

## 2023-2024 School Learning Plan

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### SCHOOL STORY

Grandview/ᑕuuqinak'uuh Elementary School, located in the Grandview Woodlands community in East Vancouver, currently enrolls 138 students in grades Kindergarten through 7. We are proud to have a diverse student population represented by many races and cultures. Grandview was named for the view obtained from the heights rising on the eastern shores of False Creek. In early June 1991, a potlatch was held at the school gymnasium to honour the addition of the Indigenous name “ᑕuuqinak'uuh” (pronounced oo-keen-a-coo), a Nuu-chah-nulth word meaning “grand view”.

Grandview/ᑕuuqinak'uuh school has diverse learners with a wide range of learning styles, various cultural and language backgrounds, and a healthy acceptance of others. It is our diversity that has led to a uniquely inclusive culture, one that celebrates and welcomes families and community. Many of the students at Grandview/ᑕuuqinak'uuh (49%) identify as Indigenous. 21% of the students have a recognized Ministry Designation for learning differences, and all instruction is adapted to the unique learning style of each student. Grandview/ᑕuuqinak'uuh uses a tiered level of support to ensure that students who are struggling have access to small groups and/or individualized support as needed.

The students respond well to structured routines and to the adults with whom they can develop a relationship of trust. We will continue to develop Trauma-Informed practices. Grandview/ᑕuuqinak'uuh students demonstrate a powerful sense of community. Students feel safe here at the school, and connections between home and school are building with each passing year. There is a strong sense of community among the students. Students care for and look out for one another. When working with staff, the students need strong relationships built on trust to foster learning. Students enjoy learning about each other's cultural background and appreciate personalized learning. Grandview/ᑕuuqinak'uuh students enjoy community-based connections and the learning opportunities they receive from family members, elders, and community mentors.

As a school team, we are taking steps toward decolonizing and Indigenizing some of our practices and focusing on Truth and Reconciliation Calls to Action. It is important that all adults at our school use a trauma-informed lens with the students.

The staff are dedicated to supporting the learning and social emotional needs of all our students. They are committed to enhance their own knowledge about Indigenous culture and history, trauma Informed practices, executive functioning, and flexible thinking. Staff members routinely participate in Collaborative Inquiry groups. Staff have participated in Mathematical Thinking and Literacy Skills Workshops. We have a group currently working on phonics instructions for struggling readers and writers in grades 2-7 so we can support students in building their confidence and skill.

We organize events that celebrate our unique and diverse school community. The two that we are extremely proud of are the Pride Parade, and the Indigenous Day event, with activities for the students and families.

Caregivers are invited for monthly morning coffee and together with the PAC (Parent Advisory Committee) we are re-introducing PAC sponsored evening meals and get togethers. We value good relations with the parents and caregivers in the Grandview/ᓵuuqinak'uuh community.

We will continue with our commitment to S.O.A.R (Supportive, Open hearted, Awesome Attitude, Respectful). Our schoolwide Positive Behaviour Support Model has been successful. We celebrate schoolwide milestones and individuals have opportunities to receive incentives and receive a call home from administrator praising their effort.

We are in partnership with the Community Links Team out of Britannia. They support students with after school programs such as Kidsafe, Basketball, Science Club and Writer's Exchange. We are also fortunate to be in partnership with Fresh Roots. They support the students weekly throughout the school year with our school garden providing Science lessons and nutritional guidance. Students, using Indigenous resources, learn about Indigenous plants and medicines, they plant and grow food, and harvest what they grow. Students are taught to use the harvest and create salad bars so that they can practice cooking skills.

## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The students at Grandview/ᓵuuqinak'uuh have strong connections to culture and are engaged when cultural activities are embedded into their daily activities. They enjoy participating in outdoor activities, especially tending to the school garden. The students have a good sense of community and are good storytellers. They benefit from multiple ways of instruction and learning (ex. one on one, small group, whole class, multi-sensory ways of teaching and showing learning). We observe enormous success when students can form relationships with trusted and consistent adults. What the data does not demonstrate is the overall growth of the individual student. The results below are based on the standard learning expectations. However, if we look at the individual student, we notice that there is progress.

