

2023-2024 School Learning Plan

SCHOOL STORY

Chief Maquinna Elementary acknowledges, with deep gratitude and respect, (we/I) (are/am) honoured to be learning and unlearning on the ancestrand unceded lands of the xʷməθkʷəy̓ əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).”

Chief Maquinna Elementary is in the Hastings-Sunset area in East Vancouver. The community consists of a culturally diverse population with new immigrants and multi-generational households with caring and respectful families. Currently, we have an enrollment of 220 students from kindergarten to Grade 7 with 10 divisions. Many parents and grandparent caregivers do not speak or read English fluently. There are twenty different languages spoken in homes and many of our students are English Language Learners. These learners represent approximately 80% of our population. The school community is extremely close knit, and everyone works together to support students and families. The staff work alongside the SWIS (Settlement Workers in Schools), and Multicultural workers and Community Schools Team to provide services to families which include: CityReach, Backpack Buddies, the Vancouver Firefighters Snack Fund, translation services, and the VSB lunch program. Maquinna has a caring, collaborative, and experienced staff.

We have a caring and active PAC who generously give their time to support students, families, and staff. They meet regularly and are there to support all members of the community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our inquiry questions are: What reading strategies and assessments can we embed in our practice to develop our students’ reading comprehension more fully? (modified for 2023-24). This is year 3 of our Inquiry.

The Maquinna staff noticed a decline in our students’ reading comprehension abilities during Covid-19. Primary and intermediate teachers have been observing this phenomenon – students can adequately or expertly decode but show little understanding of what they are reading. Through reading (Fountas and Pinnell, ELPATS and Marie Clay) assessments, we found that reading levels were below grade level in 60% of our students during the 2020-21 school year.

Also, students’ achievement on the FSA scores (2020-21 and 2021-22) point to their writing being stronger than their reading, (typically this is the opposite as writing builds on reading). We have seen an improvement in most primary students reading at grade level at the beginning of the 2023-24 school year through reading assessments. We continue to work on writing in all subject areas for all students, especially our ELL population.

Exploration and implementation of a guided reading program began with sourced levelled reading materials for our guided reading groups. Staff focused on professional development in literacy, reading and writing, for the 2021-22 and 22-23 school year, with workshops, resource development and exploration of a variety of programs which include Powerful Writing Structures, Lori Rog, Daily 5, Reading Power and others. The UFLI Foundations program (University of Florida Literacy Institute) has been or will be implemented in our primary classes, bringing in great results in phonemic awareness of our Grade K/1 students. We hope to continue the program into the upper primary classes within the next few years.

The reading inquiry and exploration of literacy programs aligns directly with the Vancouver School Board's Education Plan goals of student achievement. We hope that student achievement in literacy will be improved overall, especially in reading comprehension through this inquiry.

Two additional themes that Maquinna Staff feel are ongoing goals which we must be considered daily in our classrooms are linked with the Vancouver School Board's Education Plan goals. They are:

- **What underlying, unquestioned practices may exist that perpetuate racist structures?**
- **How do we further what we have already done so that Indigenous practices become deeply embedded in our teaching and learning?**

We know that many of our students accept diversity through their actions and words with other students. However, we still experience incidents of racism and intolerance such as name calling, exclusion, racist comments, and stereotyping. Racist structures exist within the school system, and we continue to raise awareness and initiate change at all levels for a true sense of belonging and equity for all students. Our work on belonging, diversity, anti-racism, well-being, and acceptance at the school level mirrors that of the Education plan goals of the District.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

- **Working collaboratively with Primary Team and District Literacy team to develop an early intervention for K-2 students**
- **Working Collaboratively with Intermediate Team and District Literacy team to develop an intermediate intervention for students 2+ levels below grade level in Literacy.**
- **Working collaboratively with Counselor and staff to support and develop lessons, programming and activities to support student mental well-being and belonging at the school.**
- **Working collaboratively with CST and external partners to develop more extra-curricular activities to support student mental well-being and belonging at the school.**

Improve equity

- **Working with CST and external partners to provide opportunities for programming after school, before school and during school breaks.**
- **Looking at different assessment practices to ensure equity among all students in terms of assessment.**
 - o Established a Homework Club (2 days/week) to ensure all students have access to extra support and tutoring (1:1 or small group) in terms of completing homework overcoming barriers such as ELL, or adult support at home.
 - o Continuing with hampers, food program, snacks, backpack buddies, homework club, and the creation of a breakfast club
 - o Provide experiences such as overnight camp, field trip experiences, beach day, MLW, performances, sports beyond basic Physical Education extracurricular activities.
 - o Young Entrepreneurs club, Grouse Mountain

Continue on our journey of reconciliation with First Nations, Metis, and Inuit

- **Work with VSB Indigenous Education Department to develop program on reconciliation at the school level with staff and students.**
- **Work with Elders to further develop students understanding of reconciliation and what their role is in the process.**

HOW WILL WE KNOW WE'RE ON TRACK?

Students will exhibit the following skills or improvements:

- o Improved phonological awareness of each student, especially in primary and elementary students who are 2+ years below grade level (CSL reporting – Performance Scales and Assessments)
- o Improved reading comprehension scores and fluency (Reading Assessments)
- o Demonstrate consistent connections between sounds and written letters
- o Some improvement in writing in intermediate students (CSL reporting – Performance Scale, Assessments)
- o Students of concerns have shown improvement (CSL Reporting – Performance Scales, Assessments)

Staff will demonstrate the following:

- o All primary classrooms and primary RTs (K's and Grade 1s to 3s) will be using UFLI, and most students are recognizing letters and sounds
- o Collaborative Inquiry into phonological awareness – by staff, assessment focus – assessment not matching to practice, to be continued next year.

Staff and students will participate in:

- o Indigenous education programming – field trips, drumming with Brandon Peters, Tracy Healy, Elders.
- o Collaborative units, incorporated into Science, Socials Studies etc.
- o Tracy Healy to visit with weaving, and pro-d
- o Work on Reconciliation to be done with Tracy and Brandon.