

**2024-2025**

## **School Learning Plan**

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### **SCHOOL STORY**

*Captain James Cook Elementary is located on the ancestral and unceded, lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səilwətał (Tsleil-Waututh Nation) is. With deep gratitude and respect, we are honoured to be learning and unlearning as we work towards reconciliation.*

The Cook School community is made up of a diverse range of learners and families. There are students from a mix of socio-economic families. The community is made up of a mixture of older and new single-family dwellings, moderate to high-priced rental units, and cooperative and subsidized housing projects. Many students speak multiple languages. At present there are over 34 home languages in our school community. Cook Elementary presently enrolls 465 students. We have 20 divisions; with 20 classroom teachers, 8 Resource teachers who work part-time and full-time, a teacher-librarian, a PE prep teacher, a Curriculum Enhancement Teacher, an Area Counsellor, a Speech and Language Pathologist, 2 office administrators, 3 supervision aides, a Youth and Family Worker and a Strong Start teacher, as well as a Vice Principal and Principal. There are also 24 Student Support Workers who support students with diverse needs.

Cook is a school with students that are proud of their community. Cook students are advocates for each other and are incredibly supportive. Cook is made up of a diverse community of learners - students who have faced many adversities as well as students with diverse needs or abilities. The Cook community is diverse, strong, and beautiful. Our students create amazing projects within our school and out in the community. We have a highly active student body that loves to make our community and the world better!

The school has a full-time Youth & Family Worker (YFW) as well as after-school Killarney CST (KCST) programming support. Cook has been able to offer added school programs such as a Weekly Grocery program, Lunch Program, District Curriculum Enhancement Teacher, a One-to-One Reader volunteer, and Arts Umbrella. In addition, Cook practices The Early Intervention Model and Reading Recovery programming. The school is fortunate to have a thriving StrongStart Centre for families with children ages 0-5 that runs twice a week in the mornings at Cook.

Learners are eager to take part in school life beyond the classroom. There have been several successful student initiatives including Chess Club, Uno Club, Art Club, Fun Club, Animal Club, Ecology Club, Soccer Club, multiple fundraisers and more have all been created and run. We have

highly attended sports teams: basketball, cross-country, volleyball and track and field. We also host Global Citizens, Gardening, the LEAD program, our Dance program, Library monitors, Playground Leaders, Student Leadership Committee, Buddy Classes, Daily Announcements, and much more. High participation in these areas tells us that students are eager for opportunities to be leaders in their community.

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

Our diverse learners need academic and social-emotional support. We view everything in our school through a trauma-informed and equity lens.

### OUR STAFF SUPPORT STUDENTS ON THEIR LITERACY JOURNEY:

Our literacy rates are on the rise. We found a deficit in literacy rates schoolwide in the 2020-2021 school year. This year, in 2024-2025, we used the Benchmark Assessment System (BAS) to collect literacy data for all our students. We have implemented school-wide reading groups, with Resource and Classroom Teacher teaching Reading groups together. Students recognize that they are getting better at reading.

Student Learning Survey 2024-2025	Grade 4		Grade 7	
	Agree	Strongly Agree	Agree	Strongly Agree
I feel I am getting better at reading	55%	25%	32%	29%

### OUR STUDENTS NEED STRONG ADVOCATES FOR EQUITY:

Our teachers and support staff work hard to offer learning opportunities that support all students' diverse needs and abilities.

### OUR INDIGENOUS LEARNER POPULATION HAS GROWN:

Staff are working collaboratively with IEW to support Indigenous students and families.

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## AS A SCHOOL COMMUNITY CAPTAIN JAMES COOK ELEMENTARY, WE ARE WORKING ON THE FOLLOWING TO:

### Improve student achievement in literacy

Cook staff are working together as a team (classroom teacher, resource teacher, curriculum enhancement teacher, CELI, reading recovery, vice-principal, principal) to create consistent, school-wide, structured efforts to improve the literacy rates of our student population and give them improved chances of success in life.

The most important work we can do for our learners with literacy deficits is already happening at Cook. We provide targeted reading interventions for every student who is 1-2+ years below grade level in reading. This targeted intervention is small, guided reading groups where we see massive success schoolwide.

Here is the baseline data for 2024-2025 school year of students who at grade level or beyond, 1 year behind and 2 years behind or more.

	Percentage of Grade 1-7 Students
<b>At or Beyond Grade Level</b>	63%
<b>1 Year Behind Grade Level</b>	18%
<b>2+ Years Behind Grade Level</b>	13%
<b>No Data Available</b>	6%

### Improve Equity

**Cook Elementary staff continue to practice and uphold the VSB Equity statement,” [t]he VSB will create an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves”. Cook supports this by:**

- Collaborating with families, school, district and outside agencies to meet the diverse needs of students
- Offering alternative spaces such as the Ready Bodies Motor Lab (RBML) room and Sensory Room to regulate diverse learner's bodies and minds to ensure productive learning times
- Having accessibility at the forefront when planning curricular activities, field studies, and extra-curricular opportunities
- Ensuring that students and families can access all school activities and opportunities by providing financial support for activities such as field trips, Pizza Hot Lunch, after school programs, summer camps, etc.
- Implementing restorative approaches to conflict and problem solving through a restorative justice model
- Fostering inclusion through student-led clubs, community meetings and grade group meetings
- Continuing our close partnership with our Community Schools Coordinator for programming and opportunities

The 2024-2025 Student Learning Survey reveals that students in Grades 4 and 7 can access the curriculum in ways they understand and can show their learning in diverse ways. Both outcomes are a sign that teachers and support staff are giving learning opportunities to all learners.

