

District Strategic Plan / Airport Elementary School – School Goals 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.
AIRPORT’S GOALS	Goal 1 Explicit assessment and teaching at target grade levels to improve literacy Year 3	Goal 2 Building connection between the school and CFB Comox and Wallace Gardens (PMQ) Continued connection to Indigenous ways of knowing	Goal 3 To teach and promote environmental stewardship	Goal 4 To ensure every child at Airport Elementary matters and is acknowledged
RATIONALE FOR SCHOOL GOALS	Although this is year 3 and we have seen growth – there is still a lot of work to be done	<ul style="list-style-type: none"> Airport School is located in the middle of CFB Comox 19 wing housing, and two thirds of our students are from Military Families 	Making this a goal and supporting through prep time allows a staff leader to help optimize learning	<ul style="list-style-type: none"> Airport has many struggling families and a unique situation with deployment and regular movement of military families – important to feel a strong sense of belonging at school
ACTION PLAN	<ul style="list-style-type: none"> Meet with Heather Willms June 2022 to plan ideas and get support Work with J. Anderson – Story workshop Apply for \$10,000 Learning support Money (June 2022) Continue CST focus on supporting this goal Continue use of “Learning Hub” for staff and parents to share and store ideas to support literacy <p>Primary Goals: Students should build solid phonological awareness coupled with a foundation built with explicit phonics instruction. Also, developing vocabulary, fluency, comprehension.</p> <p>Tier 1: Explicit Classroom Instruction (classroom teacher, CST, LST)</p> <ol style="list-style-type: none"> Phonological Awareness. Follow Scope and Sequence set out by Heather Willms Phonics. Follow Scope and Sequence set out by Heather Willms Fluency. Use paired reading (Six Minute Reading Solutions, MS Reading 	<p>Building Relations with CFB COMOX</p> <ul style="list-style-type: none"> Involve CFB Comox in activities like: Terry Fox Run Remembrance Day Sports Activities CFB Comox Fire Dept – Fire safety week and field trips CFB Comox Museum Join Wallace Garden Counsel in special events Halloween – Oct 29/22 Community Clean Up – March 25 Easter Egg Hunt 9 – April School will take on Free Book Library left by family leaving PMQ Building Connections for Valley Families Project – have pop up sessions in the school outdoor classroom (age 0-6) Look for opportunities to engage with families with future students School Counsellor meeting with Comox Military Family Resource Center – look at ways to support families together 	<ul style="list-style-type: none"> Meet with Tina Willard Stepan – June 2022 to plan 0.2FTE Prep – Garden/Sustainability – each class gets 30min/wk in the garden all year Classroom Composting Pack in Pack out lunch School Wide Inquiry on Waste Family evening – Waste Free Lunch cooking class with Tina Willard Stepan Waste Audits/Landfill visit – all intermediate classes “Where does it go presentations – all primary classes Connect to Indigenous Ways of Knowing – Cultural Presenters <p>Classes in the garden – plan Every class will have their own planting plan in the spring</p> <ul style="list-style-type: none"> primary classes will be harvesting kale and preparing to make kale chips, we will also be picking and drying our 2 varieties of corn for popcorn making. We will be collecting leaves to cover our beds for their winter’s sleep. Middle years classes will be harvesting seeds to be saved (sunflower, beans, corn, peas, calendula etc.), labelling and 	<ul style="list-style-type: none"> Provide breakfast, snacks, and lunch to any students in need Provide sports teams for Grade 6-7 Skating for all grades Increase in school wide activities and events Continue monthly student awards at assemblies Continue “All Star” acknowledgements Provide before school/ lunch time/ after school clubs and activities – invite families and community members to help Winter Concert – celebration of our music program Older Students wrote a song and a play for Winter Concert Art Cards- Every student produced art for Winter and Spring Cards for families to purchase Whole School Food Days Pancake Breakfast – Feb 21/Jun 9 Pizza Day – March 24/Jun 2 Open Gym – lunch time (Grd 6/7)

	<p>Progress), reader’s theatre, choral reading...</p> <p>4. Vocabulary</p> <p>5. Comprehension</p> <p>Tier 2: Instruction for Struggling Readers – students reading perhaps one to two years below grade level. CST, TL, and/ or EA Support:</p> <p>Tier 3: Instruction for Struggling Readers with Learning Disabilities (or suspected Learning Disabilities) LST and EA Support</p> <p>Intermediate Goals: Students be able to identify the words on the page accurately and fluently; that they have enough knowledge and thinking ability to understand the words, sentences and paragraphs to use their knowledge and thinking ability to understand and learn from the text. Review any phonics concepts that</p> <p>Tier 1: Explicit Classroom Instruction</p> <ol style="list-style-type: none"> 1. Comprehension strategies. Instruction and supporting practice that improves the use of effective reading strategies before, during, and after reading. Comprehension strategies are behaviors students can consciously apply to improve their understanding and learning from text. 2. Discussion. Opportunities for deeper, more sustained discussion of content from text. Extended discussions of text can be facilitated by the teacher or can occur as structured discussions among students in cooperative learning groups. 3. Reteach/review spelling patterns that need reinforcement (identified by LTRS Spelling Screener). 4. Build fluency. Use paired reading (Six Minute Reading Solutions, MS Reading Progress), reader’s theatre, choral reading... 	<ul style="list-style-type: none"> • Invite neighbourhood families to join events (not all kids in MPQs attend Airport School) <p>Building Relations and Indigenous Ways of Knowing</p> <ul style="list-style-type: none"> • Elder: Ramona Johnson working with students (Feb- Mar) • Provide learning opportunities during Truth and Reconciliation Week • Using kits from Qualicum First Nations to strengthen classroom hands on learning • Indigenous Mask project with grade 7 • June 21 Indigenous Peoples Day Rotation of multi age groups through stations of Indigenous games Assembly: meaning of Indigenous People and importance of games 	<p>prepping seeds packs, soil PH testing and learning about seaweeds that we can add to our garden beds for nutrients.</p> <ul style="list-style-type: none"> • Upper years classes will be harvesting seeds to be saved (sunflower, beans, corn, peas, calendula etc.), labelling and prepping seeds packs, soil PH testing and learning about seaweeds that we can add to our garden beds for nutrients. <p>Salmon In The Classroom Program</p> <ul style="list-style-type: none"> • Two classes participating in Salmon in the Classroom • Sharing through displays with other classes • Other classes visiting the salmon tanks <p>Tribune Bay Outdoor Centre</p> <ul style="list-style-type: none"> • Grade 5/6 class – spending one day • Grade 7 class – overnight <p>Garden Bins: allows teachers to take classes into the garden and have simple/prepared activities to do</p> <ul style="list-style-type: none"> • Garden books and watercolour paints • Bug boxes, magnifying glasses etc. • Loose parts and felt playmats • Seeds to sort and play with • Recycled newspaper pot maker (more to come) <p>Tomatosphere Project Grade 5-7’s students will plant two groups of seeds and compare the number of seeds that germinate from each. One set of seeds has been sent to the International Space Station, or treated in space like conditions, and the other set, the “control” seeds, have not.</p> <p>Tomatosphere™ Let's Talk Science (letstalkscience.ca)</p> <p>Project Watershed (May)</p> <ul style="list-style-type: none"> • Presentations for all grades k-7 • Grade 4-6 Field Trips to Kus Kus Sum • Grade 1- 3 Field Trips to Goose Spit • Painted fish for Kus Kus Sum fence <p>Sierra Club (May)</p> <ul style="list-style-type: none"> • Presentations K- Grade 2 	
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	<p>5. Reading-writing connection. Strengthening the reading-writing connection to improve student opportunities to reflect on the meaning of text and receive feedback on their reflections.</p> <p>6. Motivation and engagement. Creating engaging and motivating classrooms and interacting with students in a way that promotes internal motivation for reading. Students will learn to process text more deeply if their reading is relevant to their lives and they are pursuing meaningful learning goals in an atmosphere that supports their initiative and personal choice.</p> <p>7. Content learning. Teaching content knowledge to ensure learning of the most essential concepts by all students, even those who struggle to read the textbook. Teachers should use instructional methods, such as graphic organizers or concept comparison routines, that deepen understanding and show students better ways of learning new content on their own.</p> <p>Tier 2: Instruction for Struggling Readers – students reading perhaps one to two years below grade level.</p> <p>CST, TL, and/ or EA Support:</p> <ul style="list-style-type: none">• Need powerful, supportive instruction in vocabulary and strategic reading skills, with supported reading experience to increase their fluency and engagement in thinking about meaning while they read• Some may need help developing better strategies to identify some of the more complex, multisyllabic words they will encounter in text. <p>Tier 3: Instruction for Struggling Readers with Learning Disabilities (or suspected Learning Disabilities)</p> <p>LST Support</p>		<p>Field Trips</p> <ul style="list-style-type: none">• Beach – exploration• Forest Walks – forest area around school property• Seal Bay Park• Salmon Streams• Tribune Bay Programs – Grade 5/6/7• MARS – Wildlife Recovery Center	
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	<ul style="list-style-type: none">Require intensive instruction in vocabulary and reading comprehension strategies, coupled with supported practice in reading, writing about, and discussing the meaning of text. <p>CRITICAL ELEMENTS OF AIRPORT’S SCHOOL-LEVEL LITERACY ACTION PLAN</p> <ol style="list-style-type: none">Establish a school literacy leadership team (Principal, LST, CST, TL...).Professional development plan.Using Data to Guide Instruction.<ol style="list-style-type: none">What assessments will we use? Primary? Intermediate?Appropriate and Effective Instructional Materials <p>Connecting First Peoples Principals of Learning to Lit Circles</p> <ol style="list-style-type: none">Introduce Talking Circle (Lynn showing the video to classes (4 older divisions) and then leading a talking circle or guest Elder, if possible)Participate in a Talking CircleConcept Attainment lesson (What does a Talking Circle look like, sound like and feel like)Introduce concept of Lit CirclesCo-construct criteria for purpose and practicing a Lit Circle <p>CST ROLE: in supporting Literacy Goal</p> <p>Term 1</p> <p>Term2</p> <p>Term 3</p>			
RESOURCES NEEDED (INCLUDING BUDGET)	<p>Learning Resource Grant \$9,900</p> <ul style="list-style-type: none">Make Totes (4) Reading Tool Box (Heather Willms)iPads (Ordered 10 Oct 12/22)Home Reading books/class decodable books <p>Scholastic Bookfair Money \$1500: use to order “Phonics School and Home set</p>	<ul style="list-style-type: none">Counsellor: time to meet with CFB Comox Family ResourceAdministration to connect with CFB Comox and Glacier Gardens leaders to promote working relationship	<ul style="list-style-type: none">Staffing 0.2 PrepSmall budget given to gardenSupport from families – donations of itemsPAC support as neededSchool Fundraiser: West Coast Seeds	<ul style="list-style-type: none">Community Links Money – used to provide food for any studentPAC – pays for skating and swimmingStaffing for Breakfast – part of supervision schedule

	<p>– 52 titles/4 copies each decodable books for K- Grade 3</p> <p>\$5000 school budget/Learning Grant to purchase: decodable reading books at all levels</p> <p>Whole Phonics Readers: level 1/2/3 (180 books/ 4 of each title)</p> <p>Go Emerge: 20 books/5 genres for Tween/Teen audience of struggling readers</p> <p>Sylla Sense: 50 titles(10 levels) – 6 copies of each</p>																																																																																			
EVIDENCE AND DATA	<ul style="list-style-type: none">Learning Hub information on weekly email to families <p>DATA by Grade level</p> <p><u>K – 3 Literacy Data</u></p> <ul style="list-style-type: none">K Letter Knowledge (name) <table><tr><td>Fall</td><td>E</td><td>D</td><td>P</td><td></td></tr><tr><td></td><td>18%</td><td>47%</td><td>35%</td><td></td></tr><tr><td>Spring</td><td>E</td><td>D</td><td>P</td><td></td></tr><tr><td></td><td>5%</td><td>35%</td><td>60%</td><td></td></tr></table> <ul style="list-style-type: none">K Letter Knowledge (sound) <table><tr><td>Fall</td><td>E</td><td>D</td><td>P</td><td></td></tr><tr><td></td><td>18%</td><td>71%</td><td>11%</td><td></td></tr><tr><td>Spring</td><td>E</td><td>D</td><td>P</td><td></td></tr><tr><td></td><td>5%</td><td>35%</td><td>60%</td><td></td></tr></table> <ul style="list-style-type: none">Grade 1 Letter Knowledge <table><tr><td>Fall</td><td>E</td><td>D</td><td>P</td><td>EX</td></tr><tr><td></td><td>21%</td><td>27%</td><td>45%</td><td>7%</td></tr><tr><td>Spring</td><td>E</td><td>D</td><td>P</td><td>EX</td></tr><tr><td></td><td>3%</td><td>25%</td><td>72%</td><td></td></tr></table> <ul style="list-style-type: none">Grade 1 Reading <table><tr><td>Fall</td><td>E</td><td>D</td><td>P</td><td>EX</td></tr><tr><td></td><td>27%</td><td>33%</td><td>33%</td><td>7%</td></tr><tr><td>Spring</td><td>E</td><td>D</td><td>P</td><td>EX</td></tr><tr><td></td><td>15%</td><td>38%</td><td>44%</td><td>6%</td></tr></table>	Fall	E	D	P			18%	47%	35%		Spring	E	D	P			5%	35%	60%		Fall	E	D	P			18%	71%	11%		Spring	E	D	P			5%	35%	60%		Fall	E	D	P	EX		21%	27%	45%	7%	Spring	E	D	P	EX		3%	25%	72%		Fall	E	D	P	EX		27%	33%	33%	7%	Spring	E	D	P	EX		15%	38%	44%	6%	<ul style="list-style-type: none">Sept 23 – Joint Terry Fox Run Grade 1 – 7 classes with CFB Comox MembersSept 27th Pop Up Play for 0–5-year-olds in outdoor classroom with Building Connections groupTruth and Reconciliation Week Learning Salish Weave Art Display – Start week with 10 pieces of art and information about artist displayed around school 8 art pieces available to have in classroomsHonouring 4 students during Fire Safety Week for safely getting out of their duplex during a house fireFire Drills – CFB Comox Fire and Rescue attend Fire drills and give advice and reportsCFB Comox Speaker for Remembrance Day Assembly Nov 10 2022Grade 5/6 class study or Indigenous veterans - display for schoolChristmas Fair – invite any families in the area to attend – not just Airport FamiliesShare information about parent programs Comox Military Family Resource Center (MFRC) has to offer – post on school Facebook page and put in Family Email	<ul style="list-style-type: none">Large Compost Tumbler – free through Tina Willard Stepan <p>In class lessons with Tina Willard Stepan during Sept 22- 28</p> <ul style="list-style-type: none">Strathcona Waste Management – Lessons for Sustainable Practice K-3Strathcona Waste Management – Lessons for Sustainable Practice Grd 4-7Grade 4-7 students -fieldtrip to landfill with Tina Willard Stepan on Sept 28 <p>Composting</p> <ul style="list-style-type: none">All classes and staffroom have compost buckets <p>Waste Reduction</p> <ul style="list-style-type: none">All students and staff pack home lunch garbage that isn’t recyclable or compostablePAC lunches – reducing waste and using recyclable materials were possibleBreakfast and Lunch programs use dishes that can be washed and used again and composting food waste – limited waste from breakfast and lunch programs <p>Salmon Program</p> <ul style="list-style-type: none">Salmon release	<ul style="list-style-type: none">Cross Country Team: Grade 3-7 – 25 studentsVolleyball Team: 15 Grade 6/7 studentsBasketball: Girls 12 students Boys 14 studentsSkating – 2x for every class in February (CFB Comox Arena)Grade 3-7 students – fun swim January 20 and March 18 (CFB Comox Pool)Monthly Certificates: Every child is acknowledged Once during the year Sept – Confidence October- Industrious November – Service December – Creative January – Risk Taking February – Thoughtful March – Strategic April – Enthusiastic May – Compassionate June – ResponsibilityBreakfast/Snack/Lunch program Serves: Breakfast: 1-5 students/day Snack: 8-15 students/day Lunch: 4-10 students/day Food cart is in the hallway all day so students can access fresh fruit and veggies at anytime
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REFLECTION	<ul style="list-style-type: none">How to get parents/guardians more involved in reading?	<ul style="list-style-type: none">First Peoples Principals of Learning are becoming a natural part of teaching and imbedded everywhere	<ul style="list-style-type: none">Giving each class 30 minutes a week in the garden was a successful way to engage all learners	<ul style="list-style-type: none">Our students need more activities before and after school – how do we get volunteers and provide activities																																																																																											

	<ul style="list-style-type: none"> • How do we provide support for home reading? • How do we model what home reading support looks like? • Whole school focus on reading strategies have made a difference • CST focus on support for literacy has made a difference 	<ul style="list-style-type: none"> • Teacher's continue to worry about appropriation and what they can and cant do in their teaching • Progress made in connecting with CFB Comox, but it is slow growth – dealing with different departments and levels of command 		
NEXT STEPS	<ul style="list-style-type: none"> • Next year's goal will be about working with families for reading support from home • Build literacy support kits for Intermediate teachers – similar to kits made for primary this year 	<ul style="list-style-type: none"> • Continue to support teachers in confidence and understanding of Indigenous content • Continue to grow relationships with CFB Comox • Continue connection between school and Wallace Garden Community (PMQ) 	<ul style="list-style-type: none"> • Continue to make garden/environmental learning that each classroom teacher takes responsibility for • Not having garden/outdoor learning as prep time 2023 2024 • Find ways to reduce Paper waste 	<ul style="list-style-type: none"> • Work with PAC to increase our volunteers for activities • Next year's goal will be providing/supporting activities before/during/after school for students

