



# Vancouver School District

## School Plan for Captain James Cook

### Year 2 of 3 Year Plan, 2020-2021

*Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.*

## 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 comprised of a mixture of older and new single-family dwellings, moderate to high priced rental units, and cooperative and subsidized housing projects. Cook Elementary presently enrolls 385 students.

Our students incorporate many diverse cultural backgrounds throughout Kindergarten to Grade 7. Of our 385 students, many students speak at least two languages, 14% are students with Special Needs and 4% are Indigenous students. We have a wide range of talents and skills within our students, large staff, and parent community.

The school, which has been identified as meeting District vulnerability criteria, receives Community School Team (CST) Enhanced Services, which also provides a full-time Youth & Family Worker as well as a large number of after-school Killarney CST programming support. Through Enhanced Services and the KCST, Cook has been able to offer additional school programs such as a Weekly Grocery program, Cold Lunch Program, District Literacy Teacher, five One to One Readers, Arts Umbrella, Lego, Games and Arts & Crafts, and Kidsafe.

We are also fortunate to have a thriving StrongStart 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 delving into a daily comprehensive curriculum, there are numerous opportunities for student leadership and involvement. Ways in which students contribute to the school community include Playground Leaders, Student Council/Spirit Team, Class Buddy programs, Traffic Safety Patrol, Library Monitors, Tech Crew, Assembly Hosting, Daily Announcements, Lunchroom and PAC Babysitters, as well as clubs such as Global Citizens. These activities, as well as active extra-mural Sports programming (cross country running, volleyball, basketball, and track and field), foster a strong student voice and sense of community.

We continue to value and participate in our School Culture Committee that consists of members from several unions within the school that meets once a month to discuss school items and explore how we can address our school goals in a deeper manner. School goals are also given a venue for discussion at Primary and Intermediate meetings, curriculum celebrations, goal-setting conferences, and throughout various group meetings held continuously throughout the school year.

Cook celebrates effort, practicing a Growth Mindset, developing grit and resilience, increasing a sense of belonging, kindness, and teamwork. These themes have driven and enhanced our School Goals this year.

## 2A. WHAT DID WE SEE?

- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

We spend a great deal of time and our lives in school. School should be a place where learners feel safe and experience a sense of belonging. There are many wonderful things occurring at our school site such as programming, guest programming, after school programming, school break programming, clubs and events for students and staff throughout the year.

We are very diverse in our learning, growing, backgrounds, and family life. People come from all over and end up in this place that we take pride in being a part of in our daily living and learning.

As stated, Cook has many programs occurring at the school in which our children and families actively participate in. By speaking and interacting daily with students and parents/cargivers, as a staff, we know that our students are proud to be Cook students.

We did notice that a sense of belonging with a focus on individual and group mindset, grit, and resilience, as well as ownership for one's actions, could and should be focused on for further development. So we moved to this focus that encompasses and affects our entire daily school and home lives.

By building this focus deliberately into our daily lives, we have witnessed such growth and engagement in our students and school community as a whole. Students are able to understand, identify, problem solve, and self-reflect much more readily and fluently.

Bulletin boards and programming throughout the school display these values and it is wonderful to hear students talking with each other, their parents, and staff using common language together in a common understanding. The staff also participated in Critical Prevention Intervention to broaden our personal toolkits and staff awareness as a community to better understand and teach our students as we all have our individual needs

We continue to increase the incorporation our wonderful Strong Start program into our programming and school events. This year Strong Start pre-K learners have been coming to visit teach of the Kindergarten classes. participated in our Welcome To Kindergarten and our Volunteer Tea.

A Kindergarten Green Team was created as they learned how to keep our playground beautiful. Class cookbooks were made to celebrate family favourites and the richness of our diversity.

VSB District guests in the school have often commented this year on how respectful and mature our students are within the school and on the playground in their interactions and problem solving skills. People are welcomed and spoken with. Our students are understanding that everyone is different and unique, everyone has their talents, and things they are working on. With consistent discussion and goal-setting, students are able to truly reflect on themselves and identify what is working, what needs work, and with a positive mindset, grit, and resilience make a plan of how to achieve what their goals are.

