



1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Grandview/ḷuuqinak'uuh Elementary School, located in the Grandview Woodlands community in East Vancouver, enrolls approximately 140 students in grades Kindergarten through 7. We are proud to have a diverse student population represented by many nations throughout Canada and the world (including but not limited to : various First Nations, Metis, Chinese, Vietnamese, Spanish and Filipino).

Approx. 58% of our students have an ELL designation. 31 students (approx. 22%) have a Ministry of Education Special Education Designation. Further, reports from Statistics Canada for the Grandview Woodlands neighbourhood indicate that we have 26.1% single parent families, 35.2% low income and 7.8% unemployment. The 2013 EDI (Early Development Index through HELP UBC) demonstrates 39% vulnerability associated with socioeconomic disadvantage.

Grandview school is comprised of diverse learners with their own wide range of learning needs and styles. Each student has proven their resiliency to their individual situations, be it regarding home life, food security or navigating friendships. As a result, they have become non-judgmental students who are very accepting of unique behaviours. Our students respond well to structured routines and to the adults in their lives they trust. Changes in daily routine can be hard for some. Grandview students demonstrate strength in art and athletics and have a very strong sense of community. Our students feel safe here at the school, and connections between home and school are building with each passing year. Grandview learners love to be here. There is a strong sense of community amongst the students, including cross-grade interactions. Our students care for and tend to 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 students are thriving in our community based environment.

At Grandview/ḷuuqinak'uuh Elementary School, we want our students to:

- be engaged learners
- feel connected to our school
- develop a strong sense of belonging at our school
- know that we honour and value the Aboriginal Enhancement Agreement
- take pride in themselves
- take pride in their school work and their accomplishments
- value their education
- experience success in a variety of areas (athletics, fine arts, academics, interpersonal skills)
- have self-confidence
- enjoy reading for pleasure

- demonstrate self-regulation with their behaviour
- feel safe at school
- know they belong at our school and in our greater community

The first of our two goals are:

Goal #1: To increase students' ownership of and engagement in their own learning and strengthen student and family connections to our school.

This goal comes from:

Creating and maintaining a calm, positive, supportive environment with a commitment to staff supporting students, each other and our families is a significant component to success at Grandview/ġuuqinak'uuh.

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

The school committed to goal #1 by:

- School Based Team meetings (involving the classroom teacher, resource teacher, counselor, Aboriginal Education Enhancement Teacher (AEET), Aboriginal Education Enhancement Worker (AEEW) and the school principal) are held once per week. In the 2016-2017 school year, a total of 65 students (46%) were supported through our School Based team. Parents are informed of SBT so that they are aware the school reviews the needs of their child by a team of committed people on an ongoing basis
- We assess our students' academic levels using classroom-based observations, Fountas and Pinnell Benchmarks, the 3-Step Write and standardized Math assessments. At this time, the individuals noted here are made aware of the parents that we need to make an effort in building a close relationship with
- Many of our students learn best in small groups. We are committed to adapting and modifying the curriculum and how our students learn both in our classrooms and for individual students: we have a high number of students with IEPs who are working on either adapted or modified academic programs. Our classroom teachers, resource teachers, AEET and District Literacy Teacher work together to provide small group learning situations in Language Arts and Math. Parents are informed of the special learning situations for their child so they are aware their child's learning needs are being addressed
- The Enhanced Services Team consisting of a District Literacy Teacher Leader, Neighborhood Assistant, Youth & Family Worker, Inner City School Student Support Worker, ECE SSSA, Aboriginal Education Enhancement Worker and Aboriginal Education Enhancement Teacher meets once a week with the principal to support students in social-emotional well-being, literacy, spring break, Christmas and summer programming, community building and parent connections. The Enhanced Services team has created strong, trusting relationships with our parents and community partners.

- In addition, we maintain a strong relationship with our nurse practitioner as part of the Richer Project. The nurse practitioner is on site one morning per week to provide students and family with health care support.
- We have developed many community partnerships that enrich our students' learning and life experiences that strengthen students relationship to the school. These include:
 - Academic:
 - UBC (Geering Up)
 - First Book Canada
 - Seventh Generation
 - First Book Canada
 - Seventh Generation
 - Writers Exchange
 - Art with Art, 1 to 1
 - Grandparent volunteers
 - Healthy Living and Healthy Eating:
 - Cause We Care
 - Vancouver Sun Adopt-a-School
 - Breakfast for Learning and VSB hot lunch program
 - National Council of Jewish Women
 - UBC Vision Testing
 - Fresh Roots
 - The BC Fruit and Vegetable Program
 - Farm to School
 - Whole Foods
 - West Coast Seeds
 - Dairyland
 - Backpack Buddies (bags of food)
 - Vancouver Community College Tooth Trolley
 - Vancouver Coastal Health
 - BC Children's' Hospital Richer Initiative
 - Field Studies and Experiential Learning:
 - Hip Hop with JB
 - Storytelling with Kenthen Thomas
 - Squamish Language with Rebecca Campbell

