

District Strategic Plan/School Learning Plan – Miracle Beach Elementary 2022/2023

DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	<ul style="list-style-type: none"> Optimize innovative practices and learning opportunities. 	<ul style="list-style-type: none"> Deepen integration of Indigenous ways of knowing. Foster relationships with community, parents and educational partners. 	<ul style="list-style-type: none"> Optimize infrastructure to support learning. Foster environmental stewardship. 	<ul style="list-style-type: none"> Invest in the holistic well-being of our people.
SCHOOL GOALS	<ul style="list-style-type: none"> In addition to benchmarking provide targeted supports to improve literacy results for all students. Improve the overall literacy results for Indigenous learners 	<ul style="list-style-type: none"> To focus on and incorporate the First Peoples Principles of Learning into all aspects of teaching and learning. This year we are focusing on: “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)”. 	<ul style="list-style-type: none"> To provide opportunities for students to connect with the local environment (With a focus on local indigenous knowledge). To identify ways that our school can be more environmentally responsible in protecting our natural environment. 	<ul style="list-style-type: none"> To improve student mental health with a specific focus on: <ul style="list-style-type: none"> Self-Regulation Positive Relationships Resilience
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> For the past year staff have collected benchmark data at multiple points throughout the school year. Staff now feel the time is right to look beyond benchmarking to seek other more targeted assessments that will provide a more detailed and holistic view of Literacy to better inform their teaching practice. 	<ul style="list-style-type: none"> This principle reflects the Indigenous perspectives that everything is interconnected, that education is not separate from the rest of life, and relationships are vital. - Jo Chrona Developing strong healthy relationships between teacher and learner. The relationship between teacher and learner is often considered one of the primary indicators of student success for First Nations, Métis and Inuit students. - https://firstpeoplesprinciplesoflearning.wordpress.com/ 	<ul style="list-style-type: none"> Connection with the local environment benefits: <ul style="list-style-type: none"> Imagination and enthusiasm for learning Critical and creative thinking skills are enhanced Learning standards can be met for multiple subjects Healthy lifestyles are encouraged Strengthened sense of community Creates a stronger connection to our overall impact on the environment As a society it is our collective goal to improve environmental sustainability for and engage in protecting our environment for future generations 	<ul style="list-style-type: none"> Based on the most recent data from the Grade 4 Student Learning Survey we have seen increased indications of relational aggression, lack of self-regulation and a rise in overall anxiety. By specifically targeting the areas of self-regulation, positive relationship and resilience we believe that we can have an impact on overall student social emotional well-being.
ACTION PLAN	<p>Assessments/Screeners:</p> <ul style="list-style-type: none"> Followed the assessment timeline agreed upon by teachers at the beginning of the year All grades except Kindergarten completed the LETRS Spelling Screener in September and May 	<ul style="list-style-type: none"> Multiple staff meetings throughout the year focused on Indigenous Education Increased cultural presentations within the school School wide cultural activities <ul style="list-style-type: none"> Orange Shirt Day Truth and Reconciliation Week 10 Days of Truth Remember Me 	<ul style="list-style-type: none"> Establish compost program Establish recycling program beyond paper and plastic Establish school garden Eliminate disposable cups and cutlery Water bottles for all students 	<ul style="list-style-type: none"> Inner explorer We Thinkers W.I.T.S E.A.S.E Sit Spots Nature Walks Extracurricular activities