District Strategic Plan / Arden Elementary School – School Goals 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.
ARDEN'S GOALS	<ol style="list-style-type: none"> To continue to address and improve our reading learning results through the Tattum intervention program, Science of Reading knowledge, and a Response to Instruction collaborative model. 	<ol style="list-style-type: none"> To provide meaningful connections and incorporation of the following First People Principles of Learning into our outdoor learning, active school travel, self-regulation and gardening efforts and learning: <ol style="list-style-type: none"> Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Learning involves recognizing the consequences of one's actions. 	<ol style="list-style-type: none"> To increase active school travel To increase class, grade grouping participation in the garden 	<ol style="list-style-type: none"> To learn about and begin utilizing the Stuart Shanker's Self-Reg model to support staff and student wellness for maximizing learning.
RATIONALE	<ul style="list-style-type: none"> Benchmark data and classroom assessments indicate specific interventions are needed for our vulnerable students in reading. A solid RTI plan 	<ul style="list-style-type: none"> We value the incorporation of the First Peoples Principles of Learning and believe the deepening of these principles is essential for our culture and learning environments. 	<ul style="list-style-type: none"> We value outdoor learning and recognize some of our students do not get enough physical exercise or outdoor play time. Engaging them in active school travel and outdoor learning helps promote the FNPOl of "Learning involves recognizing the consequences of one's actions" and place-based connection. We view these as key to environmental stewardship. 	<ul style="list-style-type: none"> The need for self-regulation is increasingly a need for our students. Covid stress and poverty have impacted our community in significant ways. We need to increase our understanding of the impacts of stress and how we can respond.
ACTION PLAN	<ul style="list-style-type: none"> -Pre and post assessments with PM Benchmark for all students. -In class supported or small group instruction with LST support, based on class needs. -Collaborative RTI model utilized. -Release time for intermediate teachers as per collaborative inquiry plan. 	<ol style="list-style-type: none"> Continued use and connection with Indigenous partners, curriculum resources. Pro-D staff meetings for reflection and next step decisions. 	<ul style="list-style-type: none"> For the Active School Travel initiative, we followed the guidelines outlined in the grant expectations: survey community, advocate for safer roads to Council, promote cycling and walking to school. Teacher involvement in District Gardening initiatives Implement actions in response to successful Active School Travel Grant Regular use of our outdoor learning environments. A focus on nature-based fieldtrips. Pro-D staff meetings for sharing district gardening learning. Primary grade-grouping team engaging in a collaborative inquiry in connection to the garden and Early Learning Framework. 	<ul style="list-style-type: none"> Embed Self-Reg content in regular staff meetings and communication tools and co-construct what this means for Arden. Use of self-reg tools and practice with specific students. Involve Pro-D committee to inform next steps: i.e., Pro-D at monthly staff meeting

RESOURCES	<ul style="list-style-type: none"> • Collaborative Inquiry district funds provided. • District support from Heather Wilms. 	<ul style="list-style-type: none"> • In Ed funds for guests • Connection to Indigenous resources and personnel 	<ul style="list-style-type: none"> • Utilizing funds from our active school travel grant • Gardening items specified and communicated to the district. Funding needed to support these requests. 	<ul style="list-style-type: none"> • Self-Reg resources from the Self-Reg Mehrit Center. •
EVIDENCE AND DATA	<ul style="list-style-type: none"> • Common assessments in collaborative grade groupings: SOR, PM Benchmarks with the RTI structure. • Intervention data tracked with pre and post assessments to inform next steps. • Collaborative share-out of results in PowerPoint, shared with SBO. 	<ul style="list-style-type: none"> • Meaningful, on-going engagement and reflection throughout the school year. • Co-constructed plans – active participation seen school wide. 	<p>Two teachers participated in the District Garden initiative and shared ideas with Arden Teachers; Potato growing with K/1 & 4/5, bulbs project, courtyard medicinal gardens, library garden project created.</p> <p>More fun, joy and active participation in active school travel tracked in surveys, in student and teacher response. Bike rack full, more parents involved, teachers modeling,</p>	<p>A decrease in some students who were dysregulated. More flexible responses to student stress and an increase in some teachers’ understanding of stressors. We accessed support from Inclusive Ed teachers to help provide insights for some more complex students.</p>
REFLECTION	<p>The on-going use of RTI is a support for addressing diverse needs. With an increase in complex trauma and stress responses, needs with these students were a priority.</p> <p>The intermediate and late primary teams explored the Science of reading to develop their reading practice.</p> <p>Those students that engaged in intervention and regularly attended made gains.</p>	<p>The collaborative team efforts focused on this goal, had an influence on rich engagement. Each term a focus area was determined, and resources gathered to support the intentions (term one: Salmon smokehouse experience; Term 2 – Cedar Days – harvesting and prep for wreaking; Term 3 – Medicinal plants. The focus on sustainability was woven throughout. We accessed many resources and personnel to support our plans (Kookum Sheila, Mavis, Joanne Restoule, Jaimie Rosairo; Warrior program with Darryl Mills; Qualicum kits, In Ed teachers...)</p>	<p>1.Green Team developed to support the Active Travel plans: Wackie Wheelie Wednesday established, new bike and scooter racks purchased; Blender bike purchased.</p> <p>2.Outdoor learning is a focus area for primary grades and continues to be a core value. Garden leaders brought ideas back to the team; has been appreciated.</p> <p>Things have grown and kids love to be in the garden: it is open and accessible for kids. Interactive plants and books in library were a hit. Teacher Librarian been very involved to bridge indoor and outdoor learning.</p> <p>New garden and outdoor classroom being built. This has influenced how much gardening classes have invested in, due to anticipation for new outdoor & garden space.</p>	<p>An increase in dysregulated students at Arden pushed us to begin looking further at this model and what may be needed to support students. Some of us focused on developing skills to be stress detectives to understand what was going on for kids.</p> <p>The Inclusive Support Teacher and Youth & Family Worker were instrumental in addressing stressors such as environmental, physical, and social. The food program benefitted several students who were able to be more regulated when food was provided. Being flexible with spaces also allowed for further regulation. This will inform the spaces developed next year for the Complex Needs Teacher role.</p>
NEXT STEPS	<ul style="list-style-type: none"> • Continue to develop an understanding of the Science of Reading school-wide, with an emphasis on intermediate teachers’ understanding. • Students who come to the intermediate level have significant needs in reading and the development of structures and practices to support teachers at this level is needed. 	<ul style="list-style-type: none"> • Keep school-wide experiences and expand: <ul style="list-style-type: none"> - Plant (courtyard) ongoing - More guests/speakers – authentic voice - Using Principles of Learning language to increase intentional understanding 	<p>Green Team: Continue to host Wackie Wheelie Wednesdays; use blender bike to promote school spirit in connection to active school travel; continue to engage as a Green Team to determine next steps collaboratively.</p> <p>Outdoor Learning: Increase loose parts play outdoors and in garden</p> <p>Multi-age groupings and early learning framework to inform garden plans.</p> <p>Develop a garden calendar</p> <p>Fundraise with PAC support for garden essentials and tools.</p>	<p>A concern for complex childhood trauma has further surfaced this year and a team of Arden teachers have been trained on the Chuck Geddes work. This training aligns with Self-Reg (Stuart Shanker’s work) and will deepen our understanding of how to address trauma.</p> <p>Arden will be a pilot school next year to engage all staff in the learning.</p>

District Strategic Plan/Aspen Park Elementary School - School Goals 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"> To best meet the needs of our wide range of learners in Literacy To improve numeracy competence and confidence of all students 	<ul style="list-style-type: none"> To ensure that every member of the Aspen Park community feels that they matter and belong 	<ul style="list-style-type: none"> To become more knowledgeable about our impact on the environment 	<ul style="list-style-type: none"> To ensure that every member of the Aspen Park community feels that they matter and belong
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Literacy: This is year 4 of our literacy goal. The past 3 years have focused on improving reading competency (year 1 = primary reading groups, year 2 = primary focus {grades 1 – 3} with common reading assessments, explicit instruction based on assessment results, year 3 = intermediate focus {grade 5 – 7} with common reading assessments, explicit instruction based on assessments, improving reading through spelling). We need to continue to build foundational reading skills at all levels in order to foster a love of reading. At all grade levels, we have students who are non-readers or are reading below grade level therefore; cannot access other curriculum areas and cannot be independent in the classroom. This year, our focus with Heather Willms will be at the Kindergarten/Grade 1 level (sound wall implementation); our primary and intermediate classes will continue with the work of the past 2 years. As well, we will focus on how our Educational Assistants can support students with their reading. 	<ul style="list-style-type: none"> The staff at Aspen Park has always believed that relationships with and connection to our school community is a priority. We will continue to focus on creating a positive school culture where all school community members are respectful of self, others, and the school environment. We believe that families who feel a sense of belonging and connection to our school and staff will exhibit respectful and empathic behaviour, which will improve their overall academic learning and progress. This social-emotional effect impacts the academic learning of students, their physical and emotional safety, and school climate. We also believe it is important to build relationships with our community partners and participate in opportunities in our school and greater community. Participation in our community broadens our students’ ideas regarding their potential and how they are connected to the world around them. 	<ul style="list-style-type: none"> Our school is committed to learning about our personal and collective impact on the environment. 	<ul style="list-style-type: none"> The staff at Aspen Park has always believed that relationships with and connection to our school community is a priority. We will continue to focus on creating a positive school culture where all school community members are respectful of self, others, and the school environment. We believe that families who feel a sense of belonging and connection to our school and staff will exhibit respectful and empathic behaviour, which will improve their overall academic learning and progress. This social-emotional effect impacts the academic learning of students, their physical and emotional safety, and school climate. We also believe it is important to build relationships with our community partners and participate in opportunities in our school and greater community. Participation in our community broadens our students’ ideas regarding their potential and how they are connected to the world around them.

	<ul style="list-style-type: none"> • Numeracy: Subjective evidence from staff shows holes in basic computation skills and place value understanding that are needed for application in the various strands of mathematics. As well, student stamina and confidence are lacking, resulting in students often giving up and disliking math. Students need the foundational knowledge and skills necessary which underpin the broader aspects of mathematics. Content teaching is not effective when those foundational skills are not present. It is also important for teachers to have an understanding of the key mathematical ideas students need to achieve the principal learning goals in numeracy. 			
ACTION PLAN	<p>Literacy</p> <ul style="list-style-type: none"> • Kindergarten/Grade 1 teachers to work with District Reading Support Teacher, Heather Willms, on collection of data using common school-wide assessment tools and development of lessons (sound walls) • Continued literacy instruction support by Heather Willms across the grade levels • Curriculum Support Teacher, Learning Support Teachers, and Administration to support classroom teachers in completing beginning /end of year assessments; systemic use of phonics, spelling and benchmark assessments • Curriculum Support Teacher to help with data analysis and next steps • Primary teachers to continue year 3 of reading lessons and instruction using phonics boxes • Heggerty lessons • Use of scope and sequence (grades K – 3) • Creation of scope and sequence for grades 4 – 7 • Intermediate teachers to continue year 2 of reading through spelling lessons • Development of Phonics Boxes • Development of EA reading kits 	<ul style="list-style-type: none"> • First Peoples Principles of Learning embedded into our practice in authentic, meaningful ways • Staff work to learn each student’s name and have a meaningful connection with them • Ensure students are feeling heard when playground disputes arise • Students to see all staff as someone they can talk to • Organization of school wide activities - team building activities, drama, choir, costume parade, community reach out • Monthly Mental Health Challenges to families (rewards given) • Mental Health Tips for Parents • PBIS framework, ROCK tickets • Assemblies • Inner Explorer • Grand Buddies Program at the Views • Community lunch • Parent Open House • Parent Appreciation • Community Appreciation • Terry Fox, Tour de Rock, Community Clean Up, Shoreline Clean Up, Salmonids in the Classroom 	<ul style="list-style-type: none"> • Continuation of school wide Pack It In/Pack It Out initiative • Elimination of single use cups and utensils • PAC Hot Lunch options from vendors with less environmental impact • Use of city transport, where possible, to attend field trips • School sports teams will jog to schools in close proximity for games (Brooklyn, Highland, Ecole Robb Road, Valley View, Gagliardi), where possible • Walking field trips, where possible • Composting collection to resume this year • Classroom field trips to the landfill • Blue bin recycling education • School garden – workshops, LUSH Valley partnership, Salad Bar use 	<ul style="list-style-type: none"> • Embed the First Peoples Principles of Learning into our practice in authentic, meaningful ways • Staff work to learn each student’s name and have a meaningful connection with them • Ensure students are feeling heard when playground disputes arise • Students to see all staff as someone they can talk to, • Organization of school wide activities - team building activities, drama, choir, costume parade, community reach out • Monthly Mental Health Challenges to families (rewards given) • Mental Health Tips for Parents • PBIS framework • Assemblies • Inner Explorer • Grand Buddies Program at the Views • Community lunch • Parent Open House • Parent Appreciation • Community Appreciation • Terry Fox, Tour de Rock, Community Clean Up, Shoreline Clean Up, Salmonids in the Classroom

	<ul style="list-style-type: none"> • A few classes to start looking at connecting reading to writing by incorporating <u><i>The Writing Revolution</i></u> into classroom instruction • Book Club: <u><i>This Is How We Teach Reading.....And It's Working!</i></u> • Peer readers <p>Numeracy</p> <ul style="list-style-type: none"> • Select Intermediate teachers to take <u><i>First Steps in Mathematics</i></u> training (select primary teachers completed training last year) • Change of focus of extra prep from STEM to Numeracy • Use of stand up math boards • Use of <u><i>First Steps in Mathematics</i></u> diagnostic assessments • Support from Curriculum Support Teacher, Learning Support Teachers and Administration to complete diagnostic assessments • Support from Curriculum Support Teacher for data analysis and next steps • Math Buddies • Math in real life contexts • Book Club: Building Thinking Classrooms in Mathematics 	<ul style="list-style-type: none"> • Legacy School – Secret Path, Orange Shirt Day, National Indigenous Peoples Day, Reconciliation • Elder in Residence • Soup Program • Cultural performances • Guest speakers 		<ul style="list-style-type: none"> • Legacy School – Secret Path, Orange Shirt Day, National Indigenous Peoples Day, Reconciliation • Elder in Residence • Soup Program • Cultural performances • Guest speakers
RESOURCES NEEDED (INCLUDING BUDGET)	<p>Literacy</p> <ul style="list-style-type: none"> • \$2000 towards intermediate reading materials and other on-line reading programs • \$300 towards the purchase of <u><i>The Writing Revolution</i></u> • \$600 towards the purchase of <u><i>This Is How We Teach Reading.....And It's Working!</i></u> • \$500 towards Sound Wall resources (primary) • \$200 towards materials for EA reading kits 	<ul style="list-style-type: none"> • \$1000 towards community celebrations • \$1000 for family rewards 	<ul style="list-style-type: none"> • \$500 for supplies 	<ul style="list-style-type: none"> • \$1000 towards community celebrations • \$1000 for family rewards

	<ul style="list-style-type: none"> • \$500 towards spelling resources (intermediate) • \$200 towards Phonic Boxes top up and maintenance <p>Numeracy</p> <ul style="list-style-type: none"> • Release time for 7 teachers to complete First Steps in Mathematics training: 7 X \$400 = \$2800 • 8 Whiteboards for stand up math problem solving: 8 X \$200 = \$1600 • Resource Book (Building Thinking Classrooms in Mathematics) for book club study: 8 X \$70 = \$560 • Release time for analysis of diagnostic task data and next steps: 6 days X \$400 = \$2400 • Math Manipulatives to develop diagnostic assessment kits: \$2000 			
EVIDENCE AND DATA	<p>Literacy</p> <ul style="list-style-type: none"> • When we focused on literacy as our goal 4 years ago, it was because 48% of our primary students (grades 1-3) were below or well below grade level in reading. This is when we started with targeted reading groups and our work with Heather Willms (common assessments, explicit instruction in reading and spelling, EA reading kits to target students who needed some extra work, spelling kits, phonics boxes, book clubs). Those students are now in grades 4 – 6 with only 20% reading below or well below grade level. Our students across all grades are now exposed to this literacy instruction and our teachers are more comfortable in gathering the data necessary to inform their instruction. Our grade level and whole school results can be found here: Whole School Reading Spelling Data.xlsx 	<ul style="list-style-type: none"> • We have had numerous Indigenous cultural presenters in our school, working with our teachers and classes • Lush Valley has worked with 8 classes on garden workshops • Our involvement with the Soup Program was a huge success. Our students loved making and eating soup, and this allowed us to feed students who really needed it. Every class in the school was able to make soup 2- 3 times during the school year. Leftovers were served to students along with our Lunch Cart • Our Elder in Residence, Mrs. Leask, worked with many of our students and classes • Our families are getting to know our Komox Success Teacher. She has been at our school working with our Komoks students and supporting families. This has been very positive and will have a positive impact on student success down the road. 	<ul style="list-style-type: none"> • All classes participated in the Pack It In/Pack It Out school wide initiative • Increased awareness about what can be recycled in our blue bins; our EOL teacher representative has done a really good job of communicating information and educating teachers and students • No single use utensils and cups were distributed from the office this year; water bottles handed out to students (if we had any available) • Classes have attended field trips using public transit or walking, where possible • Many classes are involved in working in our expanded garden and participating in lessons by LUSH Valley • Our composting program has resumed this year with all of our classes involved; students from our grade 4/5 class were responsible for this 	<p>Student Learning Survey Results</p> <ul style="list-style-type: none"> • 56% of grade 4 students feel that school is a place where they belong most of the time/all of the time • 61% of grade 4 students feel that there are 3 or more adults at school that care about them • 70% of grade 4 students feel that they are happy at school most of the time/all of the time • 76% of grade 4 students feel welcome at our school most of the time/all of the time • 51% of grade 7 students feel that school is a place where they belong most of the time/all of the time • 45% of grade 7 students feel that there are 3 or more adults at school that care about them • 63% of grade 7 students feel welcome at our school most of the time/all of the time • Beginning in January, we resumed our monthly PBIS assemblies, focusing on one value area each month. These assemblies were run by classes where they taught

