



Vancouver School District

School Plan for Mackenzie Elementary School

Year 3 (2017)

1. GENERAL SCHOOL STORY:

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

Mackenzie Elementary is located in an urban, culturally diverse, working-class community. The student enrollment for the 2016 - 2017 school year is 380 students.

Thirty seven % of our student population is E.L.L., two % are Aboriginal and six % are designated students. We also have a district class and programs on site. Projections for the 2017 - 2018 school year show a slight increase in student enrollment. It is projected that Mackenzie will have a student population of 410 students for the 2017- 2018 school year.

Students in our catchment area continue to enter Kindergarten with a substantial 'vulnerability rate' as reported in the Clyde Hertzman's Early Developmental Inventory (EDI). These areas of vulnerability include the social, emotional, physical, language, and communication domains. Mackenzie utilizes a systemic Resource Team Model that successfully reduces these identified 'vulnerability rates' in many of our students. Our ELL students also receive excellent support in their English Language acquisition through strong collaborative efforts from both Classroom and ELL Resource Teachers.

During the 2015/16 school year, Mackenzie's Strong Start Program was offered to our school community for a ninth year. Strong Start is a Ministry of Education initiative that promotes the education programs of three and four year old students and has, as its foundation, the inclusion of parents as active participants in the daily session.

The Mackenzie staff enjoys a collaborative work environment wherein they meet regularly to discuss literacy goals, budget needs, co-operative teaching such as: platooning, resource support, and curriculum planning and assessment practices. Our 'School Based Team' meets regularly to discuss the learning needs of individual students who have been referred by classroom teachers.

Mackenzie School has been fortunate to have established strong partnerships with our parents, through the Parents Advisory Council. PAC is supportive and actively involved within the school community. Mackenzie also has strong ties to our Community Links Team and community agencies offering numerous before, lunch time and after school opportunities for our students. We also have onsite before and after school care provided by the YMCA.

Although many parents are involved in organizing and participating in school activities, communication with the parent community is greatly affected by their cultural diversity, i.e. language barrier. On the whole, the families view Mackenzie as a positive and integral part of the community.

Through professional dialogue Mackenzie staff identified two areas for growth: Improving students' reading comprehension skills and increasing student awareness of Aboriginal cultures.

Our students' ability to comprehend what they have read is weak. This is in part due to many of our students being ELL learners with limited vocabulary skills and a lack of understanding of word meanings. All of these factors impact students' ability to answer "wh" (who, what, why, where, when) questions and retell and summarize what they have read.

As Mackenzie does not have a high aboriginal population, the need to build awareness and appreciation for Aboriginal cultures, traditions and histories has been necessary. Informal conversations with groups of teachers indicated a genuine desire to support our students' educational experiences about First Nations people. It was through collaborative discussions with staff that we recognized that many of our students have limited knowledge or experience with Aboriginal people. Therefore, it is important that we provide as many opportunities for our students, so that they can develop a greater understanding and appreciation of Aboriginal culture beyond a historic perspective.

2. WHAT DID WE SEE?

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

Indicators and Targets:

Reading assessments, teacher observations, and teacher/student conferencing was used to get a baseline set target goals and measure progress.

For students in grades 1 to 7, language arts report cards were used to determine current levels of achievement and progress throughout the year. In Term 1, language arts report cards were used to provide a baseline for student achievement. In Term 2, language arts report card marks were used to measure student progress and success for each student in grades 1 to 7. The results were then used to serve as indicators, targets and to measure success.

