going on initiatives. Our staff and students are energetic and like to have fun. They are agile and adaptable.

Our Learners

Our Strengths:

- Our students are open to learning about themselves and exploring their identity. They are getting better and better at celebrating their own and other's identity.
- Our learners are responsive to feedback. Most have the maturity to understand their role in the classroom and in the school, and are capable of self-reflection.
- Our students are helpful. Most are quick to respond when asked to help out and are quick to offer a hand when they notice a need.
- Most of our students are very inclusive of others. Most will respond positively to working with different peers in class.
- Many of our students take advantage of our huge array of teams, clubs and extracurricular activities.

Our students respond to:

- Caring and encouraging adults
- Instruction delivered in a variety of ways and at their level
- The opportunity to have voice and choice, both in terms of their own learning, and in terms of the larger context of the school
- A trauma informed school
- A school that provides opportunities to be social and have fun

Our Stretches:

- Given the level of brain development of the young adolescent, we are striving to give our students the tools that they need to grow their capacity to be empathetic and inclusive (social / emotional learning).
- Many of our learners need to make gains in literacy and in numeracy. We want to grow and develop our instructional capacity as well as the interventions that we have in place.
- Our DART data indicates a significant achievement gap between indigenous and non-indigenous students (see graphic below).

Assessment Report (Summary)

All Students DART 2021

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Result	Graph	Total
<i>Grade 8 - DART Quick Scale (Spring) Updated 2019</i>		
Snapshot		262 (100%)
1 Emerging		20 (7%)
2 Developing		81 (30%)
3 Proficient		125 (47%)
4 Extending		23 (8%)
5 Insufficient Evidence		13 (4%)
<i>Grade 9 - DART Quick Scale (Spring) Updated 2019</i>		
Snapshot		167 (100%)
1 Emerging		17 (10%)
2 Developing		64 (38%)
3 Proficient		67 (40%)
4 Extending		19 (11%)
5 Insufficient Evidence		0 (0%)











Assessment Report (Summary)

INED Students DART 2021

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Result	Graph	Total
<i>Grade 8 - DART Quick Scale (Spring) Updated 2019</i>		
Snapshot		54 (100%)
1 Emerging		7 (12%)
2 Developing		23 (42%)
3 Proficient		16 (29%)
4 Extending		2 (3%)
5 Insufficient Evidence		6 (11%)
<i>Grade 9 - DART Quick Scale (Spring) Updated 2019</i>		
Snapshot		53 (100%)
1 Emerging		11 (20%)
2 Developing		23 (43%)
3 Proficient		15 (28%)
4 Extending		4 (7%)
5 Insufficient Evidence		0 (0%)

Assessment Report (Summary)
DART 2021 Non-INED
 Printed on July 5, 2021 12:48:16

Result	Graph	Total
<i>Grade 8 - DART Quick Scale (Spring) Updated 2019</i>		
Snapshot		208 (100%)
1 Emerging		13 (6%)
2 Developing		58 (27%)
3 Proficient		109 (52%)
4 Extending		21 (10%)
5 Insufficient Evidence		7 (3%)
<i>Grade 9 - DART Quick Scale (Spring) Updated 2019</i>		
Snapshot		114 (100%)
1 Emerging		6 (5%)
2 Developing		41 (35%)
3 Proficient		52 (45%)
4 Extending		15 (13%)
5 Insufficient Evidence		0 (0%)

We are also at the very beginning stages of collecting reading data, based on the San Diego Quick Assessment of Reading ability. Grade 8 teachers, based on DART scores, classroom assessments, and direct observation, recommended students for targeted intervention. Based on this assessment:

- 10% of the grade 8 students assessed were at a grade 2 reading level
- 30% were at a grade 3 reading level
- 40% were at a grade 4 reading level
- 10% were at a grade 6 reading level
- 10% were at grade 7 reading level

Based on this assessment, tier 3 targeted intervention was implemented in the areas of phonemic awareness, word recognition, reading comprehension and reading fluency. Students demonstrated marked improvement, based on the intervention and teachers observations. This data will serve as a starting point – we need to assess more students, and we need to do a post assessment to track growth and improvement.

Our Goals

Our school goals are the direct result of admin and teaching staff co-creating through a process of strength-based appreciative inquiry. All of our goals come from the staff based on a current need.