	<p>Numeracy</p> <ul style="list-style-type: none"> • With work around our Literacy goal being more comfortable for our teachers and EAs, more focus has been targeted towards supporting our students in numeracy. Although we are still toe-dipping in this area, we have seen movement in a positive direction. More teachers are using First Steps in Mathematics assessments to determine where students are developmentally and are using learning activities to help address these areas. Teachers were applying what they learned from our book club “Building Thinking Classrooms in Mathematics” and were trying <i>thinking tasks</i>, were more aware of how they formed <i>collaborative groups</i>, were using <i>vertical non-permanent surfaces</i>, were <i>defronting their classrooms</i>, and were trying to get students to <i>keep thinking</i> through their responses to questions. We have changed our extra prep from STEAM last year to numeracy this year – this has definitely changed the attitudes of students towards numeracy. • Surrey Numeracy Helping Teacher, Marc Garneau, worked with our teachers doing demonstration lessons in our classrooms and offering a district-wide professional development session on developing computational fluency. • Our Numeracy final report can be found here: Aspen Park-Developing a Continuity of Numeracy Direction.pdf 			<p>about the value area. At the end of each assembly, we did the ROCKS draw; the winner won lunch for themselves and a friend at a restaurant of their choice. A grade 7 student designed a new ROCKS ticket for us for next year.</p> <ul style="list-style-type: none"> • We started our Pantry Program for families who needed support with groceries; numerous families accessed this service this year • Affordability funding helped us support numerous students with food, clothing, school supplies, and field trip costs
REFLECTION	<p>Literacy</p> <ul style="list-style-type: none"> • Our Curriculum Support Teacher has played a huge role in supporting our teachers in the area of Literacy. She has helped with: <ul style="list-style-type: none"> - beginning/middle/end of year assessments 	<ul style="list-style-type: none"> • With COVID restrictions lifted, it has allowed us to re-connect with some of our partner groups. We will need to continue to build on this next school year • With our newly expanded garden, we hope to continue to work with Lush Valley on garden workshops and to integrate our garden with our Salad Bar service 	<ul style="list-style-type: none"> • We need to continue to work on reducing the amount of waste generated. Our PAC has looked at Hot Lunch options from vendors with less environmental impact but there is still much work that needs to be done in this area as a lot of waste is still generated. As well, perhaps serving sizes need to be adjusted as there is also a lot of 	<ul style="list-style-type: none"> • The mental wellness of students and families has been a large focus for us this year. It has been surprising the increase in the number of students that we feed on a daily basis – we have spent almost double the amount from last year on groceries for our Food Programs. The start of our

	<ul style="list-style-type: none"> - development of phonics boxes for primary teachers - development of spelling boxes for intermediate teachers - assembly of EA reading kits - mentoring lessons <ul style="list-style-type: none"> • Our teachers feel that more students are willing to try out books that are different than what they normally tend to read <p>Numeracy</p> <ul style="list-style-type: none"> • Our book club “Building Thinking Classrooms in Mathematics” had a positive impact on our teachers in regard to how they approach numeracy tasks in their classrooms. Their willingness to try something new has been very positive. • We had 8 teachers take the First Steps in Mathematics training this year. The response to this was positive with a few of them administering diagnostic tasks to determine areas of challenge. More support with this is needed and our curriculum support teacher will provide more support next school year. 	<ul style="list-style-type: none"> • Staff continue to embrace our role in Reconciliation and as a Legacy School. Ideas and resources are freely shared amongst staff members • Our Elder in Residence as been back in our school and working with many classes and students. This is a very valuable time that we are honoured to have. We look forward to our continued working relationship • The monthly Mental Wellness Challenges have been popular with families. This began a few months into the school year so our plan is to start this in September next year. Greater promotion of this will happen with the hope that more families will participate (participation is optional). Fabulous family prizes were handed out for participation in this initiative. 	<p>food waste. We need to continue to teach our staff and students about recycling practices and our environmental impact. We hope to move forward with community clean ups, Earth Day initiatives, and Wheelie Wednesdays next year.</p>	<p>Pantry Program this year has been a success.</p> <ul style="list-style-type: none"> • Families have enjoyed our new monthly Mental Wellness Challenge activities – and were thrilled by the prizes handed out! • Our staff continue to work on learning the names of every student at our school, as well as finding a special connection with each one. • Bringing our school community together during assemblies has been wonderful – our families are happy to be back in the school! • We have moved forward in our PBIS work and continue to add to this learning. Our assemblies were well organized and well received.
NEXT STEPS	<p>Literacy</p> <ul style="list-style-type: none"> • Even though Heather Willms is retiring from our district this year, there are still plans to continue working with her on a consultation basis. Teachers are hoping for a Scope and Sequence document for both primary and intermediate. We will review how to use our EA reading kits with our teachers and EAs so that these can be used more effectively (and earlier) next year (it was quite late in the year before these were completed and ready for use). Our Kindergarten teachers will work with sound walls (they were not able to do this work with Heather this year) and alphabet arcs. Lessons will be added to our primary phonics boxes, and we will implement our spelling boxes with our intermediate teachers. We also hope to add in a parent education piece – how to read at home 	<ul style="list-style-type: none"> • ‘Healthy Family’ tips to be sent home on a monthly basis • Continue monthly Mental Wellness Challenge • Work on expanding community meals – pancake breakfast, thanksgiving lunch, salmon BBQ, family picnics • Continued work with KFN’s Education Co-ordinator • Greater involvement of our Komoks Success Teacher with our Komoks students 	<ul style="list-style-type: none"> • Continued/further school wide recycling education to happen throughout the year • Wheelie Wednesdays to encourage active travel to/from school and promote physical health • Resume participation in community clean ups and Earth Day initiatives 	<ul style="list-style-type: none"> • ‘Healthy Family’ tips to be sent home on a monthly basis • Continue monthly Mental Wellness Challenge • Work on expanding community meals – pancake breakfast, thanksgiving lunch, salmon BBQ, family picnics • Creation of picture books to support our PBIS framework

	<p>with your child, instructional videos, reading nights, activities that can be done at home</p> <ul style="list-style-type: none">• We are looking at changing our student support plan for next school year due to the high student case load of our learning support teachers. We will be trying push-in skill-based reading groups on an 8-10 week rotation basis, focusing on our grade 2 and grade 3 students to start. <p>Numeracy</p> <ul style="list-style-type: none">• We plan to put more of a focus on our Numeracy goal for next year. We will continue the positive momentum from our book club “Building Thinking Classrooms in Mathematics”. We have purchased Wipe Boards so that teachers will have vertical non-permanent surfaces for students to work on their thinking tasks.• More support will be provided to teachers to administer First Steps in Mathematics diagnostic tasks as well as time to analyze the results so that next steps can be determined. Our hope is to follow the direction that we took with our Literacy goal – to gather school wide data using common assessments so that we can track our numeracy progress over the years. We hope that more of our teachers will take the FSiM training offered in August/October.• Our next numeracy book club will be “Teaching Math with Meaning”. We also hope to have Marc Garneau, Surrey Numeracy Helping Teacher, return to our school to again work with our teachers.• As with our Literacy goal, the parent education piece is important. We need to change the attitude towards numeracy – again offering a Math Night would be a step that can help to change this.			
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District Strategic Plan / Brooklyn School Goals 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	<p>LITERACY 90% of our grade 3 students will be reading at grade level going into grade 4. (5 year goal – We are on year 2/5).</p> <p>FPPL Focus:</p> <ul style="list-style-type: none"> Learning involves patience and time. <p>We will track all of our indigenous students reading levels K-7 and provide supports as needed.</p>	<p>BELONGING & EQUITY To continue to build a positive school culture for staff and students with the focus on equity and belonging.</p> <p>(Can also go under Physical Health & Mental Well-Being)</p> <p>FPPL Focus:</p> <ul style="list-style-type: none"> Learning requires the exploration of one’s identity. <p>(Can also go under Physical Health & Mental Well-Being)</p>	<p>SUSTAINABILITY To continue to focus on the well-being of our environment by reducing waste into the landfill.</p> <p>FPPL Focus:</p> <ul style="list-style-type: none"> Learning involves recognizing the consequences of one’s actions. 	<p>OUTDOOR EDUCATION/PLACE BASED LEARNING Students will spend at least 5 hours per week outside on learning activities. (5 year goal – year 2/5)</p> <p>FPPL Focus:</p> <ul style="list-style-type: none"> Learning is holistic, reflexive, reflective, experiential, and relational. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. <p>(Can also go under Educational Excellence and Organizational Stability & Environmental Stewardship)</p>
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Our Primary staff are noticing that many of our students are not meeting expectations. They hope to build a stronger Literacy program which will then result with more student entering intermediate meeting expectations. Our intermediate staff is noticing the effects of lower literacy skills and will be working with CST and Heather Willms as well. 	<ul style="list-style-type: none"> Our Student Learning Survey results in the past two years reflect that we have many students who do not have trusting adults in the school. We want to make sure that all students have at least two trusting adults at the school. Create a climate and tone of inclusion, equity, and safety. Students and staff will come to know each other and develop a sense of belonging through activities that help them define their commonality and their differences. 	<ul style="list-style-type: none"> At Brooklyn sustainability is a part of all decisions made. We strive to make decisions that will help decrease the amount of garbage that is going into our landfill. 	<ul style="list-style-type: none"> “When students develop a sense of being home in nature and understanding that places are inherently meaningful rather than viewing them as empty spaces, this may impact students’ desire to take care of our earth. Experiencing places through different ways of knowing not only creates quality learning experiences for our students, but also contributes to their overall well-being, sense of self, and identity formation. “ – Naomi Radawiec
ACTION PLAN	<ul style="list-style-type: none"> Mentorship with Heather Willms CST focus on Literacy 	<ul style="list-style-type: none"> Focus on Responsive Classroom Approach (will be year-long) 	<ul style="list-style-type: none"> Bulletin Board to focus on key topics 	<ul style="list-style-type: none"> Loose Parts Activity Bins for Outdoor Learning

	<ul style="list-style-type: none"> Spelling assessment to identify lagging skills in classes and then support through Heather and CST to implement classroom strategies Benchmarks being completed on new students ELL teacher and TL will also support at risk students. 	<ul style="list-style-type: none"> Continued focus of Onward Book for Staff Grade 3/5/7 Fall Survey of trusting adults in school. Belonging Bulletin Board Buddy Classes After school meditation Assemblies to build Brooklyn Spirit Spirit Days 	<ul style="list-style-type: none"> Review Pack in/Pack Out lunches and snacks. Halloween wrappers to school Bring own cutlery for hot lunch Reusable library bags/napkins Recycle milk containers Recycle pens and markers Speak with PAC re: hot lunch Brooklyn Broadcast to include Earth Tips Revisit Blue Boxes and get signs Pickle Jar Challenge for Garbage for Earth Day Week Tina Wilford presentations Waste Free Xmas Field trip to landfill Assembly focus on sustainability rather than just Earth Day. 	<ul style="list-style-type: none"> Community Field Trips – each class to go on at least 1 field trip in the community. Grade 6/7 Exploratories: Biking, Rugby, Outdoor Education Forest Walks – NE Woods Multiple visits to the same spots in our forest to develop a connection and see the changes through the seasons. See place through multiple lenses – scientific, scavenger hunt plants, artistic (Andy Goldsworthy Art) and Literacy: write poetry – senses Be thoughtful about planning for instruction – can we do this outside? Develop a sense of gratitude for where we live and connection to place. Outdoor backpacks Build resources for outdoor learning Provide more professional learning around place based and outdoor learning.
RESOURCES NEEDED (INCLUDING BUDGET)	<p>School Learning Plan Grant Approved: 1 release day for each teacher - \$7200 ½ Day Release for 4 EA's - \$320 Resources - \$500 Total - \$8020</p> <p>2 TTOC Days for Release for CST and Primary Staff to review Spelling Assessments (Friday October 7th)</p>		<ul style="list-style-type: none"> Bus for fieldtrips to landfill 	<ul style="list-style-type: none"> Outdoor Learning Resources \$2000.00 – resources, equipment, professional development. Log Rounds Loose Parts Bins
EVIDENCE AND DATA	<p>Spelling Assessment September 2022 In the Fall</p> <ul style="list-style-type: none"> New students' reading levels were assessed using PM Benchmarks Primary Spelling Inventory data was collected from primary students There were changes in admin, LST, and CST staff Primary teachers were given ½ day and Intermediate teachers the same, to consult with Heather Willms as a group Heather Willms led a well-attended practical workshop aimed at augmenting teacher's literacy instruction. 	<p>Fall Survey – 2 Trusting Adults</p> <p>In this year's Learning Survey we can see that the number of students who felt like they belonged has increased as has the number of students who feel they have multiple adults who care for them at the school.</p> <ul style="list-style-type: none"> Is school a place where you feel like you belong? (2021/22) 63%, (2022/23) 66% 	<p>Many opportunities for place based learning:</p> <ul style="list-style-type: none"> In the North East woods Middens at Mack Laing Park Landfill CV Water treatment plant Waterkeepers -Comox Lake Brooklyn Creek (Jess Morin) Sailing Lessons Survival Training Garden Club 	<ul style="list-style-type: none"> Responsive Classrooms to build belonging and community Mindfulness – Inner Explorer and Minds Up Classroom and staff meeting sharing circles occur weekly and daily Jina Talyor – SD 71 physical literacy specialist was a wonderful guide and resources. Here 1x week for 8 weeks Fit Camp/Personal Best (Jan-March) Gratitude Journals Daily Physical Activity