Last year's Gr. 7 MDI results and this year's Gr. 4 MDI results are indicating that the work we have been doing is taking hold. It is important to truly feel a sense of connection and ownership of one's actions. The MDI data also helps drive the deeper exploration of our goals.

As a school, we are getting feedback through interactions with the students, families, and staff about how students are beginning to be able to reframe problems into opportunities while thinking about others and themselves in a caring manner.

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## 2B. WHAT DO WE NEED TO RE-ADJUST?

- Outline any changes or adaptations from previous plan. Be sure to include rationale for why these changes should be made and how you believe that it will help.

To prepare for our first year of our School Growth Plan, the teaching and Student Support staff participated in a bookclub on Carol Dweck's *Mindset*. We are looking into another bookclub that will address our collective learning further for the coming year. We will also be focusing on the aspect that though we are working on the basics of developing our mindsets and a sense of belonging for everyone, it can be more difficult to remember these skills when the going gets tough. We will be focusing on remembering to apply the skills we have learned when we experience more complex situations.

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## 3. INQUIRY QUESTION (previously known as "Goal")

- Does the original question need to be readjusted/continued/changed given the results outlined above?

How do we go deeper into increasing a sense of belonging and promote a positive growth mindset with a sense of grit and resiliency within our school community?

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## 4. WHAT IS YOUR NEW PLAN?

- Explain plan (i.e. specific activities for year 2) and any changes from previous plans

As a staff, we will continue our professional learning through activities and perhaps another bookclub focusing on Belonging and Universal Design of Learning in the coming year.

“True belonging doesn’t require you to change who you are; it requires you to be who you are.”

-Brene Brown

“Strong healthy school climates foster: students more likely to engage in in the curriculum, achieve academically, and develop positive relationships; students less likely to exhibit problem behaviours; and teacher turnover is lower and satisfaction is higher. Students learn best when they are in environments in which they feel safe, supported, challenged, and accepted.”

- School Climate Improvement Resource

We are actively working on more inclusive schoolwide practices as opposed to particular grade specific programming (academic, social/emotional, fun activities) and promote the connectedness to self and the school as a community as even a more inherent practice. We will continue with our September ADST Stem activity Meet The Teacher/PAC Community Celebration that we began this year, community outreach activities such as our Valentine’s Day neighbourhood card delivery and Neighbourhood Clean Up, as well as trips and partnerships with local businesses and programs. A relationship with Independent Grocery store was deepened. A large group of their staff even came to the school one morning and provided a fresh nutritional breakfast for the entire population. We hope to continue this relationship with classes going over to our neighbourhood even more frequently to learn about proper nutrition. We are also moving towards having monthly assemblies for community building coinciding with our schoolwide physical activity endeavours.

The most important work we can do to improve the success for our students is promoting and helping develop a positive growth mindset, building grit and resilience, and developing a stronger deeper sense of belonging and connections to the school community.

We as a staff, will continue our professional learning through activities. We will be actively pursuing learning about best practices in supporting our vulnerable students and families. The adults are learning and practicing along with the students. We are sharing our learnings with students, parents, each other, and the community.

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## 5. WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year

We have continued to schedule in Mindset and sense of belonging to be planned and infused in all our endeavours throughout the year. Through Pro-D, SCM Staff meetings, School Culture Committee meetings, assemblies, lessons, and daily exchanges we will further our own understandings and look at ways to increase community understandings and connections. We will continue with Class Dojo home communication celebrating students’ learning (as well as other platforms), community celebrations with SEL foci, and further increasing the Ready Bodies Learning Minds program usage.

Behaviour tracking sheets, fall and late spring sense of belonging surveys, and online resources will be in place and shared with home. More Mindfulness and wellness resources are being provided to the school by the District and we look forward to using and introducing these supplies into our school.

