



Vancouver School District

School Plan for Dr. H.N. MacCorkindale 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.)

Dr. H. N. MacCorkindale is located in the southeast Fraserview area of Vancouver near Champlain Community Center and Champlain Park. The school was constructed in December 1967 as the first open-area concept school in British Columbia. The ample school grounds offer open areas, a variety of adventure playgrounds and attractive gardens. Dr. H.N. MacCorkindale Elementary belongs to the Killarney family of schools.

The school enrolls approximately 240 students from Kindergarten to Grade 7, in 10 divisions. The school population reflects the rich multi-ethnic nature of the community. Students represent 17 language groups; a substantial portion of our students come from Chinese, Vietnamese, and Punjabi cultural backgrounds. Of our students, 7% have identified special needs and 50% are English Language Learners. We have 10 Aboriginal learners.

Enhancing learning and broadening the scope of possibilities for success for each student involves a comprehensive approach to meeting the needs of the whole child by providing a variety of engaging learning experiences in different curricular areas with the use of technology and inquiry infused into the teaching and learning that takes place every day.

Goal 1 was to increase student achievement in all aspects of Literacy through student inquiry so that at least 75% of students are Meeting Expectations in Language Arts. We arrived at this goal as a staff due to our interest in furthering our knowledge and use of inquiry in the classroom to engage students and to enhance their learning experiences at school. We also feel that this goal aligned with the introduction of the new redesigned curriculum and served as a practical way to implement and embed the new curriculum into classroom teaching and learning every day.

2. WHAT DID WE SEE?

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

School-wide inquiries this year included toy design and building for all of our Primary students and designing, building, and racing zucchini racers for all of our intermediate students.

Some in-class inquiry activities that the students engaged in this school year included the following:

Kindergarten/Grade 1:

- Determining the key differences between living vs. non-living things and the basic needs of plants
- Investigating the key ways that individuals and families are the same vs. different
- Making animal homes with found materials
- Using properties of different materials to build a boat

Grade 2/3:

- Investigating how littering affects the environment
- Making predictions and observations while designing and performing experiments
- Exploring metamorphic vs. non-metamorphic life cycles (frogs, butterflies, and salmon in particular)
- Comparing the similarities and differences between Canadian culture and other world cultures

Grade 4/5:

- Investigating adaptations and how they help animals to survive, as well as features of habitats
- Experimenting with a variety of processes to create artistic images
- Investigating early European explorers in Canada: Their interactions with First Nations peoples, as well as their contributions to the exploration and development of Canada
- Investigating the mechanical advantages of simple machines
- Investigation through experimentation: Making predictions, recording observations, and drawing appropriate conclusions
- Investigating the workings of the circulatory system
- Investigating personal heritage and immigration to Canada

Grade 6/7:

- Investigating renewable vs. non-renewable energy resources and their social, environmental, and economic impacts
- Investigating inequality issues and human rights in Canada
- Designing a project or product that could function to help others in need; investigating global and local poverty
- Participation in the Young Entrepreneurs Project: Designing, creating, and marketing products for sale
- Investigating the concept of civilization, including social organization, religion, traditions, technology, and the physical environments)
- Testing hypotheses with controls for 2 or more variables
- Investigating the cultural, traditional, philosophical, and scientific developments in Ancient Greece

3. WERE WE SUCCESSFUL?

- Outline results

Our goal was to have 75% of our students meet expectations in Language Arts through inquiry activities this school year.

Grade	November	March	75% Goal Achieved
K/1	Reading: 78%	Reading: 75%	Yes
	Writing: 73%	Writing: 75%	Yes
2/3	Reading: 54%	Reading: 57%	No
	Writing: 49%	Writing: 54%	No
4/5	Reading: 73%	Reading: 74%	No (Borderline)
	Writing: 65%	Writing: 77%	Yes
6/7	Reading: 90%	Reading: 92%	Yes
	Writing: 84%	Writing: 86%	Yes

The data indicates that through inquiry and other Language-rich learning experiences, our students have improved overall in their Language Arts performance in both Reading and Writing.

Success with our goal is evident in the Kindergarten and Grade 1 and Grade 6 and 7 cohorts, with some additional success at the Grade 4/5 level, including a borderline result of 74% in Reading in Term 2.

Further concentrated efforts are needed at the Grade 2/3 level, as there are high needs in that cohort. The Grade 2/3 cohort also saw very high transitory rates this year, with 13% of the students transferring in/out of that grade in Terms 1 and 2, making the validity of the results somewhat questionable. Much greater stability was seen in all other grade groups and therefore the results in Kindergarten/Grade 1, Grade 4/5, and Grade 6/7 are both more reliable and valid.

4. HOW HAVE WE SHARED?

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

Parents, students, and our Community Schools Team were invited to our Zucchini Inquiry Showcase on Friday, March 3rd, in which all of the zucchini racers raced each other in a round-robin style tournament. Prior to each race, each team of students presented to the entire school community the rationale for their design, the aesthetics of their racer, and the challenges that they faced in their learning journey.