	<p>In the Winter</p> <ul style="list-style-type: none">Starting in mid-December, 4 classes (grades 1, 1/2, 2, 2/3) were supported through a push-in model involving admin, ELL, TL, CST, and LST staff. In each class, students were divided into ability groups based on results from the Primary Spelling Inventory data collected in the fall. Groups rotated through 4 stations (one of which was independent) and received 7-8 minutes of intensive sound or word work (both encoding and decoding) at each station for a total of 25 minutes per class. This was maintained 4 days/wk for 10 weeks. <p>In the Spring</p> <ul style="list-style-type: none">Current Primary Spelling Inventory data was collected from students in grades 1-3.The remaining grade 1 class received the same push-in (described above) and 18 grade 3 students (from across 3 classrooms) received 30 minutes of pull-out support 3 days/wk. The grade 3 pullout groups followed the same model as the push-ins but did not include the classroom teachers and ran for 7 weeks. Groups were based on the recently collected Primary Spelling Inventory data.Grade 3 students were reassessed using the Primary Spelling Inventory <table><tr><th></th><th colspan="2">Not Yet Meeting grade level expectations</th><th colspan="2">Approaching grade level expectations</th><th colspan="2">Fully Meeting or Exceeding grade level expectations</th><th></th></tr><tr><th></th><th>June 2022</th><th>June 2023</th><th>June 2022</th><th>June 2023</th><th>June 2022</th><th>June 2023</th><th>Total # of Students in June 2023</th></tr><tr><td>Grade 1</td><td></td><td>43 %</td><td></td><td>10 %</td><td></td><td>47 %</td><td>47</td></tr><tr><td>Grade 2</td><td>60 %</td><td>44 %</td><td>7 %</td><td>16 %</td><td>33 %</td><td>40 %</td><td>43</td></tr><tr><td>Grade 3</td><td>34 %</td><td>30 %</td><td>14 %</td><td>10 %</td><td>52 %</td><td>60 %</td><td>59</td></tr><tr><td>Grade 4</td><td>19 %</td><td></td><td>26 %</td><td></td><td>55 %</td><td></td><td>42</td></tr></table>		Not Yet Meeting grade level expectations		Approaching grade level expectations		Fully Meeting or Exceeding grade level expectations				June 2022	June 2023	June 2022	June 2023	June 2022	June 2023	Total # of Students in June 2023	Grade 1		43 %		10 %		47 %	47	Grade 2	60 %	44 %	7 %	16 %	33 %	40 %	43	Grade 3	34 %	30 %	14 %	10 %	52 %	60 %	59	Grade 4	19 %		26 %		55 %		42	<ul style="list-style-type: none">How many adults do you think care about you at your school? (2021/22) 57%, (2022/23) 68%Do you like school?(2021/22) 57%, (2022/23) 66% <p>We had many recess time clubs this year that added to a sense of belonging and inclusion. Clubs this past year:</p> <ul style="list-style-type: none">Ambassador Leadership ClubChess ClubHackergal ClubCommunity ClubGarden ClubKilometer ClubReading Link Challenge Club <p>We reintroduced the Spelling Bee and held our first ever Chess Tournament. These clubs and tournaments gave students another way to shine, enjoy themselves and follow their passions. We started and ended the year with Exploratories for the grade 6/7s. Student were placed in mixed groups and rotated through activities put on by the teachers, such as knitting, mountain biking, ping pong, woodwork, and rugby, one afternoon a week for 10 weeks. Others success were:</p> <ul style="list-style-type: none">Parents at monthly Brooklyn Way AssembliesStaff working with PAC on Loose Parts in the forestFundraisers for Terry Fox, Jump Rope 4 Heart, Ice Bucket Challenge, Cops 4 Cancer and M.S.Parents invited to classroom community circlesElders as guests in classroomsMonthly Pro D work on Responsive ClassroomsIndigenous Sports Day	<ul style="list-style-type: none">Puntledge River salmonMARS <p>Enironmental Stewardship:</p> <ul style="list-style-type: none">Pack in/Pack out lunchesHalloween wrappers collected and presented at assemblyLitter-less Friday LunchesSchool reusable napkins for PAC Hot Dog Days (Pickle Jars)Education on overusage of bathroom papertowel (signs)Collected hot lunch returnables (gr. 7’s collected and used funds)Garden ClubSustainability Inquiry – Earth Day Every DayStaff reducing and reusing school supplies from year to year to model	<ul style="list-style-type: none">Recesses later in the dayZones of RegulationCozy Corners for down timeBreak passes for movement or stimulus breaksMe/We Thinker program <p>Outdoor Learning:</p> <ul style="list-style-type: none">Weekly Sit Spots – see changes, explore, science, art, journalingLoose Parts in Outdoor Classroom. Some stay out there, other smaller items can be signed out during class timePro D around loose partsMany primaries starting day outsideWeekly and daily scheduled time in the North East Woods for math, science, writing and artClasses gardening in school garden100% of classes participated in place-based learning over the course of the year64% did so on a weekly basis a number that increased in the spring months
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REFLECTION	<p>We found the Push-In model extremely effective. The fact that it was done in the classroom and included the classroom teacher meant that all students had buy in. Students that are generally pulled out were now doing the same work all the other students were doing and therefor had more confidence to participate and take risks in their learning. The teachers were able to monitor progress, make changes to groups and use the same activities in other parts of the day. Having these sessions 30 mins 4x a week for 10 weeks meant intensive targeted work was being done for the students.</p>	<p>The addition of clubs has been wonderful as it gave students the opportunity to choose an interest, meet others with the same interest, make new friends and work with different staff members. All of the above items gave student the chance to find success outside of the classroom and to enjoy different activities. The same can be said for Exploratories, Fund Raisers and Loose parts, this encouraged so much engagement within the school community.</p>	<p>This year was a great start and now is the time to take the next steps by reducing and reusing in more areas of our school day. Continued education and modeling will hopefully make this a habit and then a way of living.</p>	<p>Our staff has taken advantage of our nearby surroundings to get daily and weekly learning opportunities outside. These moments were also very valuable in building community, friendships and emotional/mental well being. They also took advantage of opportunities in the community to connect to the land, the valley, it's resources and its history</p>
NEXT STEPS	<p>We plan to implement the same 10 week Push-in model in the fall of 2023. We will be in our 3 year of our 5 year goal and the grade 2's are one of the groups whose skills were greatly affected by the loss of learning during the pandemic. We will also look at ways to continue intensive supports for the grade 3-4s who are still not reading at grade level.</p>	<ul style="list-style-type: none"> • Continue with Clubs and Chess/Spelling Bee as they were such a success • Add after school math and homework clubs • Work towards making our LST room more open and appealing to our intermediate students 	<ul style="list-style-type: none"> • Work with Guardians for the Northeast woods • More focus on Litter-less Lunches • Find ways to reduce energy use • Composting options • Environmental Club • Reusing displays for bulleting boards 	<ul style="list-style-type: none"> • Be more deliberate with planning – weekly timetable • Find solutions when classes include students with physical challenges or safety issues (running away when elevated) • Be much more explicit when teaching appropriate use of loose parts • Continue to grow capacity for outdoor learning amongst our teaches

District Strategic Plan / Courtenay Elementary School – School Goals 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"> Increase student engagement in Math. Implement strategies to support struggling learners in Math. 	<ul style="list-style-type: none"> Building a positive school community through multicultural fine arts celebrations and events 	<ul style="list-style-type: none"> Continue to support Courtenay Elementary’s Garden Continue to provide opportunities for our students to connect with the local environment 	<ul style="list-style-type: none"> Implement a program of Positive Behavioral Interventions and Supports (PBIS) to improve social emotional competence, academic success, and school climate. We will create positive, predictable, equitable and safe learning environments where everyone thrives.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Teachers report that many of their students are hesitant to engage in Math. Classroom assessments as well as provincial assessments (FSA data) indicated that many of our students are behind in Math 	<ul style="list-style-type: none"> Teachers know that positive relationships with their students are a precursor to effective instruction. Building a positive school community through the arts should help build positive relationships with students and the entire school community (parents, caregivers, etc.) 	<ul style="list-style-type: none"> There are not a lot of trees and shrubs on our playground. We have a large oak tree in front of the school, a few trees around the school grounds and a small cedar grove at the back of the school. Other than that, we have a very large field surrounded by a chain link fence. Visiting the surrounding area on walking field trips or by bicycle is, as a result, very important. 	<ul style="list-style-type: none"> We are working on PBIS to improve effectiveness, efficiency, and equity at Courtenay Elementary
ACTION PLAN	<ul style="list-style-type: none"> This is a multi-year goal. This year, Heidi Jungwirth and Alison Walkley attended First Steps Pro D. The idea behind this is that the First Steps has the potential to aid teachers in diagnosing precisely where students are experiencing difficulty in Math and helping them plan next steps to address learning difficulties. Alison Walkley (grade 1 / 2) will pilot Daily Math Fluency kits with her class from hand2mind.com to assess the efficacy of the kits. She will share her results with the rest of the school The two teachers who completed the training shared their learning with the entire staff. As a result, all teachers in the school will be trained in First Steps methods, starting August 31, 2022. 	<ul style="list-style-type: none"> Connect with students and the community via the arts. <ul style="list-style-type: none"> Orange shirt day: <ul style="list-style-type: none"> Each class created indigenous-themed art projects. Teachers and students created an art gallery in the gym and invited families to visit the gallery when they visited the school for the Open House/Meet the Teacher night Halloween <ul style="list-style-type: none"> School-wide dress-up, including staff. At school assembly (costume parade). In the evening, teachers hosted a family dance 	<ul style="list-style-type: none"> Work with the Courtenay Elementary Community School Society to enhance our outdoor environment – our Community Schools Director secured a large grant to improve our outdoor classroom and garden Plan outdoor field trips – cross country skiing, cycling (the school owns a set of 20 mountain bikes), walking, etc. Encourage stewardship of the local area through a student leadership club led by students in grades 4 and 5 Work with the school district to strategize and plan for improving the school grounds (planting trees, native plants, etc.). Educate students about taking care of the trees and plants that are on the school grounds. 	<ul style="list-style-type: none"> Via monthly meetings with our PBIS implementation committee led by Catherine Leppanen: <ul style="list-style-type: none"> Create a set of school-wide positive expectations and behaviors are defined and taught Define procedures for establishing classroom expectations and routines that are consistent with school-wide expectations Create a continuum of procedures for encouraging expected behavior Create a continuum of procedures for discouraging problem behavior

		<p>(first one since COVID) that was very well attended.</p> <ul style="list-style-type: none"> ○ Saint Patrick's Day <ul style="list-style-type: none"> ▪ Every class participated in various activities. The focus was more on shared school-wide activities than the arts, but the focus was very much on engaging the community ○ Spring Concert <ul style="list-style-type: none"> ▪ In June, each class presented a dance in a school-wide assembly. ▪ Teachers also presented a dance to a medley of Disney songs! ▪ A video of the assembly was shared with the school community 		<ul style="list-style-type: none"> ○ Implement procedures for encouraging school-family partnerships
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> • Grades 1 and 2 Daily Math Fluency Kit from hand2mind.com. These kits are designed to support teachers in remediating gaps in understanding that assessments from First Steps in Math. • Budget for Math Fluency kits is \$959.95 USD (approximately \$1235 CAD) 	<ul style="list-style-type: none"> • Art supplies and some costume supplies (part of the regular operating budget of the school) 	<ul style="list-style-type: none"> • Ongoing maintenance of the school's mountain bikes • Bussing for outdoor field trips 	
EVIDENCE AND DATA	<ul style="list-style-type: none"> • Both teachers who completed the First Steps program spoke very positively of the program. • Alison Walkley reported that the Math Fluency Kits were highly effective in helping students to develop numeracy and the ability to use mathematical relationships to reason with numbers and numerical concepts. 	<ul style="list-style-type: none"> • Positive feedback from staff, students, and families. • Increasing engagement by students in cultural performances. For example, as the year progressed, there was a noticeable increase in student participation in performing songs and dances. • Cards and notes from the community thanking us for involving them 	<ul style="list-style-type: none"> • Ms. Jungwirth's class grew, harvested, then sold tulips after school. Students did surveys to determine price and practiced their math skills by making transactions with parents. 	<ul style="list-style-type: none"> • This process led to a spin-off group of staff members that are very dedicated to improving the 'systems' in our school that are related to our complex population.
REFLECTION	<ul style="list-style-type: none"> • We have made a good start on our numeracy goal. A lot of the work done this year lays the ground work for next 	<ul style="list-style-type: none"> • All the data for this goal has been anecdotal (no assessments, questionnaires, etc.) in nature. This 	<ul style="list-style-type: none"> • We were happy to have a new outdoor classroom and are looking forward to it being paved for next year. We are 	<ul style="list-style-type: none"> • We have completed the following: <ul style="list-style-type: none"> ○ Create a set of school-wide positive expectations and

	<p>year – teachers examining a promising approach to Math assessment and remediation in a (hopefully) post-COVID era.</p>	<p>makes an objective assessment of the impact of this goal on student learning more challenging to measure. However, there is a remarkable amount of interaction between families and the school due in very large part to our goal of building positive school community through the arts. Students take pride in the school and all the things they have done to share so many wonderful things about the school</p>	<p>also fortunate to have the Rotary Trail running near our school as it provides easy access to natural areas. However, the school site itself continues to be quite barren. Despite having a few trees on the property and a vibrant gardening community at the school, are physical location has very little plant life beyond mown grass. We need to continue to improve the school grounds so that the grounds can be as warm and inviting as the school itself is.</p>	<p>behaviors are defined and taught</p> <ul style="list-style-type: none"> ○ Define procedures for establishing classroom expectations and routines that are consistent with school-wide expectations ○ Create a continuum of procedures for encouraging expected behavior ○ Create a continuum of procedures for discouraging problem behavior ○ Implement procedures for encouraging school-family partnerships
NEXT STEPS	<ul style="list-style-type: none"> • The school is at an exciting time in the development of this goal. Our entire staff will be getting trained in First Steps in the early fall. The plan for next year is for all of our teachers to assesses their students using First Steps in Math in the early fall, then to look at the individual, class-wide, and school-wide data resulting from this assessment. They will then plan interventions based on the areas of indicated need using materials from hand2mind.com. In the spring, teachers would use first steps to assess the impact of their instruction and then plan next steps from that point. Our hope is to release teachers for two afternoons during the school year (one in the fall and one in the spring) in order to plan their instruction based on assessment data. 	<ul style="list-style-type: none"> • We will continue with this goal for the 2023/24 school year. Children who are proud of the school and who feel connected with the school are motivated to be at school. When seen from that perspective, this goal forms the base on which all our other goals are built. 	<ul style="list-style-type: none"> • Next year, we will continue to support garden initiatives and outdoor field trips. • We will look at ways to maximize the use of our new outdoor classroom by purchasing furniture and secure storage. • We will continue to look for ways to improve our grounds with trees, bushes, and native plants. • We will continue to support outdoor field trips. • We will improve our composting system <ul style="list-style-type: none"> ○ Teaching students how to compost ○ Assign classes to manage the compost bins in the garden 	<ul style="list-style-type: none"> • determine which data and assessment tools will be the most useful for planning and implementing Tier 1 School-wide PBIS, as well as how to effectively plan and efficiently organize the annual and ongoing evaluation process for improved implementation outcomes. • Integrate PBIS with process for establishing an integrated framework of educational, social emotional, and behavioural-health support for all.

District Strategic Plan/Denman Island Community School Learning Plan 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">How can we create a system of literacy instruction and assessment that engages students and their families in their learning goals?	<ul style="list-style-type: none">Integrating Indigenous Connections to all school-based learning initiatives and classroomsIncrease local Indigenous connections to the people and land of Denman IslandDeepen community connections through local businesses, farms, volunteers and school eventsCreate community library times and youth library cards for borrowing from the school library for Birth-5 and homeschool families	<ul style="list-style-type: none">Mindfulness of recycling, composting and waste reduction practicesIncrease the school garden/school property instructional opportunitiesIncrease our yield from the school garden towards our salad bar programDevelop a greater awareness of our impact on our local island environment	<ul style="list-style-type: none">Increase outdoor education time +1 lesson a weekProvide fresh local food for daily snacks and weekly lunch programIncrease opportunities for arts education
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none">Support student literacy in multigrade classrooms with a wide range of learnersUse goal setting with students to improve literacy outcomes across the gradesIncrease student identity as learners; readers and writers	<ul style="list-style-type: none">We live in a culturally rich area of the Comox Valley and we want to learn more about our homeExcellent community relations are integral to a vibrant learning environment. There are many experts and master gardeners, bakers, artists, environmentalists living on Denman Island that we would love to engage in educational opportunities for our studentsDenman School library is the only place on the island to borrow books for children. We are hoping to extend the collection to children and families in the community including the daycare and parent and tot group	<ul style="list-style-type: none">We are looking at the impact our choices have on the environment including waste production/reductionWe have prioritized the school garden use 1) education 2) sustainable practices 3) food production therefore we would like to increase our learning opportunities in the garden and support teachers in engaging garden-based lessonsExtending the growing season and knowledge of local gardening practices to support the salad bar and create learning opportunities for classesIncrease functional outdoor learning spaces including the outdoor classroom and the school gardenDevelop an awareness outside of our school environment of the greater impact of living on the land and climate change	<ul style="list-style-type: none">Supporting teachers to use the new outdoor classroom or the garden for lessons and learning outdoorsLocal food is healthier and has less impact on climate change than imported foods, we would like to support local growers and farmers as much as possibleIn a remote environment, students have less opportunity for engagement in the arts and community events. We hope to foster more community connections to create opportunities for arts education.