Student Learning Survey 2024-2025	Grade 4		Grade 7	
	Sometimes	Most or All of the Time	Sometimes	Most or All of the Time
At school, how often are concepts explained in ways that you can understand?	N/A	N/A	37%	46%
Do you have chances to show what you learned in different ways (pictures, models, writing?)	35%	51%	18%	55%

As a school, we pride ourselves in our ability to host regular School-Based Team (SBT) meetings to be able to strategically support students with learning or behavior concerns. In the 2024-2025 school year, SBT was held 75 unique times to support students’ learning outcomes.

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

**The Cook community is dedicated to decolonizing our practices and embracing First People’s Principles of Learning. Our interdependent approach to learning and literacy comes from Indigenous knowledge and an understanding that all things are connected.**

Every student in our Cook community has been given an Orange Shirt to celebrate Indigenous People’s Day, we sing the Coast Salish welcome song at some community gatherings, our IEW integrates into many of our classrooms providing Indigenous Education and experiences to our students and staff.

In practice this looks like monthly community meetings where we discuss taking care of each other, ourselves and this place and the Student Leadership leads and assembly for Reconciliation.

Our teachers work hard to integrate Indigenous ways of knowing into their everyday classroom experience. We believe this knowledge needs to be embedded into our curriculum every day rather than taught as a separate subject. Our students have completed assignments and projects about First Peoples Ways of Knowing, Residential schools, and much more.

Our staff takes part in professional development throughout the year, and we have prioritized Indigenous knowledge and ways of being as one of our professional development goals. We organize school-wide events, such as Indigenous Peoples' Day, Orange Shirt Day, or National Indigenous History Month, to raise awareness and celebrate Indigenous cultures and contributions. Staff create opportunities for students to actively take part in cultural activities, such as traditional crafts, storytelling, or Indigenous games.

Based on Cook’s 2024-2025 Student Learning Survey, many of our Grade 4 and Grade 7 students acknowledge that they are learning about Indigenous Peoples and local First Nations sometimes or most/all of the time.

Student Learning Survey 2024-2025	Grade 4		Grade 7	
	Sometimes	Most or All of the Time	Sometimes	Most or All of the Time
At school, do you participate in any Indigenous (First Nation, Inuit, Metis) celebrations or activities?	N/A	N/A	37%	6%
At school, do you participate in any ongoing Indigenous programs or activities?	15%	3%	34%	3%
At school, are you being taught about Indigenous Peoples in Canada?	47%	30%	48%	35%
At school, are you being taught about local First Nations?	40%	10%	53%	13%
At school, are you being taught the local First Nations’ language(s)?	21%	2%	23%	0%

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### HOW WILL WE KNOW WE’RE ON TRACK?

Data will be collected in formal and informal avenues. Through informal conversations, observations, and meetings with students, staff, and families. We collect data in a formal way through Foundation Skills Assessment (FSA), the Middle-Years Development Instrument (MDI), BAS Scores, Student Learning Surveys, and Student Learning Updates. Data will be collected in the following ways in the categories listed below:

Literacy	Equity	Indigenous Knowledge and Reconciliation
<p>BAS Scores will be collected three times per year to see growth over the year. This allows us to be flexible for reading groups and target students who may need more explicit instruction.</p> <p>Classroom Teachers and Resource Teachers work together for whole school reading groups. Lunch &amp; Learns to further refine this school-wide practice.</p> <p>FSA data for Grade 4 &amp; 7 learners will show growth in the number of students on track (or extending) for grade level expectations in Literacy.</p> <p>Continuing with Reading Recovery for the 2025-2026 school year to accelerate progress for a small number of students.</p> <p>Term 1, 2 &amp; 3 Learning Update data will show growth in the number of students meeting grade level expectations in Language Arts.</p>	<p>Continuing to order PAC Pizza Hot Lunch for students on the VSB Hot Lunch Program and families to request aid.</p> <p>Upholding and improving the field-trip planning process to have equity and inclusion at the forefront.</p> <p>Organizing preps around recourse/student need.</p> <p>Restorative Practices learning, practice and consistency with staff and students. Adapt and update Think Sheets to reflect this new way of thinking.</p> <p>Track student-led clubs to gather data about accessibility, equity, and inclusion.</p> <p>Encouraging continued professional development for the district sensory room. Classroom Teachers and Support Staff gather data for students who access this specialized space.</p>	<p>Strategically partnering with our IEW to support students, families and staff.</p> <p>Gather reflections from staff and students after professional development workshops, special speakers, Indigenous Focus Day, etc.</p> <p>Getting students outside on the land for place-based learning and Outdoor Education, including Gardening Club, Native Plant Garden, Four Corners morning welcoming.</p> <p>Improving Student Learning Survey data on Indigenous activities, teaching/knowledge of Indigenous Peoples of Canada and local First Nations.</p>