### School Data:

#### Reading Scores (Fountas and Pinnell)

	Emerging	Developing	Proficient	Extending
Grade 7	19%	0%	6%	75%
Grade 6	22%	14%	7%	57%
Grade 5	15%	0%	8%	77%
Grade 4	33%	0%	0%	67%
Grade 3	44%	11%	11%	34%
Grade 2	44%	0%	6%	50%
Grade 1	55%	18%	9%	18%

#### Learning Update Term 2 English Language Arts

English Language Arts	Emerging	Developing	Proficient	Extending
Grade 7	0%	53%	35%	12%
Grade 6	6%	57%	37%	0%
Grade 5	7%	60%	20%	13%

Grade 4	24%	29%	47%	0%
Grade 3	26%	53%	21%	0%
Grade 2	31%	38%	31%	0%
Grade 1	43%	36%	21%	0%
Kindergarten	5%	40%	50%	5%

Students are becoming more proficient as readers as they move up in the grades due to the one-to-one, small group and whole class interventions provided by staff. However, the results from our Learning Updates indicate that the overall English Language Arts scores differ. The scores appear different because the Learning Updates in English Language Arts includes writing and written output is challenging for students to demonstrate. As a school we will be looking at how we can better support the students with their written output. This could include providing other options to demonstrate learning (oral, visual, etc.)

### **Learning Update Term 2 Mathematics**

Math	Emerging	Developing	Proficient	Extending
Grade 7	41%	35%	24%	0%
Grade 6	19%	25%	56%	0%
Grade 5	0%	47%	53%	0%
Grade 4	0%	33%	67%	0%
Grade 3	10%	53%	32%	5%
Grade 2	12%	38%	50%	0%
Grade 1	29%	22%	43%	7%
Kindergarten	5%	50%	45%	0%

Math is a challenge for our students. Remembering math facts and step-by-step procedures are exceedingly difficult for many of the students as are critical thinking skills. For reading we use common language from kindergarten to Grade 7 and that consistency and routine has been extremely helpful. This does not occur in Math but may be beneficial.

With regards to equity, we are aware that many of the students we support arrive each day with diverse needs and experiences that impact their ability to learn. Despite their strong resilience many of the students continue to struggle with self-regulation, social emotional skills, and executive functioning skills. The students struggle with transitions and unstructured play time. Many of the students participate in our breakfast and lunch food program. We continue to support the students and the community with food security both during school and outside of school.

Staff at Grandview/ᓵuuqinak'uuh have worked hard to build connections and trusting relationships with students and caregivers. We remain committed to advancing the Calls to Action of Truth and Reconciliation. We embed Indigenous knowledge, history, and language into daily and weekly practices. Students have participated in traditional medicine teachings, beading, drumming, singing, Talking Circles and The Seven Grandfathers Teachings. Students are engaged and thrive when we provide opportunities for the students and caregivers to feel valued and feel a sense of belonging.

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## 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

As part of the work towards eliminating gaps, we are working to identify the barriers to student learning and then find ways to address them. We have a strong Early Literacy program in the primary grades. Staff work collaboratively to support the diverse needs of the students. We offer opportunities for whole group, small group, and individual learning through supports from the Reading Recovery program as well as from the resource team, a District Literacy teacher, and an Indigenous Enhancement teacher. Staff continue with this collaboration in the intermediate grades. This team approach to literacy intervention allows for group size and frequency of support according to student need, reduces stigma and disruption of "pull-out" support. This approach fits extremely well with the First Peoples' Principles of Learning and the VSB's Responsive Literacy Framework. This will continue next year.

