



Vancouver School District

School Plan for Chief Maquinna Elementary

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.)
 - Chief Maquinna Elementary school has about 216 students in Kindergarten through grade seven
 - The neighbourhood is culturally diverse
 - Many parents and grandparents, who are caregivers for their grandchildren, do not speak or read English fluently
 - Because many of our students were not meeting grade level expectations we chose to focus on improving students' oral and written reading comprehension across the curriculum Kindergarten to Grade 7
 - As well wanted to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students

2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year
 - Many students demonstrate strong leadership skills and are always eager to help with tasks
 - During our weekly assemblies students take initiative for set-up and clean up, playing introductory music as students and guests enter the gym and doing spoken presentations
 - Field studies at all grade levels consistently focus on curricular learning and often address social responsibility and global issues

3. WERE WE SUCCESSFUL?

- Outline results
 - As a school team, staff members are committed to collaborating with one another
 - Staff consistently engage in focused discussions about literacy, school traditions, and social responsibility initiatives
 - Dialogue among staff is supportive, and action-oriented
 - Staff members find the Chief Maquinna parent community supportive and appreciative of the work that they do
 - Staff members value the support that parents and family members give to the students
 - Staff members support additional activities related to sports, music, and fundraising for charity
 - There is a strong sense of belonging and social responsibility at Chief Maquinna Elementary

4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?
 - Students provide the Aboriginal acknowledgement at the beginning of our weekly assemblies
 - Assemblies provide the opportunity throughout the year to highlight students and their work
 - Report Cards marks show student progress
 - Professional Development Days- the staff are committed to learning about the new curriculum and trying out new ideas
 - Student Artwork and Displays – we are proud of the work students do and many displays change regularly
 - PAC meetings and opportunities to volunteer
 - 1:1 Literacy volunteers

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?
 - On-going review of the needs of the students
 - Continue to provide appropriate learning activities
 - We will continue to learn and practice student self-regulation and ideas from the new curriculum



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 10 Aboriginal students in grades 1, 2, 3 and 5
 - Many students do not know their cultural background
 - Our Aboriginal students all have friends and are involved in school activities
 - Academically, a number of the Aboriginal Learners are working below grade level
 - We continue to provide support for the students-Resource Teachers, SSA, YFW and Counsellor, as needed

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 are focused on school and curriculum needs and interests
 - Artwork, indigenous cultures, performances, story tellers
 - Guest speakers such as Shane Point coming to speak with the grade 4 students
 - Acquiring new library resources to meeting the goal
 - Field trips geared toward Aboriginal learning-working with elders at the Museum of Anthropology.

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

- List continuing and new initiatives
 - We will continue to work on the areas of aboriginal education and cultural understandings as well as new curriculum and student self-regulation
 - Provide opportunities for staff and students to share what they know and learn
 - Continue to have Aboriginal learning activities in classrooms
 - Self-reflection by students and staff
 - Continue to build the collection of fiction and non-fiction books for the library
 - Continue to invite performers, artists and guests
 - When we worked together with Aboriginal Enhancement Worker(when available)

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
 - Student presentations in class and at assemblies
 - Report cards illustrate academic growth and Aboriginal students' attendance
 - Increased knowledge and understanding (both students and teachers) about Aboriginal content and materials
 - More relevant resources are available at the school
 - Feedback from parents at parent conferences
 - Comfort-level of Aboriginal parents in our school
 - Participation of Aboriginal students in various school and community activities