

## 2022-2023 - Year 1 School Learning Plan

### 1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

Grandview/ḡuuqinak'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 Indigenous, Caucasian, Chinese, Spanish, Portuguese, Kurdish, Arabic, Serbian, Korean and Urdu families. Grandview/ḡuuqinak'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 our families and community. Most of our students at Grandview/ḡuuqinak'uuh (70%) identify as Indigenous. 18% of our students have a recognized Ministry Designation for learning differences, and all instruction is adapted to the unique learning style of each student. Grandview uses a tiered level of support to ensure that students who are struggling have access to small groups and/or individualized support as needed.

Each student has proven their resiliency to their individual situations, be it regarding home life, food security, or navigating social relationships. Our students respond well to structured routines and to the adults with whom they can develop a relationship of trust. We will continue to develop our Trauma-Informed practices. Changes in daily routine can be hard for some. Grandview/ḡuuqinak'uuh students demonstrate a powerful sense of community. Our dedicated staff work very hard to make sure that students feel safe here at the school, and we continue to build connections between home and school. There is a strong sense of community among the students, including cross grade interactions. Our students care for and look out for one another. When dealing with staff, the students need strong relationships built on trust to foster learning. They enjoy learning about each other's cultural background and appreciate personalized learning. Grandview/ḡuuqinak'uuh students enjoy our community-based connections and the learning opportunities they receive from family members, elders, and community mentors (although the opportunities are sometimes limited at the school).

As a school team we are taking steps toward decolonizing and Indigenousizing some of our practices as well as focusing on Truth and Reconciliation Calls to Action.

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

We will continue with our commitment to S.O.A.R (Supportive, Open hearted, Awesome Attitude, Respectful). Our School Wide 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.

It is important that all adults at our school use a trauma-informed lens with our students.

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

(SCANNING)

### Areas of Strength

- Helpful and caring children
- Students thrive when relationships are formed with trusted adults and there is consistency (greater challenges when necessary supports are not in place)
- Students benefit from having the same staff work with them for multiple years
- Trust between students, staff and families is growing within our community
- Students benefit from multiple ways of instruction and learning (ex. one on one, small group, whole class, multi-sensory ways of teaching and showing learning)
- Our students have a good sense of community
- Students are good storytellers with strong oral language
- Students like to share in talking circles, Indigenous events and classroom activities
- Students love participating in outdoor activities especially our school garden
- Students show resilience – dealing with colonial system but also strong in overcoming hardships

### Areas of Growth

- Trauma appears to have lasting effects on student's ability for self-regulation and executive functioning
- Transitions are challenging for many students
- Social Emotional Learning such as self-regulation is low
- Unstructured play time is challenging
- Students would benefit from more culture and community within the school with Indigenous knowledge keepers, elders, staffing, etc.

### 3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS? (SCANNING)

Data we have used to support what we know about our learners:

#### Attendance Data

- 35% of students are absent on average each day
- 20% of our students arrive late on average daily
- 5% of our students miss extended periods of time due to extended family trips

#### School Based Team Referral Data

- We estimate that at least 60 % of our students have had an Adverse Childhood Experience with at least 32% experiencing 5 or more ACES
- Response to intervention triangle is reversed. Typically, Tier 3 is 1-5%, our Tier 3 ranges from 42%- 55% in primary grades and even higher at the intermediate level
- Many students are referred for enhanced supports including resource, counselling, IET/IEW
- Support many families in writing Jordan's Principle documentations
- Student and Caregiver referrals to RICHER program (Responsive Intersectoral Child and Community Health Education and Research)

#### School Supports for students and families/caregivers

- Breakfast, lunch and snacks
- School provides food security for families/caregivers

