



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətaʔ (Tsleil-Waututh Nation)

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 diverse housing including, 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 472 students. We have 20 divisions; with 20 classroom teachers, 8 part-time or full-time resource teachers, 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 26 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 in the community. Students have taken leadership and successfully applied for District Grants for outdoor learning. 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. The school is fortunate to have a thriving Strong Start 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, 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.

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. As an ongoing practice, we have been using the Benchmark Assessment System (BAS) to collect literacy data for all our students. We have continued implementation of school-wide reading groups, with Resource and Classroom Teacher teaching reading groups together. Here is our comparative baseline BAS data from the end of the 2023-2024, 2024-2025, and 2025-2026 school year. The BAS data from June 2026 clearly demonstrates that we continue to bring students up to grade level and find ways to assess students who have not been assessed before.

	Not Assessed*	3+ Grade Levels Below	2 Grade Levels Below	1 Grade Level Below	At or Above Grade Level
Grade K-7 BAS Data End of 2023-2024	10.5%	6.3%	9.8%	23%	50%
Grade K-7 BAS Data End of 2024-2025	11%	3.8%	6.2%	15.3%	63.7%
Grade K-7 BAS Data End of 2025-2026	8.7%	4.2%	6.3%	13.4%	67.4%

*Various reasons for students not being assessed include extended absence, new to the school, diverse learning profile, kindergarten students not yet reading

Not only does the formal data demonstrate student success in literacy, but the scores from our Student Learning Survey also show that the students understand and acknowledge the school-wide effort to improve students’ literacy.

Student Learning Survey 2025-2026	Grade 4		Grade 7	
	Neither Agree nor Disagree	Agree or Strongly Agree	Neither Agree nor Disagree	Agree or Strongly Agree
I feel I am getting better at reading (Grade 4), I continue to get better at reading (Grade 7)	20%	62%	9%	80%

OUR EDUCATORS AIM TO CREATE EQUITABLE LEARNING OPPORTUNITIES FOR STUDENTS:

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

The 2025-2026 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 2025-2026	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	9%	90%
Do you have chances to show what you learned in different/creative ways (pictures, models, writing?)	42%	30%	27%	53%

In addition to delivering differentiated curriculum to meet the academic needs of students, we pride ourselves in our ability to host regular School-Based Team (SBT) meetings. School-Based Team meetings allow the school team to be able to strategically support students with learning or behavior concerns. In the 2025-2026 school year, SBT was held 95 unique times to support students' learning outcomes.

These results from the Student Learning Survey with Grade 4's and Grade 7's show that Cook staff's school-wide focus on belonging is having a positive impact. A strong majority of students report feeling welcome and that they belong, indicating staff are successfully creating inclusive, supportive environments where students can thrive.

Student Learning Survey 2025-2026	Grade 4		Grade 7	
	Sometimes	Most or All of the Time	Sometimes	Most or All of the Time

Is school a place where you feel like you belong?	31%	58%	9%	76%
Do you feel welcome at your school?	9%	78%	4%	90%

OUR INDIGENOUS LEARNER POPULATION HAS GROWN:

Staff are working collaboratively with IEW to support Indigenous students and families for academic and well-being success.

Based on Cook's 2024-2025 compared to 2025-2026 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. The data points to the specific effort our teachers are making to include local knowledge/language at school.

Grade 4 Student Learning Survey 2024-2025 vs. 2025-2026	2024-2025		2025-2026	
	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) activities?	N/A	N/A	21%	6%
At school, do you participate in any ongoing Indigenous programs or activities?	15%	3%	4%	4%
At school, are you being taught about Indigenous Peoples in Canada?	47%	30%	62%	18%
At school, are you being taught about local First Nations?	40%	10%	56%	10%
At school, are you being taught the local First Nations' language(s)?	21%	2%	12%	4%

Grade 7 Student Learning Survey 2024-2025 vs. 2025-2026	2024-2025		2025-2026	
	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?	37%	6%	42%	4%

At school, do you participate in any ongoing Indigenous programs or activities?	34%	3%	30%	10%
At school, are you being taught about Indigenous Peoples in Canada?	48%	35%	40%	49%
At school, are you being taught about local First Nations?	53%	13%	50%	35%
At school, are you being taught the local First Nations' language(s)?	23%	0%	27%	8%

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

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 literacy.

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, as shown above in the comparative data from 2023-2025 where we currently have 79% of our student population reading above, at or just below grade level.

Cook staff also recognize that a strong sense of belonging is foundation to student success in literacy, numeracy, and overall well-being. Through collaborative, school-wide approaches, we intentionally create safe, inclusive, and responsive learning environments where every student feels seen, valued, and connected. By fostering positive relationships, incorporating student voice, and embedded culturally responsive practices, we ensure that all learners – particularly those requiring additional support – develop the confidence and engagement necessary to take risks, persevere, and thrive both academically and socially.

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 and inclusion 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. to experience a deeper sense of belonging within the school community
- 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

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.

In practice this looks like monthly community meetings where we discuss our Code of Conduct - taking care of each other, ourselves and this place. The Student Leadership team leads our assembly for Truth and Reconciliation on September 29th.

The staff have applied for several grants to purchase materials to explore land-based learning opportunities. The students go outside for daily learning activities in the surrounding parks and forest area.

Our Indigenous Students are fortunate to have an Indigenous Enhancement Worker 2 days a week. She works directly in classrooms supporting students who need academic and social-emotional support. She also works closely with our Indigenous parents and helping them coordinate services.

Our school was given a grant for an All-Nations Space. The staff struck a committee and worked with our Indigenous Enhancement Worker to purchase items to create a space that honours the Indigenous culture and makes space for focus and collaboration.

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.

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
•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. •Classroom Teachers and Resource Teachers work together for whole school reading groups. Lunch & Learns to further refine this school-wide practice. The staff wish to expand their school-wide efforts to look at supporting student success in writing. •FSA data for Grade 4 & 7 learners will show growth in the number of students on track (or extending) for grade level expectations in Literacy.	•Continuing to order PAC Pizza Hot Lunch for students on the VSB Hot Lunch Program and families who request aid. •Upholding and improving the field-trip planning process to have equity and inclusion at the forefront. Staff use meetings with support staff and administration to plan for safety and inclusion. •Organizing preps around recourse/student need. •Restorative Practices - learning, practice and consistency with staff and students. Adapted and updated Think Sheets to reflect this new way of thinking. Implementing Restorative Circles as a consistent classroom practice.	•Strategically partnering with our IEW to support students, families, and staff. •Gather reflections from staff and students after professional development workshops, special speakers, Indigenous Focus Day, etc. •Getting students outside on the land for place-based learning and Outdoor Education, including Gardening Club, Native Plant Garden, Four Corners morning welcoming. •Improving Student Learning Survey data on Indigenous activities, teaching/knowledge of Indigenous Peoples of Canada and local First Nations. •Offering opportunities for students to be exposed to Indigenous Ways of Knowing

•Term 1, 2 & 3 Learning Update data will show growth in the number of students meeting grade level expectations in Language Arts.	•Track student-led clubs to gather data about accessibility, equity, and inclusion. •Encouraging continued professional development for the district sensory room. Classroom Teachers and Support Staff gather data for students who access this specialized space. •Staff and Admin participate in trauma focused workshops on for two professional development days.	through performances, learning experiences and field studies.
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