Based on the needs in our school and the Strategic plan, our school goals are as follows:

Goal # 1: To develop (or find) and then implement a base numeracy diagnostic assessment that is culturally inclusive

We would like to do this, as we do not currently have valid data that speaks to our students' numeracy skills / abilities, in terms of where augmented instruction or targeted intervention might be helpful. We have report card data, but we do not believe that this is sufficient, in terms of isolating and addressing specific needs.

Once we determine, administer and analyze a diagnostic, we will further develop this goal with co-created universal strategies and targeted interventions.

What evidence of learning will we collect to check the progress of our goals?

- The evidence will be determined once we do the above work and develop a more robust plan.

Goal # 2: To improve the literacy skills of our struggling readers

Actions:

- Reading assessment at both grade levels (DART and San Diego Quick Assessment of Reading Ability)
- Oral language assessment that includes a critical thinking component.
- Co-create Tier 1 classroom level strategies designed to improve reading levels for all (ie intentional teaching strategies reviewing how to read a text, looking at pictures, captions, headings, etc., inferencing).
- Co-create targeted interventions at the classroom level for struggling learners.
- Targeted one-on-one intervention for our most vulnerable readers (we are currently using right track reading but are open to learning about other interventions).
- Class reviews to go over strengths and stretches of learners.

What evidence of learning will we collect to check the progress of our goals?

Map Level Data:

- San Diego Assessment (pre and post)
- DART (pre and post)
- Reading proficiency scores for right track reading

Street Level Data:

- Student self-assessment
- Teacher observations (triangulation)

Goal # 3: To infuse instruction, and daily school life with Indigenous and cultural content.

Actions:

- While we will strive to live all of the First People's Principles of Learning, we will be focusing on three aspects this school year:
 - 1. *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*
 2. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
 3. *Learning recognizes the role of Indigenous Knowledge; and*
 4. Learning requires exploration of one's identity.
- Create MORE opportunities for our Indigenous Education Teacher to co-create rich learning opportunities across the curriculum.
- Include even more Indigenous people in our school – in our classes and our school activities.
- Include our Ts'uwatun in our staff meeting and our PLC time so that they can have a strong voice as we plan for our school.
- Create opportunities for our indigenous students to have a voice and a offer input as we plan for our school.
- Daily announcements that include Huq'umi'num language.
- Include Huq'umi'num language instruction in our staff meetings.
- Barring another COVID year, we will be going ahead with our plans in our INED grant to host Elders luncheons and more than one celebration gathering for our indigenous families.
- Continue to teach all students about the impacts of colonization and residential schools.

- Continue to have a Coast Salish focus when we gather as a school (for example, all of our showcases begin with our Indigenous Dance group).
- Engage in learning outside, and focus activities around land and place.
- Our staff has proposed that we have an Indigenous Inclusion lens as we work towards ALL of our school goals (above and below), along with an “Open Hearts, Open Minds” growth mindset.

What evidence of learning will we collect to check the progress of our goals?

Map Level Data:

- Attendance Data for our Indigenous learners
- School level data in the form of a survey for all students to get a sense of their level of knowledge about Indigenous principles of learning and ways of being. And to get a sense of their understanding of basic language and of the impacts of colonization and residential schools.

Street Level Data:

- Direct feedback from individual students

Goal # 3: To augment students’ levels of respect of and responsibility in the domain of wellness (including self-care, mental health, and physical health)

Actions:

- Offer an array of clubs and teams and encourage all students to participate in at least one
- Offer quiet Support spaces
- Staff refresher workshop on trauma-informed teaching
- Classroom level strategies for self-regulation
- Classroom level and school-wide lessons on themes around self-care, mental health and physical health
- Case studies to enhance learning
- A school wide focus on exercise and nutrition
- A school-wide ‘Wellness Week’ involving all students and community partners
- ‘Wellness Wednesdays’, where activities related to wellness are offered to all students
- VIU resident student nursing program presenting to students all Spring
- Confidence Building Activities
- Guest presentations

What evidence of learning will we collect to check the progress of our goals?