#### Reading Scores from CELI (Collaborative Early Literacy Intervention)

- Grade 1 – 40% of students at beginning level, 13% extending
- Grade 2 – 41% of students at beginning level, 32% extending
- Grade 3 – 36% of students at beginning level, 41 % extending
- Grade 4 - 28% of students at beginning level, 44% extending
- Grade 5 - 17% of students at beginning level, 75% extending
- Grade 6 - 19% of students at beginning level, 31% extending
- Grade 7- 23% of students at beginning level, 38% extending

#### Middle Years Development Index data (MDI (Gr. 6)

- 78% - connectedness with adults at school (higher than District average)
- 70% - peer belonging (higher than District average)
- Social and Emotional Development below district in Optimism, Empathy, Prosocial Behaviour, Self- regulation (short term) and Self-Awareness

#### Out of school time

- 63% - never participate in team or individual sports
- 70% - never participate in music or art lessons
- 67% - never participate in cultural activities

## 4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE? (FOCUSING)

We will be focusing on all learners including: students that have learning challenges, students with special needs, students that are gifted or require enrichment

Staff will be focusing on developing students :

- Social Emotional Learning
- Executive Functioning

We will work towards this by developing staff:

- Communicating Student Learning
- Trauma Informed practices
- Restorative Justice
- Understanding that UDL is best practice for our students but also knowing that it requires significant amount of support to implement effectively, especially given the vast range of academic abilities
- Bringing core competencies into our learning intentions for all subject areas. (Core competencies are connected to SOAR, Indigenous Ways of knowing, Circle of Courage, and student overall success)
- Focus on community and people—more opportunities to get together socially- siblings, aunties, families, coming together- and for families to feel comfortable coming into the school
- Equitable resources – more resources being given to us due to our higher needs at the school

### Connections to AEEA and the Education Plan

AEEA – To increase Aboriginal students’ sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

Education Plan

Goal 1:

Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

Increasing literacy, numeracy, and deep, critical, and creative thinking.

Goal 2:

Evaluating and renewing plans for the improvement of Indigenous learner’s education

Goal 3:

Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions

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## 5. INQUIRY QUESTION (FOCUSING)

Will decolonizing and Indigenizing our curriculum and teaching practices support cultural wellness, increase students' sense of belonging, and improve academic success?

Focusing and implementing:

- TRC Calls to Action and the First People's Principle of Learning
- Reviewing and discussing the Declaration for the Rights to Indigenous People as well as the Aboriginal Education Enhancement Agreement.
- Review and Indigenize SOAR to support student well being and sense of belonging
- A school wide collaborative inquiry question.
- Continued focus on developing connections and involvement of parent and caregivers in the school

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## 6. WHAT IS OUR PLAN? (PLANNING)

Year 1 - Discussion, research, plan, pro-d

Year 2 – Implementation, discussion, pro-d, revise

Year 3 – Review and celebrate

- Focus on ways to implement First Peoples Principles of Learning into our classrooms
- Involve parents in volunteering on a regular basis
- Coordinate with PAC to build parent community
- Create an ongoing SOAR committee with staff members from various roles
- Each September Pro-D to reteach SOAR (1/2 day)
- Connect First Peoples Principles of Learning to SOAR
- Connect Truth and Reconciliation and Declaration for the Rights to Indigenous People to SOAR and classroom teaching practices
- Discuss specific TRC Calls to Action at Staff Committee Meetings

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## 7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- Training and education for support staff re: SOAR
- Indigenous ways of knowing and being, supporting our students to enhance their sense of self and pride and community
- Connection to the school, community, people
- Reconciliation action
- Inviting more Indigenous elders to show/present culture and oral storytelling
- Monthly assemblies
- Book performances that focus on diversity, Indigenous storytelling, acceptance
- Pro-D
- Resources with Indigenous content (picture books, lessons etc.)
- Resources (Elders, Knowledge Keepers, community members)
- Finances for honorariums
- Share resources from First Nations Education Steering Committee (FNESC) in our Indigenous Channel on TEAMS
- First People's Principle of Learning poster in all learning environments

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## 8. HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