	<ul style="list-style-type: none"> • Gr. 1-7 Benchmarked their students in May • All grade 2's assessed using the LETRS Phonics and Word Reading Survey in September and June • Non-fiction reading assessment used by some intermediate teachers <p>Reading support and instruction used this year:</p> <ul style="list-style-type: none"> • UFLI systematic and explicit phonics program used in all Primary classrooms • Jolly Phonics • Using decodable books and texts • Literature Circles, Novel Studies, and Book Clubs • Levelled texts when appropriate • Teaching "heart" or "tricky" words • Phoneme-grapheme mapping • Fluency progress monitoring – graphing progress, repeated readings, fluency strips • Microsoft Reading Progress • Silent reading • Reading Rewards program (multisyllabic word reading) • Heggerty Phonemic Awareness program used in K/1 • Paired passages • Teacher read aloud • Small group support to target specific needs and reading groups • RAZ Kids for home reading • Morpheme Magic used by Warren • Scholastic magazine subscription • LST groups <p>Writing support and instruction used this year:</p> <ul style="list-style-type: none"> • Spelling tests for progress monitoring of phonics skills • UFLI systematic and explicit phonics used in all Primary classrooms • Excellence in Writing program • Journal writing • Structured sentence writing • Writer's Workshop 	<ul style="list-style-type: none"> ○ Downy Wenjack ○ February Pro-D Day ○ Moose Hide Campaign ○ Metis Week ○ Indigenous Day ○ Seven Generation club <ul style="list-style-type: none"> • Teacher collaboration with Indigenous Support worker (ISW) • Presentations, inclusion of local indigenous people • Pro-D at staff meetings <ul style="list-style-type: none"> ○ 21 Things you didn't know about the Indian Act ○ Cultural kits presented by staff • Library Sharing Circle (using Indigenous ways of being) • Class workshops on local culture – Examples • Indigenous Peoples Day • Moose Hide Campaign • Classroom Sharing Circles • Trips to CR Museum • Place based learning • Garden Learning • Drumming with David Dawson • Coast Salish Music Presentation • Grade 7 Big House Experience 	<ul style="list-style-type: none"> • Establish a school garden • Engage in place-based learning • Establish a connection to the local lands • Planting cedar trees to connect to local culture • Seal Bay nature Trip – Multiple classes participating • Connection to SOMBRA (local residence association) • Outdoor learning • Use of outdoor Classroom • Weekly Yard Cleanup • New garden • Recycling program • Water Keepers Program • 	<ul style="list-style-type: none"> ○ Leadership ○ Choir ○ Tone chimes ○ Seven generation <ul style="list-style-type: none"> • Kids Yoga – Yoga mindfulness cards • Added sensory path with Indigenous focus • Pro-D at staff meetings • Group activities for younger students <ul style="list-style-type: none"> ○ Arts, Music, reading Club, intermural Sports • Buddy Classes • Vanier Student Volunteers • Connection to Leadership program • Chess Club • Drawing Club • Spring Musical • Hot lunch, Healthy snacks always available • PAC Events – Fun Fair, Movie night, Paint Night, Family Literacy • Christmas Concert • Physical Health Workshops •
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	<ul style="list-style-type: none"> • Printing Like a Pro program used for printing practice • Word work • Embedding writing in all content areas • Morpheme Magic • Grammar mechanics • Paragraph and essay writing instruction • LST & EA support <p>Action Items</p> <ul style="list-style-type: none"> • Establish a consensus on assessments for primary and intermediate • Collect data at multiple points throughout the school year • Interpret data to inform teaching and learning practices • Create resources based on the data • Include screeners and diagnostic assessments to inform best practice • Provide universal supports to support literacy • Identify and support indigenous students to build strong literacy skills • Collect data to look for improvement/ gaps <p>Initiatives</p> <ul style="list-style-type: none"> • Writing Revolution – Supported by Pro-D at Staff meetings • UFLI • Reading groups/ Buddies • Vanier volunteers (reading) • Chocolate Lilly Book Club 			
<p>RESOURCES NEEDED (INCLUDING BUDGET)</p>	<ul style="list-style-type: none"> • From School Learning Proposal <ul style="list-style-type: none"> ○ \$2000 on Intermediate reading materials ○ \$2000 for release time. This would allow the school to release groups of 3 teachers half days to work with CST to develop 	<ul style="list-style-type: none"> • More connection to locally developed Indigenous resources • Pro-D sessions, including at staff meetings • Would like and Elder in Residence • More cultural presentations 	<ul style="list-style-type: none"> • Sponsor for water bottles • New dishes for staffroom • Compost buckets – Class to manage compost • Garden Supplies • Garden Fencing • Dishwasher in MPR 	<ul style="list-style-type: none"> • Resources to support mental health • Professional development opportunities • School created framework for self-regulation, resilience that allows staff to use the same