ACTION PLAN	<ul style="list-style-type: none"> • Develop and implement a plan for continuity of literacy instruction and assessment through our multigrade classrooms with a focus on phonemic awareness and language development in the primary grades, fluency and comprehension in the intermediate grades • Assessment of student literacy using several tools: Early literacy screeners, Benchmarks, running records; electronic and manual • Benchmark assessment of all students 3 times a year for use in goal setting and to celebrate achievement, data can be passed on to next teacher • Use Wilms/Alberti resources, Reading A-Z, Microsoft Reading Progress, F&P Benchmarks, Jolly Phonics • Create a leveled primary home reading program • Continue our literacy support through engagement in the library with games, challenges and events • Literacy week fun in January • Community connections to support local books stores including Abraxas on Denman • Implement a series of whole school student-led conferences to increase student/family engagement and goal setting in their learning process • 	<ul style="list-style-type: none"> • \$12k grant for Full Circle Foods collaboration between the school/DICES and Heather Royal Brant (InEd) to continue and deepen our learning focus on local Indigenous food cycles. Gr K-2 will focus on the 3 sisters garden, Gr 2-4 will focus on wildcrafting indigenous plants for use in teas and cooking, Grade 5-7 will focus on salmon lifecycle, harvesting and preparations • The Full Circle Foods learning focus will include life cycles, harvesting, processing, conservation, Indigenous protocols, history, environment, and conservation • Feast cycle celebration annually in October – inviting school community, education partners and special guests • Continue and deepen our connections with local farms and gardeners, bakers and artists with special events and guest opportunities • Connect with local Indigenous people to learn about the history of Denman Island – Guardian Watchmen of the K’omoks Nation and Elder Barb Whyte • Host a library open house to kick off the new community library times and have families register for a library card 	<ul style="list-style-type: none"> • Review signage for recycling system and what can be recycled • Special guests from CV to do waste reduction/recycling lessons • Creating seating and work spaces in the outdoor classroom and garden • Use our garden grant to build the new greenhouse and add irrigation to existing system • Use a calendar system to optimize the raised bed garden space through the seasons – add the greenhouse when complete • Bring in guest gardeners to support lessons and consult on best practices • Continued collaboration with DICES, SD71 school-based garden learning initiative and community partners to revamp the garden space and optimize learning opportunities • Work with local environmental stewards to bring awareness of our local eco system • Create access to the “secret garden” (SD property including a seasonal stream that is currently fenced off at the back of the garden) and develop a learning space for indigenous plant knowledge, stream keeping, wildlife and critters 	<ul style="list-style-type: none"> • Provide supported space in the outdoor classroom for teaching – including seating and tables • Work with Arts Denman and Denman Concerts to create opportunities for school performances when special guests visit the island • Buy local as much as possible and diversify the local food options in the salad bar and snacks
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> • \$5000 school learning plan funds • \$1000 family gift to library • \$1000 budget to library • \$400 early learning resources 	<ul style="list-style-type: none"> • \$5000 of Full Circle Foods grant for learning goals such as special guests, learning materials, garden, field trips, feast • DICES has additional \$5000 for guests, garden work and afterschool programs supporting the grant proposal • \$2000 of FCF grant to pay for school feast cycle in October x2 • Library resources for early literacy \$400 ready set learn • New book shelves in library \$900? 	<ul style="list-style-type: none"> • Gift of 30 cedar rounds for outdoor classroom • \$1500 for 4 tables in outdoor classroom • \$4000 garden grant for greenhouse and related planting structures and irrigation needs • \$500 revamp of raised bed structures • Gate in back fence to “secret garden” Bridge for access to learning space in the secret garden \$? 	<ul style="list-style-type: none"> • Increased funding for food program including snacks and salad bar – budget \$10k • \$1500 stove for kitchen – affordability fund? • \$500 more serving utensils, containers, dish pans and linens • *also purchased a new commercial fridge and freezer ~\$9000

<p>EVIDENCE AND DATA</p>	<ul style="list-style-type: none"> • Student-led conferences – we had 3 student-led conferences during instructional time this year. Our goal was to create a system where students could showcase their learning and reflect on their growth as well as discuss learning goals with their parents. Each conference was 30 minutes long with up to 6 families per time space. Teachers were able to organize the time how they wanted, some created templates for the student to use to guide the conversation, some tried a variety of strategies from open house style to more structured activities – the families were initially concerned that they would miss important information that would be shared at the more private parent teacher conference but through time and a couple conferences, they started to see the value and importance of the student-led conferences and that they could book a private meeting with teachers any time of the year – the response I received from families after the last conference was fantastic, we had almost perfect attendance from families (only one didn’t attend) and parents reported that they enjoyed seeing their child’s confidence grow, and their anxiety about learning decrease with the predictability and ability to celebrate their learning – parents who couldn’t make the times were able to go through their child’s learning at the school in the library at different times, it did not require the teacher to be there outside of the regular conference times • Benchmark testing – once we had all the testing materials (had to be ordered) we were able to test students at least twice this year and share the data with families – it is great information to help students and 	<ul style="list-style-type: none"> • Started Community library times and library cards – invited the local homeschool families and preschool for library times – lots of library cards were issued and then books can be tracked – has been great for the parent and tot program as well • Purchase of new library shelving provided flexibility for showcasing books and displays as well as library use for special events • Ready set learn money was used to increase our early learning reading library for birth to grade 1 level children • Continued the book sponsorship with the local book store Abraxas and had over 25 books donated to the library from the community as well as a large gift certificate for additional books • Started a new program with Denman readers and writer’s festival to sponsor a children’s book author to come to the school and work with the students – Sara Cassidy came and worked with students and we had an open mic reading event at the school in the evening – we hope to do this again next year • Student art show at the local art gallery was the first show in the summer art series – hopefully we can make this an annual event as well • Continued to purchase as much produce and products locally made as possible: bread, eggs, veggies, juice, baking, chocolate, ice cream, gifts, books, hardware, lumber, services like photography • 3-day artist in residence series with a local artist teaching 3 one hour lessons to students over a one month period • Joint fire drill with the DIFD • Family and Community events: open house, Full Circle Feast, Halloween event, community craft fair, library 	<ul style="list-style-type: none"> • Recycling lessons and updated bin labels helped to reduce our school waste • Composting/food waste collection – including smaller portions and giving students choice over what foods they are served reduces food waste – compost was taken to a local farm weekly • 4 tables were added to outdoor classroom space, increased flexibility for use of the space • Purchased and began the initial installation of the greenhouse – rocks and heat slowed the installation and we hope to complete it in the fall • 6 new 3’x10’ cedar raised beds in the garden and a slightly different, ‘safer’ layout for the beds creating better flow and less tripping hazards on the slope • New chain-link fence around the garden with better access for deliveries. No worries about it falling over in the next windstorm. 	<ul style="list-style-type: none"> • Purchased 4 picnic tables for the outdoor classroom – is now a great space for lessons, discussions, school activities and special events • Purchased new appliances in the kitchen – stove, fridge and freezer which has been amazing for our work and future planning – included upgraded electrical in the kitchen • Worked with Arts Denman so students could watch a Ballet Victoria production and a baroque festival rehearsal • Produced a whole school musical in a professional manner. Sponsored by a local family, we spent the month of May directing and producing Disney’s Jungle Book – every student participated, professional drama instructor and two performances at the Denman Hall with professional level lighting and sound. Tickets went to families and the community – many community members attended • Provided fresh food snacks daily and added some breakfast items including local made bread and eggs • Provided soup and salad bar weekly for 34 weeks! Free to all students, staff and volunteers using as much local produce as possible and herbs from the garden
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	<p>families celebrate learning on a continuum vs grade-level expectations – we also used a comprehension assessment tool with the older students that was great to give us an idea if students understand material they read and were able to speak about it or write about it – students had strengths in different areas and it gave a good sense of what work to focus on next year</p> <ul style="list-style-type: none"> • Heggerty early learning – this was a great tool for our K/1/2 teacher to use to assess the new students and help plan for their literacy development • Wilms/Alberti Phonemic awareness program – we followed this program this year in our primary classrooms, we started to develop our phonics boxes and teachers were released for two days of professional development in their classrooms with Heather Wilms – the program has had a big impact on our student learning, it is sequential and predictable, it has helped teachers to take a multi-aged classroom and create literacy lessons that are interesting and beneficial for all students – this approach has helped to increase confidence in some of our most reluctant and anxious readers and writers – we can report that all our learners now identify as readers! Yeah! • Library engagement and literacy events – this year we built on some events that we found successful last year – book bingo, DEAR day and sponsoring books from Abraxas, we also added a practical literacy day, a books at bedtime event, the Chocolate Lily literary competition and the Author visit – These were all well received and excellent ways to get more books into student hands, they inspired great conversations and many young readers and writers 	<p>open house, winter concert, family pancake and PJ breakfast, entrepreneur fair, turkey lunch, books at bedtime event, garden collaborative, open mic author event, art show, musical, Elkhaven fun day and family picnic, volunteer tea</p> <ul style="list-style-type: none"> • Full Circle Foods Project: focused on Indigenous seasonal lessons in each of the three areas – all students participated in the lessons: • 3 Sister’s Garden – honourable harvest and feast in October for over 100 family and community members feeding with foods from our garden and teas from local foraging, winter lessons on the Haudenosaunee Greetings to the Natural World, spring lessons to prep the mounds for a new garden, burn the corn cobs for fertilizer, burry the salmon guts, plant the seed starters, late spring/summer plant the garden • Wild craft and foraging – prepared and served tea at the feast from dried and foraged items, lessons by season including in the fall around the garden and grounds, winter foraging walks near the school, spring at Fillongley Park, set up of the tea cart and dried herbs for creating tea recipes • Salmon – field trips to Puntledge hatchery and river for spawning, cleaning and preparing the fish, feeding the garden with fish parts, traditional salmon smoking event (postponed due to dry weather conditions) • Other Indigenous lessons included moon teachings, literacy day, arts presentations “The Hungry Feast Dish”, Nat. Ind. Peoples Day • Day with Jesse Morin (Div 3 only) including boat charter to see a kelp restoration project, seal and sea lion habitat, Flora Island Indigenous 		
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	<ul style="list-style-type: none"> Our TL also developed three literacy kits based on materials we had collected and her own ideas. The kits include puppets, materials like fabric and shells, books, Indigenous resources and lesson resources for teachers. The kits are specific to our school and the interests of the students: Pets and Vets, Intertidal Zone and Pacific Northwest Kits 	<p>Settlement and plants, Fillongley Park walk and discussion about history of the area, settlement on the island and future use of the space</p> <ul style="list-style-type: none"> Full Circle Foods presentation at the Farm to School Conference UBC including SD71 and DICES staff 		
REFLECTION	<ul style="list-style-type: none"> I am very excited to share the student academic growth this year. We needed something for our students that could carry through the grades and teachers so I am happy to continue with the phonics program and expand it as our students grow. Teachers now have a base-line for students at the beginning of the year The library kits are new and have not been fully introduced to students and teachers so that is something we can look forward to doing next year The hard part of getting the student-led conferences started and going in our school is past and now we are ready to really delve into how we communicate the student learning and use the conference structure as a tool for continuous reporting, showcasing growth and engaging student voice 	<ul style="list-style-type: none"> I am very happy with the direction we are taking the community school – connecting and collaborating with as many partners as possible while still honouring student and staff needs It was such a great opportunity to spend time with Jesse Morin and the Hornby boat charter companies, we all learned so much and it was a fantastic organic conversation with the students The Full Circle Learning through food program we have started is really great and I am proud of our accomplishments over the past two years, the grant has made a huge difference in our planning and accomplishing our goals 	<ul style="list-style-type: none"> The seating in the outdoor classroom is a big bonus and we hope to use it more in the future After the fall harvest, we began the garden renovations and they took a few months longer than expected so we are a little behind of re-establishing the new garden space. We have 4/6 garden beds in and a 7 bed circular 3 Sister’s Garden space. The new fence created a bit more garden space that we can use for a dedicated flower garden which is great to keep our garden more organized It was great to have the compost taken care of from the school. It would be nice to have more information about the farm that it is going to and the animals that are being fed The new gravel around the school has allowed us to create a great space for our large picnic table in the garden space, we added an umbrella and now we can teach smaller groups, have centers or eat outside right in the garden Although we completed a huge garden and outdoor project this year, we have a few items that we were not able to finish 	<ul style="list-style-type: none"> The outdoor classroom/garden was used by some teachers more than others and it will be a great space for starting the year with the tables and circle seating structure. We had a fairly major renovation in the garden this year and hope to finish the greenhouse installation this fall. We need to look at how the space is being used for learning and who is taking care of it.
NEXT STEPS	<ul style="list-style-type: none"> Work on creating our home reading program Continue with the Phonemic awareness program and expand assessment for comprehension skills 	<ul style="list-style-type: none"> I connected with one of the island senior’s groups and we are looking into some planning next year to have our school and the seniors share meals and some kind of service learning 	<ul style="list-style-type: none"> Work on digging the holes for the greenhouse and finish the installation this fall Continue to move plants and install the last two raised beds 	<ul style="list-style-type: none"> I hope to encourage more teachers to use the outdoor classroom and outdoor learning spaces including the garden for regular lessons weekly. I am going to add goal setting for use of

	<ul style="list-style-type: none">• Expand our use of running records and online reading tools as well as assessment programs• Discuss ways to develop our student-led conferences routine to create continuity through the classes while sustaining autonomy – we may discuss our reporting system as well since we have 3 conferences, 2 summaries of learning and eportfolios... we want to use what works best for our students and families keeping in mind our other environmental goals as well (less paper)• We are going to look at additional ways to increase student engagement in learning through our garden, place-based learning and environmental studies	<ul style="list-style-type: none">• We are already planning our monthly themes for literary and Indigenous learning so we can co-ordinate LRC materials, support staff, funds and events – keeping in the full circle learning through foods seasonal cycle• We are hoping to spend some more time with Jesse Morin to explore the north end of the island on the Komas land. It is private land but there was a Pentlatch settlement there. We must work with the families who own the land, and it will take a while to get permission, but we hope to visit next year. Jesse has never been there either so we hope to help connect him with some more areas to research.• The third Full Circle Feast will happen this fall and we hope it will feature all of our food work from the whole year – 3 Sister’s soup, smoked salmon, foraged teas – we hope to be able to gift some of each of these to our special guests as well – it will be our second full circle cycle!• I am looking forward to continuing some of our community collaborative projects such as the art show, writer’s festival and fine arts work	<ul style="list-style-type: none">• Define the space for the mud kitchen, dinosaur dig and fairy-berry garden• Create signage for the spaces and showcase student learning such as the 3 Sister’s Garden, Herb Garden and memorial flowers• Continue the conversation and planning to create the “secret garden” at the back of the school property for our Indigenous plant garden space•	<p>outdoor spaces and lessons to the agenda for our first gathering.</p> <ul style="list-style-type: none">• I am going to use 60/min week of prep time for classes to engage in outdoor learning in the garden/ADST and food work
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District Strategic Plan / École Robb Road Elementary School – School Goals 2022-2023

DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY AND ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH AND 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 and 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
Ecole Robb Road's Goals	<ul style="list-style-type: none"> “Reading floats on a sea of talk.” Our goal is to improve reading skills by developing a reading continuum including common formative assessment tools and common language. 	<ul style="list-style-type: none"> To continue weaving The First People's principles in our teachings and the experiences we offer. 	<ul style="list-style-type: none"> To increase awareness and to provide opportunities for students to engage in protecting our environment. 	<ul style="list-style-type: none"> To develop a safe and inclusive environment where students can learn to support their mental health.
Rationale for school goals	<ul style="list-style-type: none"> Shifting focus from oral French language skills to improving reading skills Collaboration as a staff in creating a continuum of learning The library learning commons is the hub for learning in our school In collaboration, our teaching staff will create a reading pedagogical guideline, create and select common formative reading skills assessments and resources to support instruction out of assessment. This data will be shared collectively and help inform our teaching as a school. 	<ul style="list-style-type: none"> Shining light on the First People's principles weaving them in everyday teaching. We put a lot of effort into keeping students and families connected to the school community through fun videos, announcements 	<ul style="list-style-type: none"> Not a school goal but we are always striving for improved environmental stewardship. 	<ul style="list-style-type: none"> The need is based on collective anecdotal observations from teachers and staff. Increase in mental health concerns and anxiety. There is a need for awareness around self-regulation skills. Observations from SBT meetings- we need more training and supports in place for self-regulation.
Ecole Robb Road's Action Items	<ul style="list-style-type: none"> Pro-D for staff and for all FI teachers in district (Michelle Mowbray, Sandra Mudge and Genevieve Eby) Collaborative district initiative between primary LST from ERR and EPP – developing literacy framework and continuum for primary grades as well as common formative assessments. 	<ul style="list-style-type: none"> Pro-D for staff (Aug 2022) Theme: Weaving First People's principles in everything we do. Outing with Jesse Morin – archeologist and First Nations specialist. Tour of Mack Laing park with shell midden National Day of truth and reconciliation activities Book Walk – Our orange hearts 	<ul style="list-style-type: none"> Recycling program run by grade 5 students. Planting a tree for Reconciliation and taking care of it. Compost and garden beds for classes Grade 3 collab with LUSH Valley. Use of outdoor learning classrooms Prep (.2) outdoor education teacher Recycling program Fruit and Vege program 	<ul style="list-style-type: none"> Pro-D for staff- with Courtney Edgar – anxiety and Adhd Inner Explorer -build in mindfulness every day, in every class Quiet corners in every class WE Thinkers (10 week) program for all K classes with FST (VP) Zones of Regulation training as needed