- Fraser River Discovery Centre
- Aquarium
- Science World
- Roedde House
- Stanley Park
- Lynn Canyon
- Trout Lake
- Spanish Banks Salmon Enhancement
- Wool Weaving with Allison Burns
- Boys and Girls Club
- Camp Potlatch
- MOA
- Art Gallery

- After School Programming
 - Telus
 - Coast Capital Savings
 - Boys and Girls Club (Visions)
 - Vancouver Fraser Port Authority
 - VanCity
 - Loblaws

- Parent Connections and Family Support
 - London Drugs
 - Ron Suzuki
 - Vancouver Coastal Health
 - BC Children's Hospital (Richer Initiative)
 - Mom 2 Mom

- Athletic
 - UBC (I'm Going to UBC, Track and Field Athletes)
 - UBC Golf
 - Skating, swimming
 - Leisure Access Pass
 - Cypress Mountain

- Chill snowboarding program, 5 Tool Baseball Academy
- Fine Arts
 - Vancouver Biennale
 - Vancouver Opera and the Queen Elizabeth Theatre
 - Vancouver Children's Festival
 - Shane Pointe
- Community Connections
 - British Columbia Agricultural Growers Food and Vegetable program
 - IGA, food bank
 - Grace Memorial United Church
 - Vancouver Police Union
 - Queen Elizabeth Annex
 - Coast Capital
 - Legion 147
 - Private donors
 - L'école Bilingue
 - Causes We Care (Christmas Food Hamper)
- Literacy
 - First Book Canada
 - HSBC
 - National Council of Jewish Women
 - Chapters/Indigo
 - UBC TREK
- Parents are invited to two Grandview Open Houses (one in the autumn and one in the spring), parent teacher and student-led conferences, student recognition assemblies, choir performances, our afterschool drama group (FAME) performances, PAC meetings, our annual winter dinner, Spring Celebration, Aboriginal Day celebration and Sports Day, and weekly parent tea.
- our Garden Coordinator (position funded by Vancouver Coastal Health) has implemented a snack attack program where children prepare healthy snacks for their classes to share using the community garden we have located on our site (which is used also by each of our classes).
- The garden also produces product we use in our salad bar
- Our Neighbourhood Assistant hosts a bi-monthly community kitchen for our parents. Our Neighbourhood Assistant and Garden Coordinator jointly run an after-school cooking program for

our family members.

- Staff are participating in Collaborative Staff Action teams and investigating the question: How can we implement Staff Action Teams in order to effectively support student engagement in learning and how will we continue to engage our parent community within our school and our classrooms in order to celebrate student success and showcase student learning?

Through these actions, we aim to see an increased attendance rate of parents participating in the school and to see increased student engagement.

3. WERE WE SUCCESSFUL?

- Outline results

Student Survey

	Never	Sometimes	Often	Always
I feel close to the people at this school	1 1%	21 24%	25 28%	42 47%
I am happy to be at this school	2 2%	14 15%	23 26%	54 58%
I feel like I am part of this school	10 11%	15 16%	24 26%	43 47%
The staff at this school treat students fairly	4 4%	18 20%	22 24%	48 52%
I feel safe at my school	5 5%	14 15%	19 21%	54 59%
I feel good about myself	4 4%	12 13%	29 32%	46 51%

Parent Survey

	Never	Sometimes	Often	Always
I feel welcome at the school			1 8%	11 92%
I feel happy to have my child at the school			1 8%	11 92%

I feel I have the opportunity to participate at my child's school		1 11%	3 33%	5 56%
I feel the staff at this school treat my child fairly			1 8%	11 92%
I feel my child is safe at school			3 25%	9 75%
I feel aboriginal culture is valued at school			0	12 100%
I feel comfortable contacting someone at school when needed			No	Yes 12 100%

According to our survey we conducted in the Spring of 2017 (most of the time if not all the time), 75% of the students reported feeling close to other people in the school, 84% reported being happy at school, 73% felt like they were a part of the school, 76% felt they were treated fairly at the school, 80% felt safe at school and 83% felt good about themselves.

The results from the Parent survey showed almost all parents reported very positive reviews of the school.

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

In the 2016-2017 school year, we:

- hosted two open houses to showcase student learning
- held weekly talking circles/class meetings in most classes
- focused on specific individual praise
- held monthly student recognition assemblies (students of the month, athlete of the month, excellent attendance, perfect attendance, student writing presented) invite parents and guardians in advance when a student is being recognized at a monthly assembly
- communicated with family members via newsletters, conferences, report cards and phone calls ☑ created and maintained bulletin boards throughout the school to showcase student work
- celebrated Aboriginal Day
- conducted an end of the year student recognition assembly
- held a grade 7 leaving ceremony
- engaged in positive, descriptive, specific feedback
- continued author's chair
- created end of year memory books
- created student portfolios
- continued using star charts

5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

As we have new administration and new school plan templates, we are looking at new goals for the next school year. Conversations are being held in June and September to identify areas that we would like to focus on that will have maximum benefits for our school community.