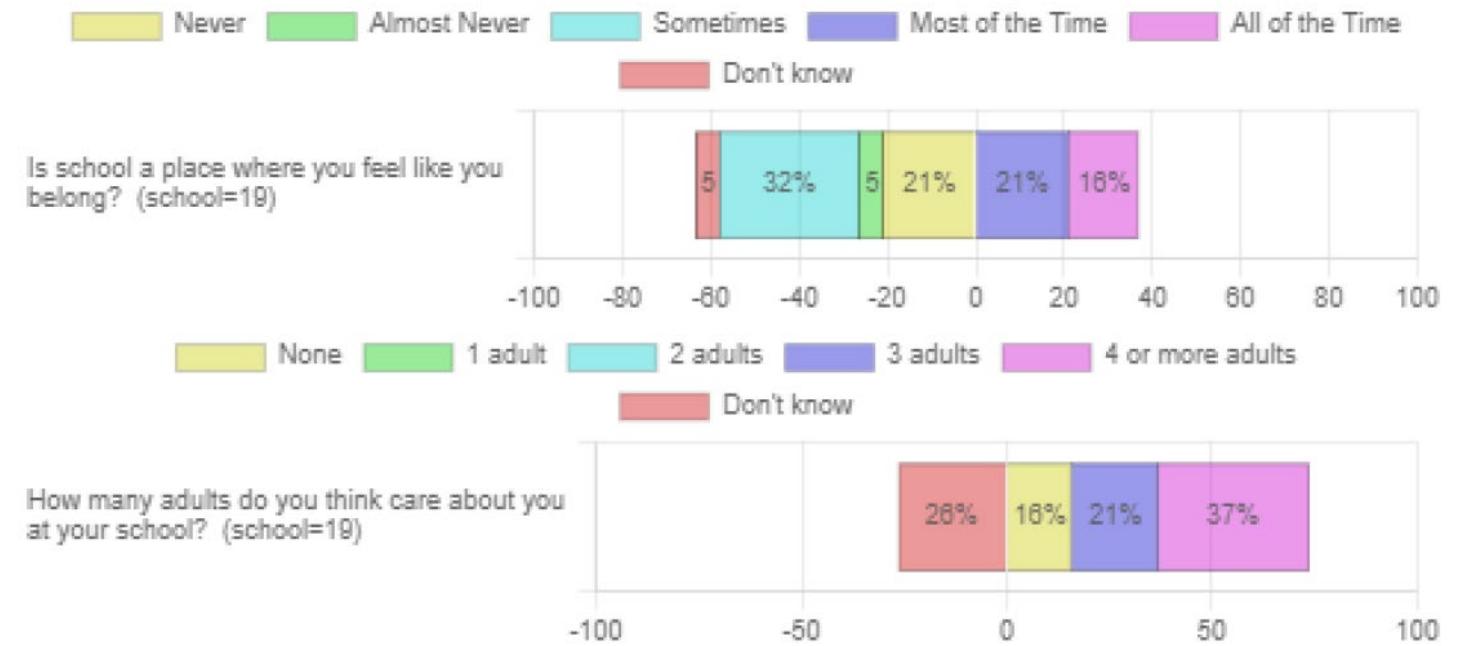
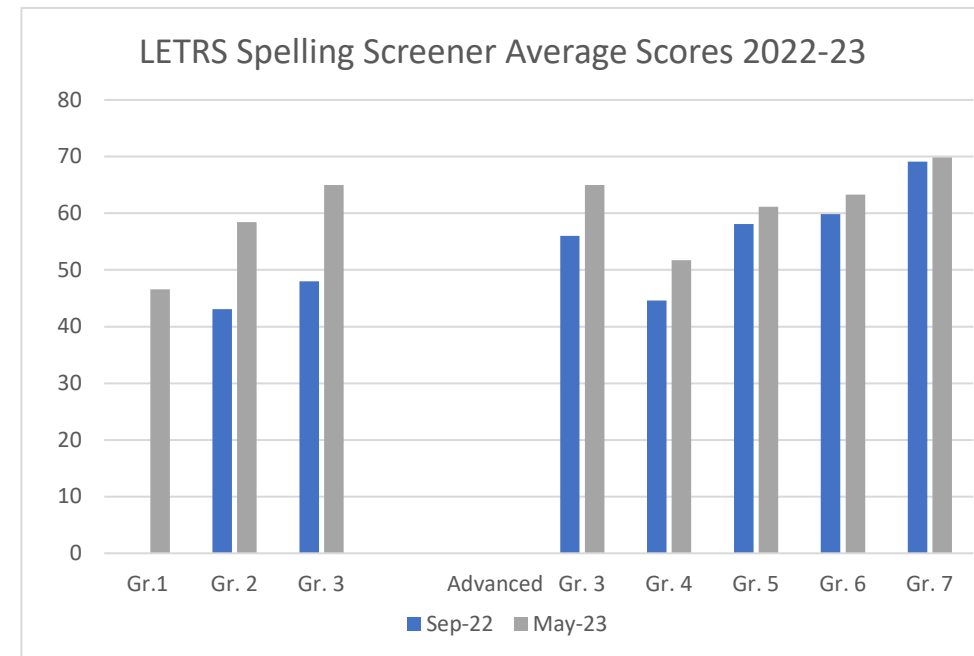
	<p>reading resources as well as time to interpret reading assessment data.</p> <ul style="list-style-type: none"> ○ \$500 to purchase Heather Willms Reading Curriculum boxes for Primary teachers ○ \$500 to supplement intermediate writing program Excellence in Writing. ○ Classroom Resource kits 		<ul style="list-style-type: none"> • 	<p>vocabulary when dealing with students</p> <ul style="list-style-type: none"> • Updated code of conduct focusing on positive student behaviour. • District resource – Jina Taylor • Outdoor Sports equipment for breaks • DPAC Workshops
<p>EVIDENCE AND DATA</p>	<p>We collected Fountas and Pinnell benchmark data in June of this year and compared it to the data collected from last June. All grade one to grade seven teachers assessed their students using the LETRS Spelling Screener (Basic or Advanced) in September and May of this year. The LETRS Phonics and Word-Reading Survey was used to assess all of the grade two students in the Fall and again in the Spring. The average score for all Grade 2 students in December was 46%. In June the average score was 70%, for an increase of 24% in 6 months. The results of the LETRS Phonics and Word-reading surveys will be passed on to the grade 3 teachers next year. All data collected is inputted into a progress monitoring spreadsheet for the school. Graphs showing some of the data can be found on the last page of this document.</p> <p>Data sources</p> <ul style="list-style-type: none"> • Letters Spelling screener • F&P Benchmark Data collected at multiple point during the year (looking for improvement) • Non- Fiction Reading assessment • FSA • MDI • EDI • Learning Survey 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<p>See below</p>