	<ul style="list-style-type: none"> School based FST is putting emphasis on this during collaboration with teachers, classes & students FST supporting assessments and guided reading efforts in classrooms French immersion growth grant – with Ecole Puntledge –working on collaborative reading continuum as well as French oral language continuum Tu Parles (LST, CT and EA) for all Ks and grade ones Story-telling kits developed for K-1 using loose parts LSTs created common reading assessments and learning resources per grade level for K-3 French video announcements read by students Celebration Je parle francais – concert celebrating oral French language. Parents invited. Continued collaborative efforts with our EPP colleagues Purchase decodable French books for K-2 Purchase leveled guided reading books and class sets of novels Learning plan fund also subsidized release time for grade group teachers to review their common formative assessments, and review appropriate resources Pro-d from authors Dr. Renee Bourgoin on inclusion, UDL practices in French immersion Pro-d sessions – learning how to use assistive technology to overcome barriers 	<ul style="list-style-type: none"> Planting of a tree with drumming /healing song Each class put healing messages in the hole before we planted the tree Whole school assembly, 4 classes sing “We Remember” Administrators read the book : We lost our Talk Bulletin boards with Indigenous information (Metis days for ex.) Striving to continue weaving indigenous teachings in lessons and core competencies Partnerships in the community like Comox Legion, CV Therapeutic Riding, Comox Firehall, Metis jigging club with several performances Inviting Elders and special guests into the classroom. Special guests and elders invited to the classroom – example: creating cedar weaved head bands Log drum unveiling and whole school ceremony with carver Randy Frank, donor Jesse Morin. Grade 6 dancers and singing Whole school Bannock and salmon taste test for Indigenous celebration week Drumming celebrations outdoor Metis jigging sessions with Sheila Buchanan Paid visits to Campbell River museum for all grade 1-6 classes Story walks, stick games 	<ul style="list-style-type: none"> Salad bar Reduction in use of paper plates/plastic cutlery for staff Bike/scooter to walk week (class choice to participate this year) Student initiatives, raising awareness about composting, recycling and waste City bus presentations 	<ul style="list-style-type: none"> Awareness of calming tools and strategies through whole class lesson and one on one with LSTs and EAs Indoor sensory path and possibly creating an outdoor version this year (applying for a grant) Sharing strategies with parents (EASE at home) Rainbow Alliance committee at school Trauma informed practices - continuation of pro-d Extra-curricular sporting events and clubs Vaping awareness sessions Field trips with team building focus – peer support Purchase sensory tools, wobble stools, noise cancelling headsets, etc. VP is part of the district Mental Health literacy committee
Resources needed (Including budget)	French Support Teacher Learning grant (release time and purchase of appropriate books) French immersion growth grant fund – release time for collaborative sessions – inquiry on common reading assessments and	ISW (thank you) Partnerships in our community, Elders visits – Anty Mona Dr. Jesse Morin	Outdoor sensory path with indigenous art and various group representation (Thanks to Variety grant and community donor) Continued field trips and experiences for students as planned by teachers	Inner Explorer EASE resources Calming corners and self-regulation tools More pro-d needed (executive functioning, how the brain works, self-regulation, strategies, SEL)

	<p>creation of boite phonetiques for each teacher in primary grades</p> <p>Release time (our LST, and primary teachers have been collaborating with Puntledge team on primary French phonics activities, oral language activities as well)</p> <p>Continue building assessment kits and resources</p>			<p>We invited Courtney to present to our staff pro-d – ADHD & anxiety</p> <p>VP is part of the district Mental Health literacy committee</p>
Evidence and data	<p>-Self-reflection from students at various points in the year</p> <p>-Samples on online portfolios</p> <p>-Teacher survey:</p> <p>Has this extra support/collaborative work impacted your use of effective strategies and practices with students?</p> <p>16 teachers participated in the survey.</p> <p>On a scale of 1 to 10 with 10 representing very high impact, the average score is 9.2</p> <p>Example of anecdotal comments from teachers about impact on students:</p> <p><i>“Collaboration time with my colleagues has led to instituting successful changes to my French Language program...”</i></p> <p><i>“Creating multiple assessments for 3 times throughout the year and creating fair assessments that cover our instruction in class.”</i></p> <p><i>“We had the opportunity to discuss our pedagogical methods for improving vocabulary development and, above all, reading strategies. We had time to create leveled reading activities and read-aloud activities, and since the collaborative work days gave us time to create materials, we were able to start activities with our groups</i></p>	<p>-Continued activities happening in our school and in our community</p> <p>-Representation in our activities and videos.</p> <p>-Increased engagement and visibility of Indigenous representation, acknowledgment, and celebration</p> <p>-Kindergarten visit to the Big House</p>  	<p>-Continued activities happening in our school and in our community</p>	<p>-Anecdotal observations from staff</p> <p>-Self-reflection from students</p> <p>-Seeing students using calming tools and strategies around the school</p> <p>Teacher survey at two points throughout the year keeping 3 key students in mind.</p> <p>We asked teachers which UDL strategies are working well, which targeted strategies for specific students are working well, what are student needs and next steps.</p> <p>We were able to ascertain that anxiety and behaviour are on the rise in our school this year.</p> <p>Many classes are explicitly teaching self-regulation strategies and using SEL programs.</p> <p>Students are able to articulate and share with adults when they need a body or brain break. They have options they can choose from.</p> <p>Strong relationships with students is necessary. Connection is key.</p> <p>Students can talk about growth mindset, expected vs unexpected behaviours, self-advocate for their needs.</p> <p>Important to know individual student needs.</p>

	<i>this year, and are seeing the benefits of our new pedagogical practices. By registering the read-alouds with Teams, we've been able to see an improvement in the students. Students read more fluently, their reading rhythm has improved and they are more confident when reading aloud."</i>			
Reflection	<p>We had excellent feedback from teachers this year.</p> <p>Thanks to the FI growth grant and the learning plan fund, teachers were able to take the time and collaborate with their colleagues from this school and from EPP to select common formative assessments and resources.</p> <p>The collective efficacy was shared with others and had a positive impact on our students. Teachers are feeling confident and well equipped for next year. I think we will see a shift in how we teach and assess reading.</p>	<p>Although we have increased our celebration and engagement with Indigenous culture and celebrations, we need to keep coming back to the First People's principles and making these more explicit in our activities and teachings.</p> <p>We need to continue learning how to weave these principles in everyday activities.</p>		<p>Anxiety and We put a lot of effort into this 2 years ago as we rolled out whole school EASE lessons (with powerpoints) and the accompanying lessons.</p> <p>This year, we continue to focus on building mindfulness into our days, as well as create calm corners and self-reg tools for student success.</p> <p>Self-regulation skills are quite low and developing slowly with some students.</p> <p>Extrinsic motivation works well.</p>
Next Steps	<p>Continue to spend time looking at how we track the data, use it to inform our teaching and share it out.</p> <p>Continued work in the intermediate level.</p> <p>Continued valuable collaborative work with grade level partners at our school and with our sister school.</p>	<p>Although we have increased our celebration and engagement with Indigenous culture and celebrations, we need to keep coming back to the First People's principles and making these more explicit in our activities and teachings. We need to continue learning how to weave these principles in everyday activities.</p>		<p>Whole school initiative? (something like morning meetings to review strategies and mindfulness?)</p> <p>Develop a school wide self-regulation program with common language and continuum.</p> <p>Teach self reg skills right away in September.</p> <p><i>This year, teachers preferred to do Mindfulness activities themselves rather than do a school wide morning announcement or practice.</i></p>

District Strategic Plan / Hornby Island Community School - School Goals 2022-2023

District Strategic Priority	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & 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"> Examine current literacy resources, particularly for developing reading skills, that support instruction in multi-age classrooms Although literacy (Reading) is our main goal and it aligns with our project proposal, we will also be exploring ways to teach Numeracy in multi-grade classrooms and to improve writing fluency (there is evidence of significant challenges in this area) 	<ul style="list-style-type: none"> To learn more about the history of Indigenous Peoples on Hornby Island, their relationship with the land, and ways of being and knowing To collaborate with Hornby Island's community organizations, parents and educational partners whose skills and expertise can support student learning 	<ul style="list-style-type: none"> To welcome community groups (adult pickleball, indoor soccer, after school programs (crafts, cooking, basketball), and pre-school, high school students, to use school spaces to encourage and participation in a wide variety of physical and learning activities. In collaboration with Hornby Island organizations, find ways to promote caring for and developing an understanding of Hornby Island and its surrounding Marine Ecosystem 	<ul style="list-style-type: none"> To ensure all learners are provided with a variety of opportunities that foster physical health and mental well-being
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Many students are reading below grade level and there is the need to identify specific areas of need and provide instruction that addresses these learning gaps and improves reading skills. It will be necessary to review and purchase suitable resources that support the development of reading skills 	<ul style="list-style-type: none"> Learners must experience and respect Indigenous ways of knowing and being and demonstrate connections in ways that include, but are not limited to artistic expression To foster student sense of belonging in the community and provide opportunities to learn from a variety of adults that will expand their knowledge and experiences on a small and isolated island. 	<ul style="list-style-type: none"> To expand learning opportunities/experiences that foster a caring, connected, and supportive community To enhance critical thinking and problem solving while expanding knowledge of the environment, and empowering students to take action to protect it. 	<ul style="list-style-type: none"> There is a need for students to build resilience and self-confidence, to reduce anxiety, develop a sense of responsibility and accountability for sharing their own talents and skills with others There is a need for learners to develop collaborative skills that require accepting and tolerating individual differences and being inclusive There is the need for learners to be physically active and develop confidence and skills in games and sports and increase levels of fitness
ACTION PLAN	<ul style="list-style-type: none"> Assess all learners using Benchmark Reading Assessment to identify strengths and challenges in reading Engage in professional learning i.e. Heather Willms/Cinta Alberti's, This Is How We Teach Reading....And It Works, Jolly Phonics, Adrienne Geare's, Reading Power, to determine appropriate resources Develop a home reading program for early readers 	<ul style="list-style-type: none"> Connect with Heather Royal-Brant, Bruce Carlos and elder Barb Whyte for resources and collaboration that support student learning Connect with community organizations to explore available programs that foster positive relationships and diverse learning experiences for students Connect with parents to seek and identify areas of expertise 	<ul style="list-style-type: none"> Continue to foster connections through weekly Youth Squad with the Youth Outreach, offer weekly Storytime to Preschoolers, invite High School students to take on leadership opportunities on Wednesdays. Use the Natural History Museum to enhance learning and use their resources and knowledge to enhance student learning about Hornby Island's environment, natural resources, history, 	<ul style="list-style-type: none"> Monthly recognition assemblies Showcase of Learning x 2 Student-led conferences Collaborative games with Denman Island Community School Make extra-curricular physical activities more accessible Provide outdoor games that promote equity and inclusivity (Gaga Ball, 4-Square)

	<ul style="list-style-type: none"> Establish individual and small group intervention groups supported by Kate Harrison (LST), EA's and Judi Ayers, to work on reading fluency/confidence comprehension skills 	<ul style="list-style-type: none"> Utilize staff who are long-time Hornby residents (Florette, Casey, Charmaine) Incorporate Sharing Circles into daily class/school routines. Play the Comox Song of Play 3x per week over the PA and continue continue practicing the words and drum rhythm Inviting parents and community members to open houses, student performances and celebrations of learning 	<p>Indigenous connections, animal habitat protection, climate change etc.</p> <ul style="list-style-type: none"> To use the Natural History Museum physical space as an extension of the Hornby Island Community School To continue participation in the Dungeness Crab research project at Fords Cove, HI, in collaboration with H.I.E.S To continue in the restoration of Indigenous plants and Spotted Butterfly program in collaboration with HIES and BC Parks Create school-wide learning at the Hornby Island Community Garden where the school has been allocated two new garden boxes To continue participating in activities at the Tribune Bay Outdoor Centre To participate in the Canadian Shoreline Cleanup 	
RESOURCES NEEDED	<ul style="list-style-type: none"> iPad Reading Resource Kits (TBD) Home Reading books (I.e., Reading A-Z) Multiple copies of This Is How We Teach Reading....And It Works 	<ul style="list-style-type: none"> Art supplies (clay, etc.) Find access to a kiln in the community Food for gatherings 	<ul style="list-style-type: none"> Financial support for bus, supplies for Community Garden and Tribune Bay Outdoor Centre fees 	<ul style="list-style-type: none"> Gaga Ball \$1500-4000 Bus to Deman and parent drivers Certificates and Prizes
EVIDENCE & DATA	<ul style="list-style-type: none"> Summative assessments x 3 (each term) Anecdotal formative assessment Documented fluency progression 	<ul style="list-style-type: none"> Anecdotal observations Art displays Musical performances Increased parent presence in the school (teaching, presenting, etc.) 	<ul style="list-style-type: none"> Increased number of community groups/partners Increased number of educational experiences provided 	<ul style="list-style-type: none"> Less challenging behaviour (students stay in the classroom, students don't bolt Greater participation in games/sport Improved attendance Increased willingness to take risks in learning
REFLECTION	<ul style="list-style-type: none"> We purchased a resource called Building Reading Skills with Poetry and facilitated a school-wide daily reading program from March-June. We noticed an overall increase in reading fluency, confidence and more positive attitude toward reading in Grades K-7. Students were willing to read aloud when given the choice to read independently, with a partner or do choral reading. Weekly assemblies, combined with drama increased motivation and participation levels. We also purchased Adrienne Gear's Power Packs and organized bins 	<ul style="list-style-type: none"> The Hornby Community School is the hub of the community, and it is wonderful that so many community organizations and individuals are keen to support our students by sharing their knowledge and expertise. We invited the Denman School to visit our school for the day to engage in Indigenous Games and a lunch prepared by parents using Indigenous foods donated and prepared by community members (salmon, berries, banak, juices, banak, etc. Grade 7 students met and participated in a number of special events with the Denman gr. 7 students. It is important to expand their friendships beyond Hornby With the support of parents and our Cultural Presenter, students continued to 	<ul style="list-style-type: none"> Many of the reflections recorded under Community Engagement are connected to and/or overlap with our Environmental Stewardship goals. We are fortunate to have community members and organizations who are passionate about learning and protecting our environment and sharing their passions with our students (ie. Natural History Center, BC Parks, Hornby Conservancy, Sentinel of Change Research Project) Considering we are on a remote island; it is surprising the number and variety of opportunities available for students. Our school provides the space for afterschool programs and courses – the challenge 	<ul style="list-style-type: none"> Building student resilience and reducing anxiety and stress will be ongoing goals More frequent interactions with the Denman students and opportunities to get 'off island' will be beneficial. Our students don't have the ability to participate in extra-curricular team sports due to our location and associated limitations Once per term, school-wide field trips were positive experiences for students in which they were able to participate in new experiences (rock-climbing, gymnastics, art gallery, etc.). However, transportation costs continue to be a barrier – especially the cost of a bus Find a feasible solution to our student transportation costs.

	<p>according to reading strategies and reading levels.</p> <ul style="list-style-type: none"> • We purchased This is How We Teach Reading....and it's Working but did not receive training or dive into it deeply • Home Reading programs in K/1 and 2/3/4 classes were implemented and 5/6/7 students were accountable for reading daily • Benchmark Assessment was administered in the Fall/Spring to track progress 	<p>experience hands on Indigenous musical and artistic experiences (ie., wampum making, drumming). This program expanded to the planting and maintenance of a Three Sisters Garden in the school plots at the Hornby Community Garden and storytelling about ways of knowing and being</p> <ul style="list-style-type: none"> • All classes held daily Circles in their classrooms • Comox Song of Play was played on the morning PA announcements • Parents volunteered to facilitate a variety of events. For example, Bike Week, Dungeness Crab Research at Ford Cove • The students worked ongoingly with the Hornby Island Education Society - Natural History Center on various projects including Indigenous connections with animals and with BC Parks with Helliwell Park plant and Checkerspot Butterfly Restoration. • Students contributed artwork to the Hornby Island Arts Council events including the Herring Festival • Community artist held printmaking workshops with our students 	<p>continues to be finding staff to hire for these positions</p> <ul style="list-style-type: none"> • Leadership opportunities for grade 6/7 students were offered and encouraged • Wednesday Vanier students were invited and encouraged to participate/lead school/class activities • The community garden access proved to be a positive and meaningful learning experience for students • Grade 6/7 students participated in 3-day experience on Vargas Island where they listened to Indigenous presenters and attended workshops about local land and marine animals and plants • Experiences with Tribune Bay outdoor center were provided 	<ul style="list-style-type: none"> • More frequent school gatherings have been beneficial • Student motivation, pride and accountability have increased, partly due to having recognition assemblies, opportunities for students to share their learning and to lead parent conferences. • Healthy eating has become a priority for us. SAF allowed for a weekly Soup and Salad Program. All the food provided was homemade and the healthy options motivated students to try new foods and ensured they had at least one healthy meal that day. • In addition, the funds supported our weekly hot lunches that were either homemade (PAC) or prepared by local restaurants • Muffin Mondays were facilitated by the PAC and involved students in the preparation and serving • students benefitted from the food programs and celebrated food and the joys of feasting together • The food programs have been well-received by parents (time and cost) • Raising salmon eggs to release and raising chicken eggs etc., have been positive experiences for students and cause for school-wide celebrations and shared learning. This has resulted in our new Curious Corner.
NEXT STEPS	<ul style="list-style-type: none"> • All classes will continue the daily reading program in Fall 2023. Student success and interest was evident. • All classes plan to focus on Gear's reading strategies using the materials and lessons purchased • Home Reading Programs will continue • Jolly Phonics resource will continue to be used K/1 class • A new resource to be introduced to older students with gaps in reading skills is Ventris Learning which is a phonics program that provides students with the foundational reading skills necessary for 	<ul style="list-style-type: none"> • Hornby students will spend a day in October, at the Denman School to participate in a cookhouse experience and plan to take turns visiting each other's schools for various types of activities so that students can explore new friendships • Continue Dungeness Crab research project and Helliwell Restoration Project • Dates have been set for Elder Barb Whyte to facilitate teacher prod on September 5th on Hornby. Denman staff are invited to attend. She will facilitate a student art workshop in April and Salad Pot project in June • Parents regularly supported teacher and gr. 2/3/4 students with their math program and 	<ul style="list-style-type: none"> • Increase opportunities for outdoor learning • Find ways to make student transportation for field trips more feasible • Find new ways to work with the Tribune Bay Outdoor Centre that are more meaningful. It's becoming quite repetitive for students year after year • Facilitate an overnight outdoor experience for upper intermediate students (skiing, snowshoeing, etc.) • Continue restoration and research projects with HIES 	<ul style="list-style-type: none"> • Finding ways to make student transportation more feasible • New swing-set installation to take place in Sept. 2023 • Basketball is very popular among our students. However, our outdoor court has a cover on it from when our school burned down, and we needed an outdoor PE space. It would be beneficial to have the roof removed so the basketball court can be used again. • Continue campaigning for an outdoor Gaga Pit • Continue Soup and Salad Program, Hot Lunch and Muffins