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

We have a wonderful and diverse group of First Nations and Metis students in our school. Each child is unique and has varying degrees of knowledge of his or her own culture. Each student brings different strengths to school. Approximately 77% (109 of 140) of our kindergarten to grade 7 students are Aboriginal and represent First Nations (including but not limited to: Squamish, Musqueam, Tsleil Waututh, Haida, Nisga'a, Cree, Ojibway, Dakelh, Piapot, Kwakwaka'wakw, Namgis, Kwaqitl, Tsimshian, Gitsan, Blackfoot) and Metis. They are spread out evenly across all grades k-7.

7. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

Goal 2 Grandview school is committed to incorporating Aboriginal culture into the curriculum. We:

- communicated our continued support for this goal through acknowledgments of traditional territories at our assemblies,
- through representations of Aboriginal artwork in our hallways
- school t-shirts and sweatshirts
- Staff visit to Strong Nations Publishers and use of resources
- through the ways we weave traditional and cultural knowledge in our school and classrooms
- talking circles in individual classrooms
- experiential learning and field studies
- working with a variety of authentic aboriginal texts and storytelling
- Purchasing additional aboriginal texts
- Multiple performers and presenters within the local Aboriginal community have visited Grandview school during the 2016-17 school year. We hosted our Elder Randy Tate, Aboriginal veterans, VSB Elder-in-Residence (Shane Pointe).
- We celebrate Aboriginal Day school-wide and involve parents in both planning and presentations.
- The entire school attends Aboriginal Day at Trout Lake
- We draw further upon the wealth of knowledge and expertise of our indigenous families to share their stories and traditions within our classes. This year we have retained the services of 2 of our parents at various times to work with the kids on aboriginal cultural activities
- We contributed a carving to the Canada 150+ celebration
- We have regular visits from our elders
- We have had our school smudged
- We recognize that many of our students live in an urban community and may not recognize or feel connected to their particular bands or nations. We would like to support their sense of pride in their cultural identity; we can further facilitate the process of students' self-identification with their specific First Nation and recognize the positive attributes and strengths of their peoples. This strategy could include a monthly celebration of individual nations; a larger bulletin board could also better showcase the contributions of First Peoples;
- Our Aboriginal resource support teacher has developed historical lessons centered on Truth and Reconciliation with intermediate students.
- Finally, the staff would appreciate increased participation and involvement in the Talking Stick Festival events and field studies that celebrate Aboriginal culture.

8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

The following initiatives will continue:

- Regular acknowledgments of traditional territories
- Aboriginal artwork in our hallways,
- school t-shirts and sweatshirts showcasing our aboriginal logo
- talking circles in individual classrooms
- experiential learning and field studies
- working with a variety of authentic aboriginal texts and storytelling
- Expanding our aboriginal texts collection
- Bringing in multiple performers and presenters within the local Aboriginal community and from our parent population
- We celebrate Aboriginal Day school-wide and involve parents in both planning and presentations.
- The entire school will attend Aboriginal Day at Trout Lake
- We have regular visits from our elders
- Continue to develop and teach historical lessons centered on Truth and Reconciliation with intermediate students
- Participation in the Grade 7 Moving Forward celebration

The following new initiatives will be pursued next year:

- Exploration of aboriginal knowledge in science and math
- Exploration of each students nation
- Beginning to use some Coast Salish language
- Building stronger bonds with Singing Frog our local First Nations preschool

9. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

Aboriginal Student Survey

	Never	Sometimes	Often	Always
I feel close to the people at this school	1 1%	16 23%	17 26%	35 51%
I am happy to be at this school	2 3%	11 15%	17 23%	44 59%
I feel like I am part of this school	6	10	19	36

	8%	14%	27%	50%
The staff at this school treat students fairly	4 6%	16 22%	18 25%	34 47%
I feel safe at my school	5 7%	13 18%	14 19%	40 56%
I feel good about myself	4 5%	8 11%	25 34%	36 49%
I am proud to be Aboriginal	2 3%	2 3%	11 15%	56 79%

Aboriginal Parent Survey

	Never	Sometimes	Often	Always
I feel welcome at the school			1 17%	5 83%
I feel happy to have my child at the school			1 17%	5 83%
I feel I have the opportunity to participate at my child's school	1 17%		2 33%	3 50%
I feel the staff at this school treat my child fairly			1 17%	5 83%
I feel my child is safe at school			2 33%	4 67%
I feel aboriginal culture is valued at school			0	6 100%
I feel comfortable contacting someone at school when needed			No	Yes 6 100%

According to our survey we conducted in the Spring of 2017 (most of the time if not all the time), 77% of the students reported feeling close to other people in the school, 82% reported being happy at school, 77% felt like they were a part of the school, 72% felt they were treated fairly at the school, 77% felt safe at school, 83% felt good about themselves, and 94% reported being proud of being aboriginal.

The results from the Parent survey showed almost all parents reported very positive reviews of the school.