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## 6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

- Revise (If necessary) or repeat indicators from previous plan

The surveys we created helped build our data baseline the data baseline. We will chart this information over the years. We will also be referring to our Gr. 7 MDI results from last May and the Gr. 4 MDI results from this May.

Office Behavior sheets have been established for incident and problem solving tracking. Parents will receive direct communication in this manner, if needed. These sheets which will track behavior type, intensity, and individual learning in regards to problem solving will also help chart information for our knowledge purposes.

We will continue to engage in our established School Culture Committee that includes members across unions. We will continue to meet once a month to address issues and ideas that can benefit the entire school. From there we will bring our thoughts to the SAC/Staff meeting for schoolwide discussion and planning. We will know that we are continuing on a successful path when we witness even more engagement of students, educators, families, and community members working together to support the healthy development of all students.

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## 7. HOW WILL WE SHARE?

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

- Teachers will share their students' learning journeys with the students, their classroom, and their parents
- The evening of Thursday, September 19th, 2019 will be a Community Celebration Of Our Learning (ADST) Open House
- Goal-Setting Conferences
- Several classes will sharing student learning through an e-format, such as Class Dojo
- Student learning will be consistently displayed throughout the school
- Regularly scheduled assemblies to recognize student contributions and learning
- Mindset Gallery in the front hall
- Random Acts Of Kindness in the front hall
- Sharing aloud with each other, in classes, on the P.A., and schoolwide gatherings
- Oral conferencing with students, presentations, and fairs
- Documentation of student growth oral stories by students, teachers, and parents
- Posting student work and learning on the school website
- Publishing and displaying work and learning through schoolwide projects



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

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

- Include numbers of students, grade levels, etc.

We currently have 17 Aboriginal Education Learners in Grades K through 7 attending Cook Elementary. We have a VSB Indigenous Education Worker who works within our school one day a week with our students, classes, and families.

We have seen an increased use of the Aboriginal Ed. Library by Indigenous and non-Indigenous students. Within recognition 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. Students love to come to school.

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## 9. 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 Days have 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 BC Ed Curriculum focusing on individual learning profiles.
- Direct teaching and visuals displayed around the school in regards to the First Peoples Principles Of Learning and materials from Native Northwest
- Classrooms infuse the First Peoples Principles Of Learning throughout the curriculum
- Each SAC meeting is opened with our Aboriginal Acknowledgement by staff
- Each school gathering is opened with our Aboriginal Acknowledgement by Students and staff
- Continued collection of AIMS data for all our individual K-7 Aboriginal Learners three times throughout the year
- Use of our school garden with emphasis on native plants
- Use of nearby Everett Crowley Park for outdoor education and tying into Aboriginal practices and beliefs
- We are grateful for a donation of a Strong Nation guided reading book box by Pearson Canada that is housed in the Library as well and is being shared and used in resource and individual classrooms
- A Gr. 6 classrooms participated in the District Feather project writing beautiful poetry to accompany their artwork

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

- List continuing and new initiatives
  - Our Kindergartens classes visited Burnaby Museum Village to discover the importance of Burnaby lands to local First Nations through stories, puppets and maps showing important resource harvesting areas.
  - We will continue to use and add to our Aboriginal Education Library
  - We will continue to infuse Aboriginal learnings throughout our daily lessons, teachings, and Professional Days
  - We will continue to practice and look for new ways to enhance a sense of belonging (see above school goal)
  - We have booked the performance 'How Raven Stole The Sun' for next year

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## 11. 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
  - We we will be able to extract information from our Spring and Fall Sense of Belonging surveys as well as the previous Gr. 4 and 7 MDI results to drive our sirection
  - We will document oral and written feedback
  - Gathering street level data and sharing anecdotal moments
  - We will discuss this goal with meaning at our School Culture Committee meetings, SAC meetings, Professional Development opportunities, and incorporate our learnings
  - As stated this January by a Gr. 4 student who used to struggle to attend, socialize and enjoy being in school, "I really like school and my teacher. I have friends."