	<p>proficient reading. It's from the University of Florida Literacy Institute.</p> <ul style="list-style-type: none">• An increased focus is numeracy is required as our school continues to be challenged by providing a program suitable for multi-age classrooms. All teachers are attending the First Steps Training for ProD in August 2023, in hopes this will be an appropriate program for us	<p>community member supported the K/1 classroom teacher/students with various learning activities</p>	<ul style="list-style-type: none">• Encourage and support programs that require school spaces and resources	<ul style="list-style-type: none">• Add another day on which healthy food is provided and paid for through school/PAC funds. This will complete the daily food offerings for our four-day week• Continue the Curious Corner and Inquiry-based learning opportunities
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District Strategic Plan / Huband Park Elementary School - School Goals 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	<p>Using our comprehensive literacy plan we aim to: Reading: All (or most) primary students read at grade level by the end of grade 3</p> <p>Writing: all student progress up the Island created writing continuum snapshots by at least two levels</p> <p>Academic supports for our indigenous students</p>	<ul style="list-style-type: none"> Community relationships and knowledge in partnership here in the school. (Elders) Community service (social and environmental) Meaningful field trips (Water keepers) Christmas hampers 	<ul style="list-style-type: none"> Reduce our carbon footprint Walk lightly on our land Use our garden more Get outdoors 	<ul style="list-style-type: none"> Use responsive schools strategies such as morning meetings to build community Create consistency and common language around response to unexpected behavior Jina Taylor PHE collaboration
RATIONALE FOR SCHOOL GOALS	We are seeing a slowly increasing number of students not meeting grade level expectations in reading and writing based on our internal assessments and on the FSA.	<ul style="list-style-type: none"> One in five of our students are indigenous. Integration of indigenous ways of learning and knowing 	<ul style="list-style-type: none"> Climate change and our responsibility to do something about it. 	<ul style="list-style-type: none"> Now more than ever students and adults need connection and wellness
ACTION PLAN	<ul style="list-style-type: none"> Story workshop, 6 plus 1 writing traits, and reading assessments Phonics boxes Literacy teacher coming to October staff meeting Fluency program it 6-minute reads for intermediate classrooms. Peer tutoring program for reading School wide reading assessments done in September Right brain reading Teachers released in September and then through out the year to discuss assessments Common language 	<ul style="list-style-type: none"> Increase the number of opportunities our students have to work with buddy students. Increase student awareness of community and global humanitarian and charitable causes. (Foster Child, Habitat for Humanity, the Foundry, EDAS) Increase the opportunities for students to engage in service activities in the community. EDAS, local authors, indigenous elders, visits to the senior's centre, peer helpers in the daycare Celebrations of learning and performances here as part of spirit assemblies Student recognitions at assemblies Exploring ways of decolonizing classrooms and field trips 	<ul style="list-style-type: none"> School recycling program: we piloted a diversion program in addition to composting and the blue boxes, diverting most of the school's "garbage into a sorting station. Endangered red legged frog habitat: started education at primary about our frog Outdoor education: all students participated in outdoor education once a week, which included environmental stewardship and the school garden District gardening initiative work Composting routines shared by class sign up Recycling work shared by more student helpers Biologist to work with us about frog habitat More trail building in the forest Litter less "hot lunches" 	<ul style="list-style-type: none"> SPACE program (counsellor) Responsive schools: all teachers are participating in this as a school wide pro d (school purchased books, Jackie Anderson leading workshops Restorative justice approach Embed and support Mental Health curriculum (EASE etc) Rainbow alliance club, the rainbow waiting room, the rainbow crosswalk, the 2nd annual colour run. Continue to develop and expand group support programs: boys social group, girls social group, anxiety group "Inner Explorer" mindfulness program. Facilitate class presentations like the White Hatter, vaping etc. intramural programs every day including and chess and singing and art clubs. Increase the number of fun days planned throughout the year. Health and wellness month in January We thinkers Soft Starts Leadership Body breaks

				<ul style="list-style-type: none"> Ease anxiety of educators Outdoor education Expanding our no barrier universal food programs.
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> Time for teachers to meet in grade groups and work together to assess and create (\$10 000) 	<ul style="list-style-type: none"> Our school spends about \$20 000 on field trips, most of that raised by teachers, students and parents. 	<ul style="list-style-type: none"> Prep time as outdoor ed District garden initiative help Time and leadership needed for garden initiative Time/people power to provide litter less lunch 	<ul style="list-style-type: none"> Much of this is supported by our internal fundraising. We need capital funding and help compensating people for all the work being done
EVIDENCE AND DATA	<ul style="list-style-type: none"> 50 per cent of the students who received LST reading support last year did not get up to grade level benchmarks. <p>This year we saw better reading results in classes where teachers used phonics and/or fluency programs.</p>	<ul style="list-style-type: none"> Classes where students participate in service opportunities have better social emotional indicators. 	<ul style="list-style-type: none"> Our garbage production is much, much less but we are struggling for consistency with providing outdoor ed, garden opportunities, and with hot lunch waste 	<ul style="list-style-type: none"> Teachers and classes who embrace this work are seeing better social emotional indicators in general
REFLECTION	<p>We made progress in reading but did not get to the writing continuum. Collaboration time helped get the primary team on the same page Phonics boxes created common language for primary teachers Didn't get to 6 plus 1 Peer Tutoring only happened with a small group of students.</p>	<p>Lots of field trips Colour Run, music and other smaller assemblies. School had a community feel with parents back in MP room (In Ed team) created a sense of belonging</p>	<p>Composting and moving to a no waste hot lunch worked well.</p>	<p>Teachers really embraced the morning meeting routine and saw great value in it. Fun days built community We thinkers was good for common language Intramural activities helped keep kids busy and safe at recess Great counselling support/counselling caseload is huge (more time?)</p>
NEXT STEPS	<p>Writing for excellence program Writing continuum School wide write Address the recommendations in our comprehensive literacy plan completed this year. Haggerty training for K teachers Writing development in K Add numeracy to school goals Children feel achievement and pride even if literacy is a struggle Many Grade 2 students waiting for a psych ed can we get some extra support for this waitlist Working on common language for all grades Ongoing release time for this work, learning and mentoring Need to make sure all are doing reading assessments More time modelling story workshops.</p>	<p>Recognition of students at assemblies, more service and leadership opportunities Keep the buddy class tradition active Increase community involvement</p> <p>We want more support and understanding of Indigenous Ways of Knowing</p> <p>We wish we had an elder</p> <p>Let's get our spirit assemblies back</p> <p>We need to imbed more indigenous culture in our classrooms.</p>	<p>Expand leadership in this (involve more kids) Taking care of the forest and trails Refresh the Garden Club Hope that outdoor learning continues Teaching and learning around Climate Change more explicitly School wide inquiry/action or fair about an environmental topic District help with garden (funding) Soccer and climbing wall leadership by senior students was great at recess Continue outdoor ed as prep time.</p> <p>Keep litter less hot lunches</p>	<p>Recess support for early primary Get back into Responsive schools work, continue the work! Many teachers did not use EASE or Inner explorer this year. What are we all doing? We could revisit the Third Path work Restorative Justice is a need Common language More education and support for mental health</p>

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District Strategic Plan / Miracle Beach Elementary School – School Goals 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	Assessments/Screeners: <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 			
RESOURCES NEEDED (INCLUDING BUDGET)	<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

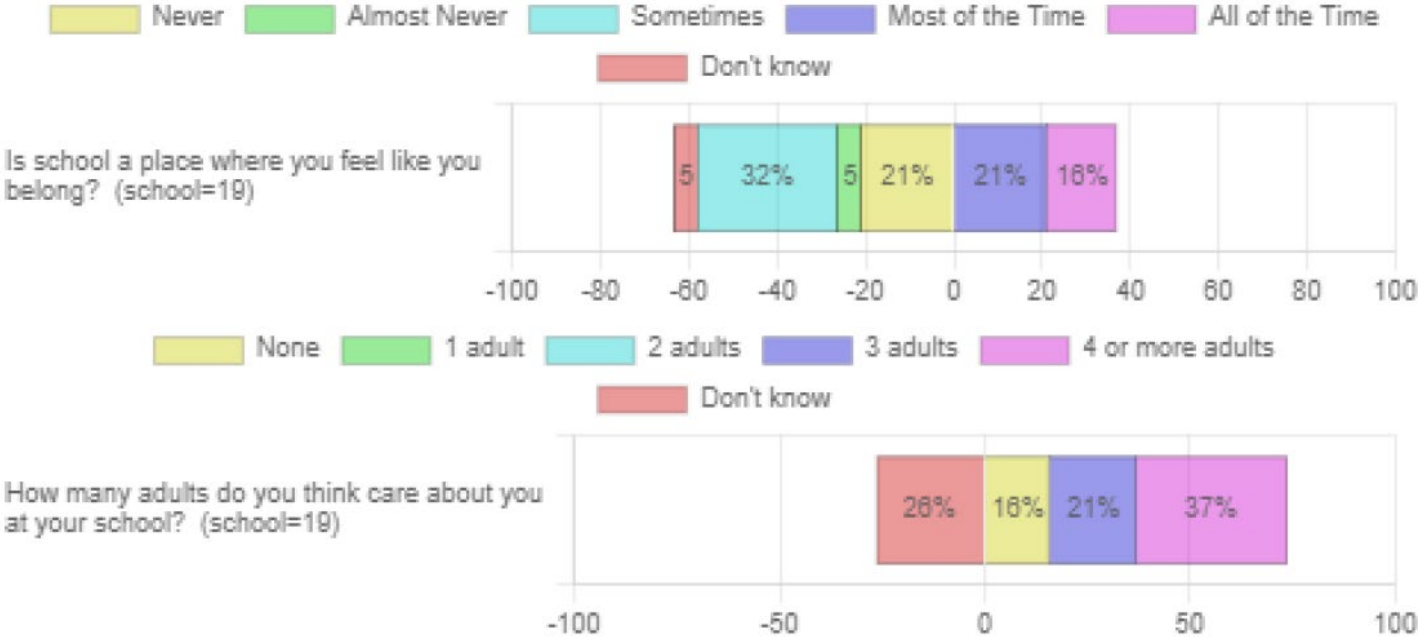
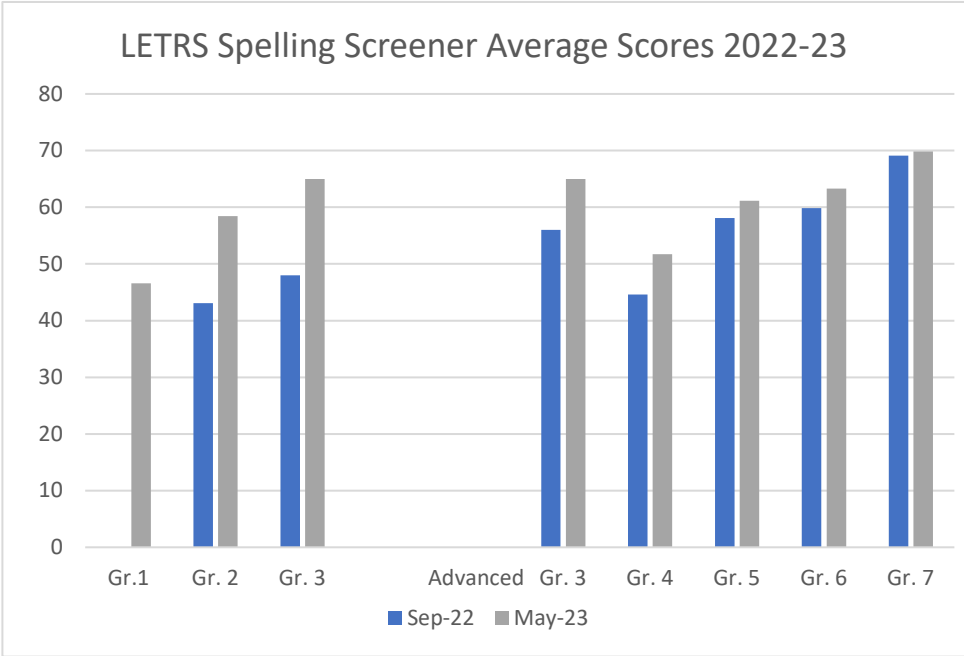
	<p>reading resources as well as time to interpret reading assessment data.</p> <ul style="list-style-type: none">○ \$500 to purchase Heather Willms Reading Curriculum boxes for Primary teachers○ \$500 to supplement intermediate writing program Excellence in Writing.○ Classroom Resource kits			<p>vocabulary 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
EVIDENCE AND DATA	<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			See below

REFLECTION	<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"> • Compare year over year data
NEXT STEPS	<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"> • 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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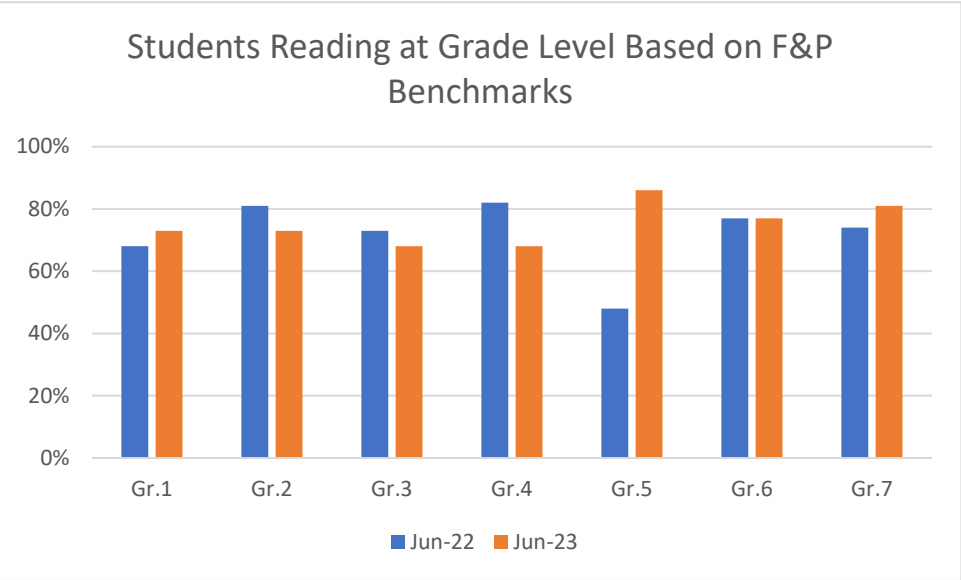
LETRS Spelling Screener Average Scores

	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

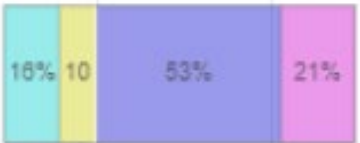


Students Reading at Grade Level Based on F&P Benchmarks

	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%



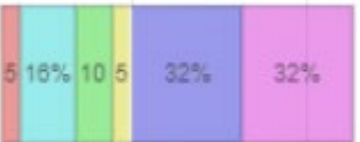
I am happy at my school. (school=19)



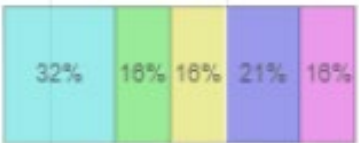
Do you feel welcome at your school? (school=19)



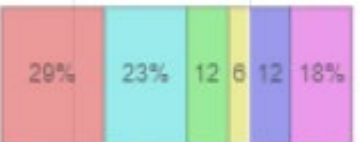
Do you feel safe at school? (school=19)



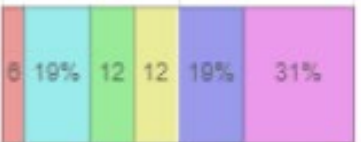
Have you ever felt bullied at school? (school=19)



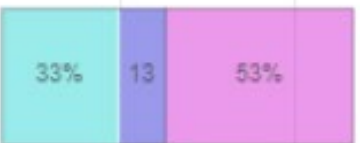
Are you learning how to care for your mental health? (school=17)



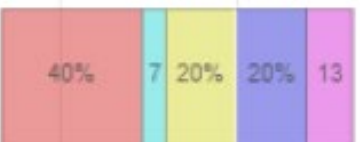
When you make a choice, do you think about how it might affect others? (school=16)



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)