<p>REFLECTION</p>	<p>How this initiative made a difference to our learners:</p> <p>This initiative allowed us to come to a consensus on a school-wide literacy screening and assessment timeline for the school. These assessments provided us with the data needed to identify student needs in literacy and to track student progress over time. The grant also provided us with collaboration time for each grade group to discuss the results of the assessments, the literacy practices and resources that are effective for their students, and how they can improve their practice. This learning grant provided us with the funds to purchase decodable readers, magnetic letter tiles, loose parts for story workshop, novel sets for literature circles, magazine subscriptions for high interest reading, as well as teacher resource books for explicit phonics, morpheme, and writing instruction.</p>	<p>We could improve by:</p> <ul style="list-style-type: none"> • Establishing of staff committee whose focus is to increase reconciliation within the school • Learning more about our local area • Explicitly focus on the First Peoples Principal of Learning in all of your teaching. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Compare year over year data
<p>NEXT STEPS</p>	<p>Assessments/Screeners:</p> <ul style="list-style-type: none"> - Continue with assessment timeline created this year <p>Reading support and instruction:</p> <ul style="list-style-type: none"> - Provide early intervention to identified students with the highest need - More adult support for reading groups - Explicit teaching of vocabulary - UFLI parent night in the Fall - Engaging parents to be more involved in reading at home - Many teachers do not like the books that are used for benchmarking – outdated, not appropriate for younger students, lower levels are patterned and predictable <p>Writing support and instruction:</p> <ul style="list-style-type: none"> - Have a school wide write twice a year 	<p>Find means to collect data in a respectful and organic way to help measure this goal.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Breakfast Program • Salad Bar

