



# Vancouver School District

## School Plan for Captain Cook

### Year 3 (2017)

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## 1. GENERAL SCHOOL STORY:

- Update school context if necessary
  - Review inquiry question and where the need for this goal came from (evidence, etc.)
- Captain James Cook Elementary is situated in south Vancouver near the intersection of Kerr and East 54th. The community comprises a mixture of older and new single-family dwellings, moderate to high priced rental units, and cooperative and low-income housing projects.
  - Cook Elementary presently enrolls 355 students of diverse cultural backgrounds from Kindergarten to Grade 7. Of those 355 students, 36% are English Language Learners, 10% are students with Special Needs and 3% are Aboriginal students.
  - The school, which has been identified as meeting District vulnerability criteria, receives Community School Team (CST) Enhanced Services, which provides 0.4 F.T.E. Youth & Family Worker and after-school programming support. Through the CST, Cook has been able to offer additional school programs such as a Breakfast Club, Cold Lunch Program, District Literacy Teacher, One to One Readers, Homework Club, Lunch time playground student leaders, Craft Programs, Arts Umbrella, MoreSports, Piano lessons, Big Brothers Teen Mentoring Program, Games and Arts & Crafts, Mini Chefs, Super Science (Science World), and Kidsafe. We are also fortunate to have a Strong Start Centre for families with children, ages 0-5, that operates daily every morning in Cook School. In addition, Captain Cook practices The Early Intervention Model and Reading Recovery programming.
  - Besides a comprehensive curriculum, there are numerous opportunities for student leadership and involvement. Ways in which students contribute to the school community include Fit Club, Student Council/Spirit Team, Class Buddy programs, Traffic Safety Patrol, Library Monitors, Tech Crew, Assembly Hosts, Lunchroom and Playground Leaders, as well as clubs such as Global Citizens and Glee Club. These activities, and very active Extra-mural Sports programming (cross country running, volleyball, badminton, basketball, and track and field), foster a strong student voice and sense of community.

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## 2. WHAT DID WE SEE?

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

- Continued discussion of report card data, 3 Step School Wide Write results and adapting programming
- Continued emphasis on reading (Reading Recovery, One To One, District Literacy Teacher) to enhance transference to successful written skills
- An emphasis this year on school wide 4 Square Writing Method to plan and research
- Individual and group writing, using writing traits in student lessons, nonfiction writing, persuasive essays, journaling
- Students are more willing to share their wonderful writing with each other, throughout the school, and in different formats (orally and in print with the Office, at Assemblies, displays within classrooms and in the hallways)
- Increased use of technology for enhancing literacy learning and sharing for students

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## 3. WERE WE SUCCESSFUL?

- Outline results

- As we saw last year, we have discovered that the gains held steady in the primary and intermediate grades (9%-30%)
- From compiled Writing marks from both previous reporting periods, in conjunction with the 3-Step Writing process, and much ongoing discussion, we have been able to pinpoint where our students are at with their written language gains. Continuous discussion amongst staff regarding student writing and improvement is ongoing. Enthusiasm about student non-fiction writing has grown, as well as students' increased willingness to share their work from the classroom to whole school displays and presentations.
- There is a growing desire to have even more author talks and personal presentations (i.e. Paralympians) throughout K-7, by staff and students

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## 4. HOW HAVE WE SHARED?

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

- Teachers shared their students' learning improvements with the students, their classroom, and their parents
- Parent/Teacher Goal-Setting Conferences
- Students' work is consistently displayed throughout the school
- Regularly scheduled assemblies to recognize student contributions
- Writing Gallery in the front hall
- Sharing writing aloud,
- Oral conferencing with students, presentations, and fairs
- Posting student work on school website and will start in school Newsletters
- Publishing work – School Wide Writing Projects

- Neighbourhood Valentine's Day Card delivery with handwritten messages from K-7
- Literacy Day
- Author's corner display – all grades, all students get a turn on the board not just 'best work'
- Sharing writing in Buddy Class and throughout school
- Report Cards.
- Newsletters

## 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?

Although we have concentrated on our School Growth Plan writing goals for the past 7 years, the strategies and fluid communication in regarding improving student writing will be continuing in our everyday practice. Because the writing goals have reached the ability to be part of our daily instructional practice and we consistently inquire and reflect on our practices, we will be shifting our School Goal for the 2017-2018 to focus on Social Emotional Learning. SEL is the basis of our exciting new BC Curriculum, and is throughout all strands of the curriculum. In particular, we will be looking specifically at the sense of belonging. A sense of belonging, something every person strives for in different ways, will be the main focus of our goal for the 2017-2018 year.