Map Level Data:

- Attendance data
- Student survey
- Staff survey
- Parent survey

Street Level Data:

- Student self-reflection
- Staff reflection

Goal # 4: To augment students' levels of respect of and responsibility in the domain of academic preparedness (including setting attainable goals, self-advocacy, and developing a strong work ethic)

Actions:

- Create a mechanism to acknowledge effort, improvement, attendance, and excellence = celebrate success
- Organize regular learning fairs/ showcases for academics (as we already do for electives /fine arts)
- Co-create realistic expectation for all learners
- Engage all learners in goal setting
- Engage all learners in learning about Core Competencies and Proficiency Scales
- Accountability/Consequences
- Teach strategies that help students focus
- Teach organization strategies
- Teach self-advocacy strategies
- Teach strategies that build resilience
- Ensure that all students have a functional understanding of Office 365 and the applications that are most relevant to them
- Reinforce cell phone policy, such that they are a learning tool, rather than a distraction
- Guest speakers to talk about different career and pathways
- Invite student mentors from CSS to talk about their successes

Map Level Data:

- Report Card data (Proficiency Scales)

Street Level Data:

- Student self-reflection
- Staff reflection

Goal # 5: To augment students' levels of respect of and responsibility in the domain of community (including safety, relationships, and having fun)

Actions:**Safety:**

- Create a clear framework for behavioral expectations
- Classroom level and whole school lessons around respect
- Provide opportunities to practice safety (like we practice fire drills)
- Create safe spaces

Positive and Healthy Relationships:

- Classroom level and whole school lessons around Inclusion
- Classroom level and whole school lessons around empathy
- Classroom level and whole school lessons around respect
- Engage students in activities that center around cooperation
- Continue to have an array of guest speakers talking about healthy relationships
- More Family Involvement – ie Showcases and BBQs
- Offer lunch clubs and intramurals to get kids interacting with different peer groups and in different ways
- Recycling program (healthy relationship with the planet)
- Create a whole school kindness initiative with a strong anti-bullying component
- Class Meetings in all classes

Fun:

- Whole school design around house colours and fun house team challenges
- Get a school mascot
- More field trips
- A retreat for each grade (at Camp Imadene or Camp Pringle)

- More outdoor learning
- “Try It Tuesdays” where staff will offer opportunities for students to try new things of interest (ie yoga, birding, weaving, or anything that the students want to try)
- Student led announcements
- Quam Radio show
- Get back to our five big whole school activities (Tzou Crew Climb, Winter Activity Day, Canoe Race Day, Parksville whole school fun day, and our monthly whole school 5km run days).
- Staff vs Student games on a regular basis
- Movie Nights
- Dances
- Open mic / student karaoke
- Create more opportunities for students to have a voice in designing fun activities
- Activities that include parents (ie BBQs, retro dance)

Map Level Data:

- Attendance data
- Student survey
- Parent survey

Street Level Data:

- Student self-reflection
- Staff reflection

Our story is beyond . . .

Quamichan is a school where everyone can come together to celebrate and to support. We love to come together and do things as a whole school. We are so well practiced at whole school events, that all 24 divisions can come together quickly and easily. We gather during good times and during difficult times. To illustrate this, we will share two stories:

After the tragic news of the discovery of 215 children in unmarked graves in Kamloops, our staff decided, via text on a Saturday, that nothing would be more important the following Monday than to address this at school and to make sure that all of our learners knew and understood what was happening, and how they could be forces of positive change and reconciliation. We already have a culture of regular gatherings, so it was very easy for everyone to pivot and engage in a whole school zoom. Because staff are also well versed in debriefing with students after presentations and whole school lessons, it was quick and

seamless for them to take the time that they needed to after the assembly to talk to their students and make sure that they were informed and supported. The fact that we were able to tackle something so challenging at the whole school level speaks to our community and to our culture of support. The staff and students made this possible because our gathering spaces are safe. Many parents, indigenous and non-indigenous reached out to thank the school and share the impact that it had on their children.

During a normal year, we gather every two weeks for grade assemblies (where all staff are welcome to speak, and all student groups are welcome to present), every month for a whole school run (that starts with a whole school warm up in the gym), and throughout the year for big events like the Tzou Crew Climb (where EVERYONE hikes 9km up and over Mt. Tzouhalem and then has a gathering at Providence Farm), Canoe Race Day (where we all go to Quamichan Lake for a day of paddling, cultural activities, and games), Parksville Beach Day (where the entire school goes to the beach together). We were not able to do these things this year, so all of our gatherings were via zoom. On the last day of school, however, we decided to have all of our students outside for a Tzinqu Dance presentation. Students sat (one grade at a time) in a big circle around the dancers, with space between each cohort. Staff and students all felt the power of gathering and of togetherness. Our students could not have been more respectful or appreciative of the dancers, watching their dances, and listening to their teachings. The power of those outside assemblies reminded us of how much we enjoy being together and to how open and respectful our students are when we are all together. With the hope that regular gatherings can resume in September, we can't wait for next year!!