We have noticed that the data demonstrates that numeracy skills are a challenge for many of the students. Next year we will be focusing on numeracy on some of our Professional Development days. Carole Fullerton, a math consultant, has already been secured to work with staff in September. Some staff have already participated in a Mathematical Thinking workshop as part of their Collaborative Inquiry.

Staff continue to enhance their knowledge about trauma, executive functioning and the strategies that support neurodiverse students through Professional Development.

### Improve equity

We have developed a Response to Intervention Model that is specific to the needs of the students we support. The model provides important information for each student in the areas of academics and behaviour/social emotional challenges. The model we use acknowledges Adverse Childhood Experiences (ACES) and how those experiences can become barriers to how students learn and how they may see themselves as learners. We use this information to help support an environment that is sensitive to culture, inclusion, and diversity. It is important to ask ourselves if the voices of all the students and caregivers are represented and do they see themselves in our teachings (lessons, presentations, books etc.). Thanks to the Indigenous Education department we have a healthy Indigenous book collection in the library. We will continue to add Indigenous books to the collection, but we have also committed to purchasing books that represent a variety of races and cultures.

Written output can be a challenge for many students. Staff have included oral language and storytelling for students to demonstrate their learning. We are extremely fortunate that we receive grants and donations to support technology. Many of our students use iPads and/or laptops to support written output.

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

Staff have a strong commitment to supporting the journey of reconciliation. As a school community we try to connect First Peoples' Principles of Learning to all aspects of our practices. Staff continue to make teaching and learning more intentional. The students are supported by an Indigenous Education

Teacher and an Indigenous Education Worker that share their knowledge and teachings with the students and staff. We have an additional Indigenous staff member that is supporting K-5 students weekly for 30 minutes with music (drums and songs) and dance. We are constantly looking for presenters within the community and outside the community to support cultural wellness. For example, Russell Wallace, a traditional singer from the Lil'Wat Nation, has worked with some of the classes participating in storytelling through music (songs and drums). During the Winter Celebration, caregivers were given the opportunity to share and sell items like art, jewelry, and carvings.

We have a thriving garden program that incorporates Indigenous knowledge and practices utilizing the space and plants in the garden.

We are fortunate to be in partnership with Britannia Center. We can offer students from grade 4-7 an Indigenous Cultural after school program. Students learn about Indigenous Arts and Culture from Indigenous Knowledge Keepers.

We will continue to look for opportunities to bring cultural wellness to the students and caregivers at the school.

The Parent Advisory Committee (PAC) is also looking at ways to support the reconciliation journey. The PAC is eager to extend an invitation to a broader demographic of parents for our meetings. We believe that diverse perspectives can enrich our discussions and decisions, and we are committed to making our meetings more accessible and inclusive. Parent Coffee will continue once a month so that the voices of the caregivers that cannot attend evening meetings can still participate.

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## HOW WILL WE KNOW WE'RE ON TRACK?

We will continue using data from the Learning Updates, CELI and reading assessments (**Fountas and Pinnell**). Viewing results over longer periods of time instead of judging the success of an approach based on brief time periods or expecting quick fixes is important for the students that we work with. We will be looking at the data more closely, celebrating the growth that students are making on their own timelines.

Reviewing Learning Updates this term, it was wonderful to read about which learning opportunities students valued and enjoyed. Including student voice provides insight into the activities they view as engaging and meaningful. From students' perspectives, hands on activities and field trips provide varied real-world experiences. It then becomes easier for them to make connections to the concepts that they are learning in the classroom. We want to continue removing barriers where possible for the students and provide them with opportunities to engage further in Outdoor Education and school experiences. This requires working with internal and external organizations for support.

To follow up with the data from Learning Updates and staff conversations, we will look at ways to support students to improve their math skills. We will be participating in a math Professional Development Workshop in September led by Carole Fullerton, a math specialist, to support staff with strategies to address the diverse learning needs of students in math and look at ways to increase their engagement. Our approach to viewing numeracy success will be like literacy, viewing results over longer periods of time instead of judging the success of an approach based on brief time periods or expecting quick fixes.