*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.

- Continued collection of report card data and 3 Step School Wide Write results and adapting programming from K-7
- Continued collection of AIMS data for all our individual K-7 Aboriginal Learners
- Continued emphasis on reading to enhance transference to written skills
- We have 11 Aboriginal Education Learners in Grades K, 1,2, 3, 4, 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.
  - Loretta Williams (District AEW) worked with 2 Intermediate classes and the Resource teacher
  - The school applied for and received a District Grant for a Legacy Cedar Carving Project and was lucky enough to secure Carver Randy Tait to create an Eagle paddle in honour of the eagles that nest nearby the school and the theme of Reconciliation- Moving Forward Together. This is an important carving which represents our commitment to Reconciliation. On Thursday, June 1<sup>st</sup>, 2017 we will be having a Breath Of Life Ceremony in our Lobby where the beautiful paddle will reside as we all move forward together.
  - The V'ni Dansi Louis Riel Metis Dance Group came in to workshop with 6 of our classes through the Roots and Shoots programming
  - Our Resource Case Manager teacher who completed her Masters of Education in Educational Administration, Leadership, and Indigenous Education continues to be a wonderful supportive resource in the school. She continuously liases and works with staff to find current curriculum grade topic appropriate materials to use with staff and students.
  - Each Professional Day has had an element of Aboriginal Ed inclusion within the topics of daily education. Staff routinely refer to the First Peoples Widely Held Principles Of Learning, which works with best teaching practices. This is especially poignant with the new BC Ed Curriculum focusing on individual learning profiles.
  - Staff and students attended this year's Aboriginal Graduation Ceremony
  - An increased usage of the Aboriginal Ed. Library was again displayed by the students and staff.
  - We are committed to begin each Assembly and Staff Meeting with our Aboriginal Acknowledgement. There has been growth in people (staff and students) feeling comfortable in imparting this acknowledgement as opposed to only one or two people addressing the welcome each time.
  - One of our temporary SA's prepared bannock for the entire staff
  - 2 teachers attended the Aboriginal Pro-D at Britannia in the fall
  - The Intermediate Resource teacher did a novel study by an Aboriginal author with her ELL group
  - Resource and Intermediate teacher team teaching of the BCTF Residential Schools unit Gladys: We Never Knew
  - Application and acceptance of funding for a Grade 4 Class to attend Aboriginal Day at Trout Lake
  - Cook booked an all school event with the Squamish Nation Storytelling, but it has now been rescheduled to next year
  - A Gr. 6/7 teacher took the MOOC course Reconciliation Through Indigenous Education, which one of our Resource Teachers was also the Community Teaching Assistant for
  - A class worked on an Inuit Art project based on the art of Kenojuak Ashevek
  - STEM activities building snow inukshuks and sugar cubes igloos
  - Non-fiction writing
  - Field trip to the Museum of Vancouver to participate in a workshop entitled cedar to seal skin

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

- List continuing and new initiatives

- Continue integrating Aboriginal Ed. into daily lessons, regardless of topic
- Continue using and growing our Aboriginal Ed. Library resources
- Continue our Aboriginal Acknowledgement at our Assemblies and Staff Meetings
- Continue to look for new opportunities to bring in Aboriginal Ed. throughout curriculum and daily life

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## 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

- Within recognition and respectful discussions of different viewpoints, we witness growth in sharing and celebration in regards to diversity. An increased numbers of students and families are feeling comfortable in coming forward to share their own stories with the Cook school community. The richness we all gain in understanding and strengthening our relationships benefits us all.
- Our goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students is one that is integrated throughout our curriculum and daily school life with students, parents, and students
- We will continue to look for opportunities to inherently include moments, occasions and teachings within our school life here at Cook Elementary