	<ul style="list-style-type: none"> - Create a skills framework for each grade with a scope and sequence - Create a criteria-based rubric for objective writing assessment across the grades - Posters that show the writing continuum for each classroom - Application of technology to support writing <p>General Comments:</p> <ul style="list-style-type: none"> - We need a better understanding of our indigenous students' needs in literacy. - More EA academic support is necessary. - 			
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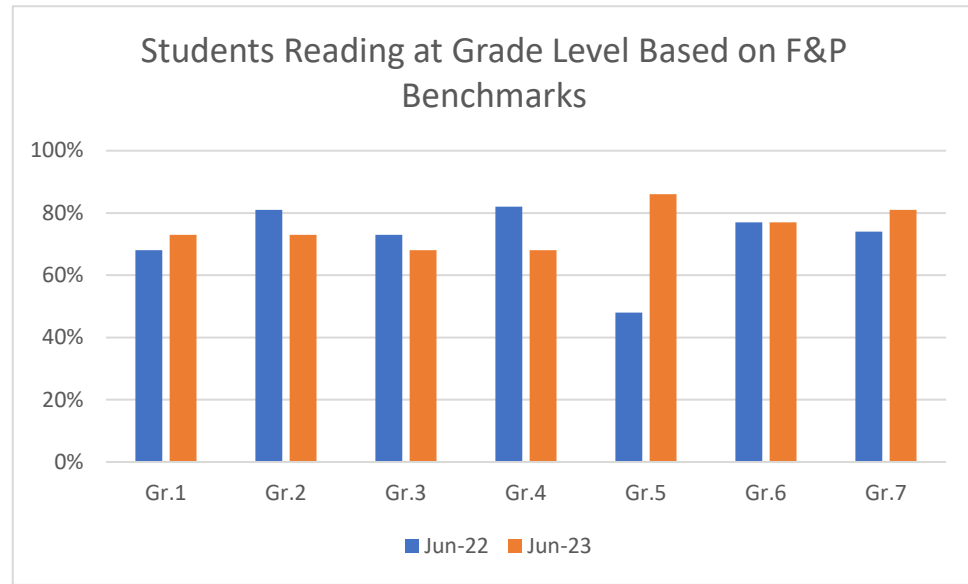
LETRS Spelling Screener Average Scores

	Sep-22	May-23
Basic		
Gr.1	N/A	47
Gr. 2	43	58
Gr. 3	48	65
Advanced		
Gr. 3	56	65
Gr. 4	45	52
Gr. 5	58	61
Gr. 6	60	63
Gr. 7	69	70

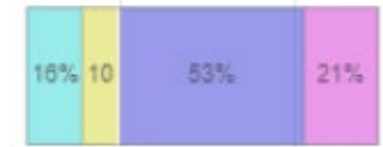


Students Reading at Grade Level Based on F&P Benchmarks

	Jun-22	Jun-23
Gr.1	68%	73%
Gr.2	81%	73%
Gr.3	73%	68%
Gr.4	82%	68%
Gr.5	48%	86%
Gr.6	77%	77%
Gr.7	74%	81%



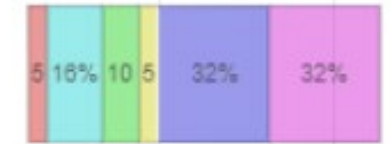
I am happy at my school. (school=19)



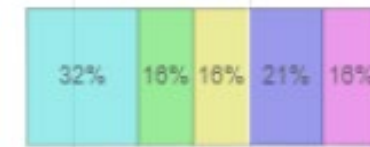
Do you feel welcome at your school? (school=19)



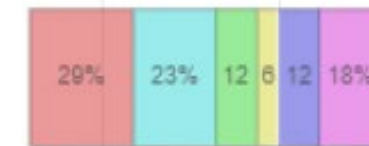
Do you feel safe at school? (school=19)



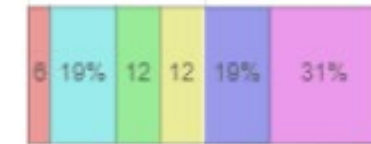
Have you ever felt bullied at school? (school=19)



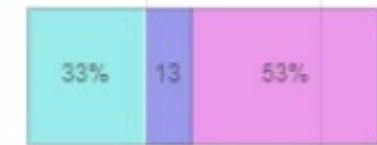
Are you learning how to care for your mental health? (school=17)



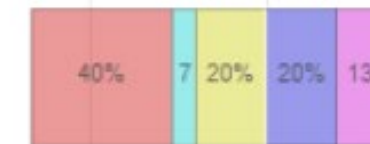
When you make a choice, do you think about how it might affect others? (school=16)



When you have trouble doing something, do you keep trying? (school=15)



Are you learning how to solve problems with others in peaceful ways? (school=15)



Do you feel good about yourself? (school=13)