Support and Activities throughout the year:

- Daily silent reading time in Grades 1-7 and noisy reading times in Kindergarten
- Continue with the implementation of our school-wide Home Reading Program
- School librarian structure instructional activities with the students to enhance their comprehension skills
- Continue to provide all of our students with a multitude and variety of field trip experience
- Purchase new reading resources
- Students read and present at assemblies
- Students read PA announcements
- School-wide bulletin boards that encourage reading
- Use of common report card criteria at each grade level that measures student progress in reading
- Include all classes in buddy reading where intermediate students will read or be read to by a primary student
- Expand the use of drama
- Enhance communication between and within grade groups and discuss the development of the new curriculum
- Broaden our use of technology especially in the use of our IPAD's in our reading program
- Coordinate resource team support by grade groups
- Prioritize our learning resources funding for reading materials
- PAC financial support to focus on and assist in purchasing library materials
- Enrolling teachers identify students requiring additional reading support
- Continue with the VSB's Early Intervention Program that has as a focus using the Reading Recovery Program at the Grade 1 level.
- Group students for small group study and literacy circles
- Continue with the One to One Reading Program
- Purchase more resources that highlight Aboriginal cultures

3. WERE WE SUCCESSFUL?

- Outline results

- Student engagement in silent reading has improved with more students signing out library books
- Teacher Librarian and teachers are working collaboratively to plan and implement units and teach strategies to further enhance literacy skills
- Increased parent/guardian participation in “noisy/shared” reading with their child in the mornings
- Significant increase noted in the number of students participating in the home reading program as the year has progressed
- Grade group teams met throughout the year to develop a plan to increase and build literacy resources/materials to support programs
- Intermediate and primary teams met regularly to discuss literacy programs, ways to improve student learning, and develop long term plans to build resources and implement the new curriculum
- Grade group teachers collaborate and plan units/activities together
- Student opportunities, across grades, to share learning with one another (i.e. novel studies, projects, field trips)
- Student council members prepare and read daily announcements each morning
- Grade 7 student leaders lead assemblies and work with administrators to prepare assembly script
- Regular resource team meetings to discuss student progress, support and programming in the areas of literacy (i.e. ALL Program – Accessible Literacy Learning Program, LLI – Fountas and Pinnell Leveled Literacy Intervention)
- Regular meetings/professional development opportunities provided for support staff to review schedules, student support and provide training to enhance and further develop reading and comprehension skills for our special needs students (i.e. visual schedules, technology programs, IEP reviews)
- Aboriginal performers/presenters booked for the school
- Teachers participated in aboriginal professional development opportunities throughout the year
- Increase in the number of students participating in the One to One Literacy Program

4. HOW HAVE WE SHARED?

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

- Progress was provided in our monthly newsletters and website
- Buddy reading groups at different grade levels
- Home Reading celebrations at our Primary student assemblies that acknowledged student commitment to the program and for all students in our school newsletter
- Library and classroom blogs
- Showcased student work in the school newsletter highlighting student’s progress in reading
- Classroom and hallway displays that focused on reading and Aboriginal learning activities
- In class, informal presentations for parents

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?
 - Staff have met to discuss student needs and programs and we feel an ongoing focus of our current goals are appropriate
 - Continue to meet regularly, each term, as a team to review goals and revise strategies and programming, as needed, to meet student needs



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.

Mackenzie has 8 Aboriginal students in grades Kindergarten – 7.

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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.
 - Professional development activities - speakers and district workshops (i.e. Blanket Activity)
 - Performances included Aboriginal dancers and speakers
 - Collaborate with the district Aboriginal Team to support Aboriginal learning
 - Aboriginal greeting at assemblies
 - Increased Aboriginal resources/materials in our library collection

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

- List continuing and new initiatives

- Professional development activities - speakers and district workshops
- Performances with an Aboriginal focus
- Connect and collaborate with the district Aboriginal Team to support Aboriginal learning
- Connect with district Aboriginal Consultant work with teachers and classes (i.e. weaving, medicine wheel, etc)
- Work collaboratively with our district Aboriginal Enhancement Worker to support students and families
- Aboriginal greeting at assemblies
- Provide school-wide opportunities for students (i.e. storytelling, performances, field trips)
- Register classes for events (i.e. Talking Stick Festival and First Peoples' Festival)
- Continue to build our Aboriginal library collection/resources

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

- Report card comments
- Student portfolios and presentations
- Highlight student work and achievements in the newsletter and on the website
- Share information with parents at the PAC meetings
- Allow time for reflection and feedback at meetings (i.e. SAC, PAC, etc)