Inquiry topics are discussed at each of our Monthly Parent Advisory Meetings by our Teacher Representative or by the Administrator. Parents are also updated by such means as class newsletters, blogs, and our Weekly Email Newsletter that goes out to our entire parent and staff community each Sunday at 4pm. At our most recent PAC meeting, the parents communicated their delight with and appreciation for the meaningful and engaging inquiry-based learning experiences that their children are participating in this year.

Students have also showcased their learning and achievement in inquiry at both our Goal Setting Conferences in October and our Student-Led Conferences in March. In addition, student work is displayed on bulletin boards around the school and in our display case in the front hall. We also share learning at each of our monthly school Code of Conduct assemblies.

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?

Looking at the data and anecdotal evidence from this year, it is clear that inquiry-based learning experiences are benefitting our students greatly. Feedback from parents has been overwhelmingly positive, and the teachers are enjoying the variety and engagement that they are seeing in their classrooms.

Through the hard work and dedication of our teachers, most of the students at our school are now meeting expectations in Language Arts, which begs the question if our goal needs to be modified for next school year. Given that we were only partially successful, our current goal of 75% of students meeting expectations in Language Arts through inquiry-based learning should be continued as our school goal for next year, 2017-2018.



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.

This goal is essential in encouraging student understanding about the place where we all live and the first peoples that have lived and continue to live here. Aboriginal cultural enhancement teaching practices further enrich the learning of all of our students as we embrace the traditional teachings of our West Coast Indigenous peoples through dance, art, storytelling, and field experiences.

This goal was a focus for all staff, including both enrolling and non-enrolling teachers, our SSA's, Admin, and our newly assigned Aboriginal Education Enhancement Worker.

Our nine students with Aboriginal ancestry are as follows:

Kindergarten: 2

Grade 1: 1

Grade 2: 3

Grade 3: 0

Grade 4: 1

Grade 5: 2

Grade 6: 0

Grade 7: 1

All of the learners in our school are diverse with varying needs. Our Aboriginal students are no exception. Most of our students with Aboriginal ancestry are meeting expectations in Language Arts and Math, with only three exceptions. All are thriving at school. Two of our nine students with Aboriginal ancestry are in care. They are in Kindergarten and Grade 7. Two have designations: One student in Grade 5 has a Q designation and one in Grade 7 has a D designation.

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.

- Grade 2 inquiry on communities in Aboriginal cultures
- Grade 2/3 inquiry investigating First Peoples knowledge of life cycles
- Grade 3 inquiry examining Northwest Coast First Nations cultures, traditional lifestyles, and storytelling
- Grade 3 inquiry investigating Northwest Coast First Nations balance with nature and respect of living things
- Grade 4 inquiry on early European explorers in Canada and their interactions with First Nations peoples
- Grade 5 unit of learning on the history, impact, and legacy of residential schools
- Continued work with and by our Aboriginal Education Enhancement Worker
- Staff and Admin participation in the Aboriginal focus Professional Development days at Britannia Secondary on December 10th and John Oliver Secondary February 24th
- Teacher Professional Development workshops at the Museum of Anthropology at UBC
- PAC and fundraising efforts have allowed us to buy \$500 in Aboriginal resources for our school Library
- Administrator-taught in-class lessons and storytelling activities for several classes
- Daily curricular integration of First Nations content, per the redesigned BC curriculum
- Aboriginal acknowledgement at all assemblies and school events
- School-wide acknowledgement and celebration of National Aboriginal Day on June 21st, 2017

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

- List continuing and new initiatives

We will continue as above, with the desire to see a greater number of school and class-wide activities that have an Aboriginal focus next year.

Examples of Aboriginal Education-focused activities that we would like to see more of at our school next year:

- Increased collaboration with our Aboriginal Education Enhancement Worker
- Guest speakers
- Performances
- Artist-in-Residence project
- Class collaboration projects
- Art projects
- Procurement of additional library and class resources
- Field trips
- Guest storytellers
- Incorporating some First Nations music and drumming during morning Music Listening Program

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

Almost of our students have demonstrated appreciation for and knowledge of First Nations culture through the activities described above. All divisions have had Aboriginal content taught this school year. Student learning in this area has taken a variety of forms including units of study in class, field trips, art projects, and cooking.

Recently, our Aboriginal Education Enhancement Worker led a drumming and dancing workshop with our Grade 2/3 class. The students enjoyed it immensely and found the activities to be highly engaging. The teacher filmed their performance and has shared the clip with staff. The students have enthusiastically requested even more workshops with our AEEW in the remaining weeks of the school year.

The PAC is very supportive of our school goals and is providing ongoing funding for Aboriginal resources and performances at our school. Our Teacher Librarian has procured additional Aboriginal-content resources for our school library that are being widely used, and several teachers are endeavouring to add to their own private collections of resources to use and share in their classrooms.

Sample: Kindergarten and Grades 1 and 4	Spring 2107– Aboriginal Education Student Self-Assessment
I have an understanding of Aboriginal culture and traditions	94.7% responded “yes” and were able to provide examples 5.3% responded “yes” but were unable to provide examples
It is important to learn about Aboriginal culture, traditions, and histories	97.2% responded “agree” or “strongly agree” 2.8% gave a “disagree” “neutral”, or “unsure” response