- Observations and anecdotal comments from staff and students
- Student self-assessment will show improvement
- Formative assessment will show growth
- Office referrals will go down
- Surveys (EDI, MDI, Student Learning) will provide data/evidence that will support and help facilitate any required changes
- Communicating Student Learning reports will show improvement
- Feedback from staff, students, and parent community will show growth
- We will use staff meetings (Intermediate and Primary meetings) – to discuss where the students are at and how to support and CELI Meetings to discuss school wide practices and how to support early literacy
- Student and staff self-reflections will show growth
- Review and revise
- AIMS will show growth

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## 9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

- School Newsletter
- School website
- Assemblies
- Meet the Teacher
- Invite families/caregivers to special events: Sports Day, Pride Parade, Indigenous Day Celebration
- Shared work on classroom and hallway bulletin boards
- SOAR cards
- SOAR certificate and a call home from administrator
- Welcome to Kindergarten
- Notice Board – weekly Food Security - Backpack Buddies, Fruit and Veggies, Monthly Frozen Dinners
- Conferences
- Winter and Spring celebrations
- Monthly parent/caregiver morning coffee
- Raven Call (student video announcements)
- Ongoing, regular conversations with families/caregivers
- SOAR committee and special events to boost school spirit celebrating one another
- Email communication



*District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.*

## **10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?**

- Trauma-informed practices, pro-d with Angela Murphy
- Story Workshop Journey: Indigenous and Place Based Focus (Writing and Oral Storytelling, creating own land acknowledgements)
- Using FFPL in all aspects of our practice
- Personalized land acknowledgement
- Trying to add Indigenous languages into our teachings (eg. Songs, vocabulary, greetings) and daily language use
- SOAR, Indigenous artists' arts
- Building of Indigenous book collections in both classrooms and library
- School Garden: incorporating Indigenous knowledge and practices utilizing the space and plants in the garden
- Taking pictures of student work to document our student's progress and achievements
- Bring in the community—art show to showcase student work
- Winter celebration/jingle dance (sharing of culture) - community building through celebration
- Parent volunteers increase connection with the school community
- Indigenousizing our community/school assemblies
- Increased cultural awareness
- Making rattles and drums
- Class discussions about Residential Schools (Orange Shirt Day), Hoobiyee, Seven Teachings, MMIWG, Indigenous Remembrance Day
- Presenter Dallas Yellowknife, "How Raven Stole the Sun"
- Continued to work on making the teaching and learning more intentional
- Gr.7 Indigenous students and their families to attend the Moving Forward Celebration in May
- IEW lessons with classes about Indigenous knowledge
- PAC meetings designate 30 minutes to discuss TRC Calls to Action
- Connect First Peoples Principles of Learning to SOAR
- Visit from Melanie Mark – Local Indigenous MLA – to speak to our students about options and careers for Indigenous role models in Vancouver.
- Organized an Indigenous Day Event (includes Traditional Drumming with Red Fox, Tea from our garden, Bannock, dance with Chantel Dustyhorn (parent), tradition Welcome with Alec Guerin

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## 11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

- Understanding of the three host Nations
- Personalized class land acknowledgement
- Sharing circles, drumming, talking stick during whole school assembly and in class
- Emphasis on maintaining relationships between adults and students (ex. Maintaining students year to year with known adults)
- Chief Dan George Song (Coast Salish anthem) for school wide gatherings
- Emphasis on oral language and storytelling for Language Arts learning, (story workshop, embedded in IEP's)
- Bring community in – celebrations, gatherings,

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## 12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

- Welcome to the week assembly
- Group Meals collaboratively made or potluck
- Discuss TRC Calls to Action at staff meetings
- More elders involved
- Focus on TRC recommendations, UNDRIP
- More cultural activities into the school
- More knowledge keepers in the school
- Indigenize daily activities
- Focus and implement daily First Peoples Principles of Learning and connect to Core Competencies