

## 2022-2023 - Year 1 School Learning Plan

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

Graham Bruce is located in a vibrant multicultural community. We have a student population of about 280 student in 12 divisions for 2023-24 . There are over 25 first languages represented among the population. We are a school that received enhanced services support.. Graham Bruce has a strong multi-layered literacy program which includes Reading Recovery/CELL, which supports intentional and personalized classroom instruction, small group literacy intervention and Reading Recovery for the lowest achieving few. Reading Recovery is a program that provides intensive one-to-one instruction for students in Grade 1 who are struggling with learning to read. The school has a large number of community sports, recreation, and arts programs for students provided by staff and the Windermere Community schools team (e.g. cooking, sports, arts and crafts, science – through Science World and Arts Umbrella). Staff is united in developing and working collaboratively on the school goals.

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### 2. **WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?** (SCANNING)

Our scanning this year highlighted that, overall, our students show overall strengths in mathematics, while their abilities in English Language Arts are mixed, with a larger number of needs in reading and writing. As readers, student strengths are greatest in decoding, and they would benefit from more support in comprehension, critical thinking, and making inferences.

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

Evidence includes:

#### MDI Results

- 52% of our grade 6 students report a high academic self-concept
- 48% of our grade 6 students report a medium or low academic self-concept

#### CSL Reports

- In Term 2 of the 2022-23 year, English Language Arts and Mathematics reports were spread out as follows.

0 = See Comment (The student received a comment in lieu of a proficiency level)

1 = Beginning (Beginning to acquire knowledge, skills, strategies and processes)

2 = Beginning/Developing

3 = Developing (Developing the ability to apply knowledge, skills, strategies and processes)

4 = Developing/Applying

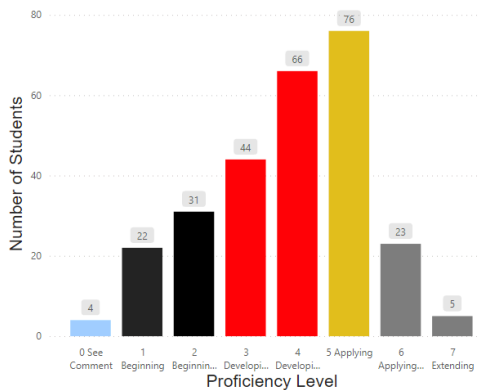
5 = Applying (Applying knowledge, skills, strategies and processes consistently)

6 = Applying/Extending

7 = Extending (Extending knowledge, skills, strategies and processes creatively and strategically)

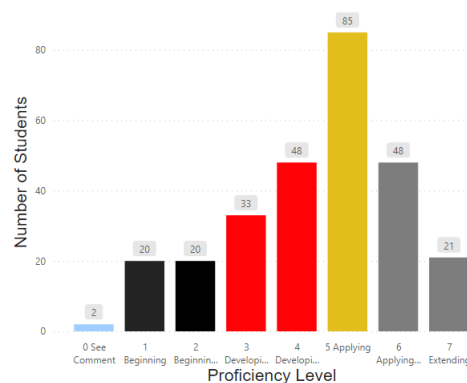
#### English Language Arts 2022-23

Proficiency Scale Breakdown



#### Mathematics 2022-23

Proficiency Scale Breakdown



#### Teacher Observations:

- Teachers report that most students possess good decoding skills, and older students are most successful with structured literacy activities.
- Teachers at all levels report that areas for growth for many students include reading comprehension, critical thinking, and making inferences.

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

The focus for our community of learners will be literacy, with an emphasis on reading comprehension, critical thinking, and making inferences.

This connects to the VSB Education Plan's Goal #1:

- The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by:
  - Encouraging students to reach beyond previous boundaries in knowledge and experience.
  - Increasing literacy, numeracy, and deep, critical, and creative thinking.
  - Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and supports provided to students.

This connects to the VSB Education Plan's Goal #2:

The Vancouver School Board will increase equity by:  
Eliminating gaps in achievement and outcomes among students.

This connects to the Aboriginal Education Enhancement Agreement's Mastery Goal:

To ensure Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

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#### 5. INQUIRY QUESTION (FOCUSING)

After a year of scanning and developing a hunch, with regular collaboration during staff meetings, our staff noticed a need for more focused literacy support in all grades. The main focus will be reading comprehension, critical thinking, and making inferences in all grades.

Our Inquiry Question is:

How can we build our K – 7 literacy program to increase students' reading comprehension, critical thinking, and making inferences?

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

### Year One:

- School-wide assessment to identify student strengths and needs
- Staff conversations about what is working well and what we will need to learn

### Year Two:

- Professional development with a focus on reading comprehension, critical thinking, and making inferences
- Collaborative exploration of current programs to identify what changes we can make
- Collaborative conversations about ways to increase reading comprehension, critical thinking, and making inferences progressively from kindergarten to grade 7.

### Year Three:

- Implementation of professional learning

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

### Supports include:

- District professional development with a focus on literacy
- Continued support for CELI and Reading Recovery
- Continues support for Literacy Enhancement

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

### We will document progress by:

- Student goal-setting and self-reflections
- School-wide assessments at the beginning, middle, and end of the year
- CSL data
- MDI data
- Observation of students' relationship with literacy, including book choices and responses to reading a variety of literature

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

We will share this information by:

- Ongoing communication of student learning
- Regular newsletters to families
- Regular reports to PAC



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

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

- Teaching of Indigenous traditions such as the Seven Sacred Teachings in all classes by our Indigenous Education Worker.
- Displays on Indigenous themes in the front hallway.
- Professional development focusing on leadership in reconciliation and support for Indigenous learners.
- Purchase and classroom use of Indigenous Plant Knowledge Cards
- We have a large and expanding collection of books on Indigenous themes such as:
  - Raven Tales series
  - Strong Stories series
  - From the Mountains to the Sea series
  - When I was Eight by Christy Jordan-Fenton and Margaret Pokiak-Fenton
- Some class activities on Indigenous topics and themes are listed below:
  - Colonization and first contact
  - Indigenous timeline
  - Orange shirt day
  - Residential Schools
  - Indian Act
  - Reserve System
  - Potlatch Ban
  - Environmental sustainability from an Indigenous Perspective
  - Blanket Exercise
  - Reconciliation Similes
  - Project of Heart
  - Haisla Northwest Coast Art shape and form
  - Teaching about the traditional life of the Coast Salish peoples

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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.**

- Student learning survey data – response by students that indicates that they are aware of participating in activities about First Peoples
- Staff discussions about student understanding and attitudes.
- Feedback from students and families.

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

- Indigenous focus weeks
- Continue class lessons by Indigenous Education Worker (e.g. Seven Sacred Teachings)
- Book readings and discussions by Indigenous Education Worker
- School involvement in Orange shirt day – a day to promote reconciliation and to consider the legacy of residential schools.
- Continuing to expand and embed Indigenous content in different curricular areas (e.g. Language Arts – First People’s Stories)
- Development of Indigenous food plant and pollinator garden