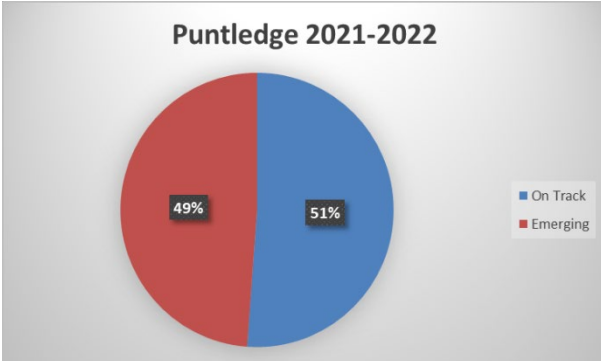
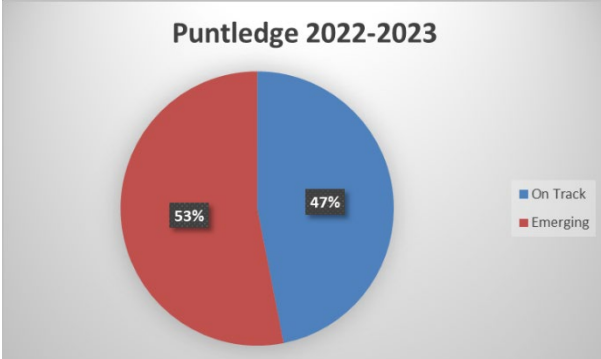
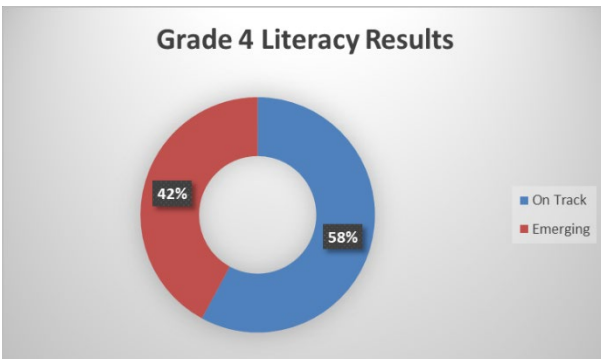
Do you feel good about yourself? (school=13)

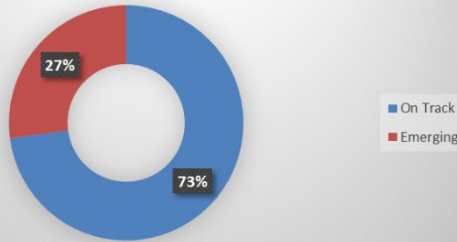
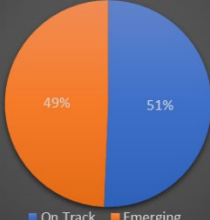
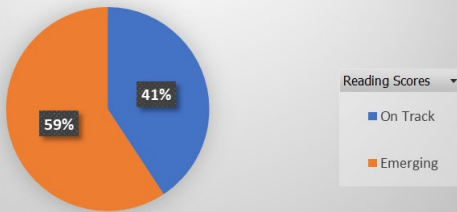


District Strategic Plan / Ecole Puntledge Park Elementary School – School Goals 2022-2023

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"> 80% of our students will be proficient grade level readers, writers and speakers exiting grade 3 and 90% by the end of grade 6. (Over the course of 3 years) Develop a school wide tracking system to ensure we are supporting our Indigenous learners. 	<ul style="list-style-type: none"> To build stronger connections between school and home for our Indigenous learners. To maintain and build a positive school culture by creating relationships that build community within the school and create commitment to support the school in parents and community partners. 	<ul style="list-style-type: none"> At Puntledge we want our students to develop the Social Emotional Skills to be successful learners and we believe the outdoors and environmental learning plays a key role. We work to maximize the natural surroundings of the school and teach outdoors and to teach about the outdoors. 	<ul style="list-style-type: none"> At Puntledge we want our students to develop positive physical and mental health habits and to develop the Social Emotional Skills to be successful learners.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> We have identified gaps in our students learning through the documentation of reading scores and through class spelling and writing assessments. 	<ul style="list-style-type: none"> We believe it is vital to promote and pursue opportunities to partner and work together with our greater community to build relationships and embed authentic and long-lasting learning experiences for our students. 		<ul style="list-style-type: none"> Social-emotional learning is vital for students because it teaches them crucial life skills, including the ability to understand themselves, develop a positive self-image, take responsibility for their actions, and forge relationships with the people around them.
ACTION PLAN	<ul style="list-style-type: none"> We have scheduled an intensive reading program for our grade 2/3 students We are investing in formative assessment tools and release time for teachers to master the process. We are making our indigenous learners more visible to teachers. (all information shared to teacher by our LSTs also indicates if the student has ancestry) 	<ul style="list-style-type: none"> ISWs to present and clarify their role within the school. Having EAs work in multiple classrooms to build more opportunities for students to connect to adults. Creating opportunities for platooning and classroom connections. Re start certain aspects of the school community including movie nights, family dances. 	<ul style="list-style-type: none"> Continue to develop our garden and incorporate it into learning. Multiple classes use the outdoors as part of the regular classroom routines. Having two recess groups allowing more space and opportunities while outside. 	<ul style="list-style-type: none"> Continuing to explore social learning using <ul style="list-style-type: none"> EASE Social Thinking Curriculum Inner explore Zones of regulation Having two recess groups allowing more space and opportunities while outside.
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> We purchased a reading assessment kit for each classroom. Approx \$7500 We use Admin time to support student reading no cost We continually buy guided reading books to keep our collection up to date \$2500. 			<ul style="list-style-type: none"> We purchased \$1500 in outdoor sports equipment and created a colour coded system to identify which equipment was meant to be used outside.

	<ul style="list-style-type: none"> Used French Federal funds to support the purchase of a home reading program called Je lis Je lis Je lis 			
EVIDENCE AND DATA	<ul style="list-style-type: none"> All teachers work with students to assess reading level scores using the reading assessment kits. Our CST is leading a book club to further explore Heather Willms book. Working groups with Federal French Funds to develop collaborative groups to explore universal design for learning. As part of our whole school review teachers placed students on an intervention triangle. We met again half way to see what had changed. <p>Here is list of Action Items taken by Teachers:</p> <ul style="list-style-type: none"> Following Heather Willms suggestions. Targeted sound teaching LST EA pullout as needed. Ongoing GB+ evaluations Collab Groups and Focused writing. Working with high frequency words mini conferences running small reading groups. reading groups daily Silent reading, read aloud, tech support class novel studies literature centers. Jolly Phonics teaching the code home reading decodable books home sound books to practice sounds and blending Reading groups Focused writing work Daily Reading RTI group work Systemic Phonics based program Large part of the day dedicated to literacy Strong home reading program 40 book challenge reading heavy project in French 6 min solution 	<ul style="list-style-type: none"> We have restarted Salmon day, movie nights, and family dances Invited families in for literacy week to read with a family member Have students attend the Metis Elder lunch to drum for the elders. Needing to help with vandalism at the school we have developed a strong working relationship with the RCMP. We have returned to having regular visits by our elder in residence. <p>Action Taken In Classrooms:</p> <ul style="list-style-type: none"> Attention to the Library collection to reflect accurate Ind. representation. Tutoring arrangements Strengthen adult understanding Share understanding with class. Including the ISWs Involving ISW in SBT meeting and other aspects of school planning. Using stories to teach younger students Learning about indigenous artists Incorporate FPPL and always Inc. Ind. science perspectives along side western Including family. Teaching/Valuing Ind. content knowledge, stories, games. Teaching parts of Kwak’wala Weekly lessons in the INED room <p>Working on Visibility:</p> <ul style="list-style-type: none"> Visibility, including music, songs, Meaningful cultural activities and curriculum Including students in cultural classrooms presentations etc. Including content from families and connections inviting Ind. community members to the classes. Create a positive open and inviting classroom for Ind. learners. 	<ul style="list-style-type: none"> We have a pack it in pack it our policy at the school We issued students with reusable water bottles instead of drinking cups. We invested in a food safe industrial dishwasher to be to use reusable plates, cups and cutlery. Continued work through signage to improve recycling habits. Continue with Wacky Wheelie Weds. All grade 4/5 participate in the Comox Valley Cycling Coalitions bike rodeo to learn safe riding techniques. 	<ul style="list-style-type: none"> Not a Focus this year but will be a focus next year.

	<ul style="list-style-type: none">• Spelling frames.• Literacy centers• Phonemic awareness practice.• Explicit segmenting and decoding.• reading links challenge• Guided Writing• Singing songs with written notation• Close reading (read alongs) <div><p>Puntledge 2021-2022</p><table><tr><th>Category</th><th>Percentage</th></tr><tr><td>On Track</td><td>49%</td></tr><tr><td>Emerging</td><td>51%</td></tr></table></div> <div><p>Puntledge 2022-2023</p><table><tr><th>Category</th><th>Percentage</th></tr><tr><td>On Track</td><td>53%</td></tr><tr><td>Emerging</td><td>47%</td></tr></table></div> <div><p>Grade 4 Literacy Results</p><table><tr><th>Category</th><th>Percentage</th></tr><tr><td>On Track</td><td>42%</td></tr><tr><td>Emerging</td><td>58%</td></tr></table></div>	Category	Percentage	On Track	49%	Emerging	51%	Category	Percentage	On Track	53%	Emerging	47%	Category	Percentage	On Track	42%	Emerging	58%	<ul style="list-style-type: none">• Continue to invite culture in our school to share and visiting Ind ed classroom.• Welcoming elders to share knowledge.• Knowing who our Ind. students are and looking into what supports we can offer. <p>Providing Basic Needs:</p> <ul style="list-style-type: none">• Food program• Supporting the emotions needs of Ind. Students• Continued support with clothing, food, etc. <p>Increased Communication:</p> <ul style="list-style-type: none">• Daily communication in multiple modes for families• Celebrating families.• Keeping regular positive emails.		
Category	Percentage																					
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	<div><div><p>Grade 7 Literacy Results</p><table><tr><th>Category</th><th>Percentage</th></tr><tr><td>On Track</td><td>73%</td></tr><tr><td>Emerging</td><td>27%</td></tr></table></div><div><p>Grade 1 to Grade 7 French Immersion Reading Scores</p><table><tr><th>Category</th><th>Percentage</th></tr><tr><td>On Track</td><td>51%</td></tr><tr><td>Emerging</td><td>49%</td></tr></table></div><div><p>March</p><p>Grade 1 to Grade 5 Neighbourhood Reading Scores</p><table><tr><th>Category</th><th>Percentage</th></tr><tr><td>On Track</td><td>41%</td></tr><tr><td>Emerging</td><td>59%</td></tr></table></div></div>	Category	Percentage	On Track	73%	Emerging	27%	Category	Percentage	On Track	51%	Emerging	49%	Category	Percentage	On Track	41%	Emerging	59%			
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REFLECTION	<ul style="list-style-type: none">• Need to continue to develop:• LST grade boxes• Continue to allocate funding for resources• Use new writing resources• Better use of EAs as resources• more 1 on 1 when needed• Support families on decoding, fluency, and comprehension• Working to help how to improve fine motor.• Frequent benchmarks helped now next steps• So Important to teach skills in the right order• SUPPORT WHAT IS ALREADY HAPPNEING AND EXPAND.• We still need more opportunities for students to share their learning	<p>We could Improve by doing the following:</p> <ul style="list-style-type: none">• Invite in more cultural presenters and performances. 3• Honour Ind. ways of knowing and continue to incorporate.• Working with the elder• Inviting more volunteers into the class.• Using Kwakwala that was learned at the Pro-d• Set a more regular visits to ISWs• Continuing to work with families who are defensive or apprehensive of the school system.																				

	<ul style="list-style-type: none">• reading interventions for those that need a little bump• Encourage more student centered singing. We still need to work but have our baseline to compare after 2 years.			
NEXT STEPS	<ul style="list-style-type: none">• We still have significant work to do to support our students. Our next major step is to continue to explore UDL and literacy instruction.• This year we have been able to measure and provide for• We now also have a significantly better analysis of the students reading. Their may appear to be a decline in ability but the number of students assessed and the frequency increased to truly reflect the situation.	<ul style="list-style-type: none">• Our plan for next year is to reach out to families and ask how they measure success and to also work to transform the Puntledge Way into a system that meets the need of the current community.		

District Strategic Plan / Queneesh Elementary School – School Goals 2022-2023

DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	Optimize innovative practices and learning opportunities.	Deepen integration of Indigenous ways of knowing. Foster relationships with community, parents and educational partners.	Optimize infrastructure to support learning. Foster environmental stewardship.	Invest in the holistic well-being of our people.
SCHOOL GOALS	<p><u>Goal #1</u> As a school community how do we assess achievement in literacy with a focus on decoding, reading comprehension and critical thinking skills</p> <p><u>Goal #2- Indigenous</u> As a school community we will track and monitor literacy Benchmarks for our Primary Indigenous students (k-3)</p>	To develop a positive school culture and climate where students, staff and parents feel valued, cared, and respected in our everchanging world.	To provide students and staff the opportunity to grow as environmental ambassadors and work on reducing our school carbon footprint.	To develop emotional regulation to help increase students overall Physical Health and Mental Well-Being
RATIONALE FOR SCHOOL GOALS	<p><u>Goal#1</u> Looking at Assessment practices as school will enable us to track student progress over time and look for trends. We are hoping to move towards common assessment practices so that information can be passed on year to year.</p> <p><u>Goal#2</u> Looking to close the Achievement Gap. Tracking and monitoring Benchmarks in the primary grades will allow us to identify student who will need intervention.</p>	Post pandemic it is time to start inviting the community (parents) back into the school. Fostering an authentic and long-lasting learning experience for our students is key as we work to and building relationships within our community that are mutually beneficial	Having an Environmental Stewardship focus at the Queneesh allows our students to become leaders as we encourage and foster environmental awareness	<p><u>Physical Heath</u> Physical Literacy is the development of physical competence, confidence and to be active for life. Teachers have asked for support in lesson development for fundamental movement skills.</p> <p><u>Mental Well Being</u> Queneesh is a very busy school where our students need adult intervention to support with emotional regulation. We have many students who struggle dealing with conflicts. As a result, students make poor choices often leading to escalation of challenges</p>
ACTION PLAN	<ul style="list-style-type: none"> • CST direct intervention • Heather Wilms PD and Intervention <ul style="list-style-type: none"> ➢ September session with EA's ➢ Intermediate sessions • Data Collection- Keep consistent year to year <ul style="list-style-type: none"> ➢ Bench marking ➢ FSA ➢ Nanaimo Assessment 	<p><u>Community Engagement</u></p> <ul style="list-style-type: none"> • Meet the Teacher Night • Spring Family Dance • Coffee to parents at the bus stop • Light walk • Games Night • Family Picnic • Literacy Week 	<ul style="list-style-type: none"> • Stop using Plastic cups and spoons in the office • Hot lunch to have less garbage • Waste audit • Lessons on Recycling • Utilizing the forest <ul style="list-style-type: none"> ➢ Sit spots ➢ Learning opportunities • Zero garbage 	<p><u>Physical Heath</u></p> <ul style="list-style-type: none"> • Physical Literacy is the development of physical competence, confidence and to be active for life. Teachers have asked for support in lesson development for fundamental movement skills. <p><u>Mental Health</u></p>

	<ul style="list-style-type: none"> ➤ Phonological Awareness- K's • Literacy Groups- Intermediate • Release time • Professional Development- Coaching • Resources purchased this year to support students with reading <ul style="list-style-type: none"> ➤ Leveled readers ➤ Decodable Books ➤ High Interest Low Vocab Books for intermediate students ➤ Raz Kids • Increased LST time • Writers workshop • Writing Revolution Sessions 3x in the year for intermediate teachers with a focus on writing, comprehension, and vocabulary • Intermediates all received a copy of the book <i>Writing Revolution</i> and were encouraged to try the strategies with their students and then discuss how it went at the next meeting. • CST, LST x 2, teacher, TL worked a team to provide a 6–8-week Literacy Boost for: <ul style="list-style-type: none"> • Neighbourhood grades 1, 2, 3 • Montessori grades 1, 2, 3 • Neighbourhood grades 4, 5 and 1 class in grade 6 • CST Reading Intervention was provided for 2 students in grade 6 and 7. 	<ul style="list-style-type: none"> • Staff engagement <p><u>Indigenous Education</u></p> <ul style="list-style-type: none"> • Truth and Reconciliation Week <ul style="list-style-type: none"> ➤ Orange Shirt Day ➤ Story Time with Mr. Cobey ➤ District Song • Elder in Residence- Weekly visits • Qualicum cultural kits • Walk for Wenjack • 7th Generation Club • Learning more about In Ed Culture and the value of the culture • Cultural Presenters • Use of Language daily • National Indigenous People Week <ul style="list-style-type: none"> ➤ Dance ➤ Food ➤ Sports ➤ Story Telling ➤ Art 	<ul style="list-style-type: none"> • Landfill field trips • Enhance recycling program • Restore visits • Compost <ul style="list-style-type: none"> ➤ Green Team presented to PAC, Community Members and Vanier Staff ➤ Return It Contest- 2nd place 	<p>Staff, students, and parents have worked hard to ensure Queneesh Elementary is a place of learning. Our purpose is to equip students with knowledge, skills and views that will help them in their journeys self-confident, happy, and productive individuals capable of maintaining healthy lifestyles, choice, relationships, and motivation for lifelong learning</p> <ul style="list-style-type: none"> • 5 weeks of in class sessions on Mental Health and Wellness lessons with Counsellor • Zones of Regulation • Inner Explorer • Changing Possibilities for Youth Learning • Yoga • Brain and Body Breaks • Daily connections with students • Wellness Wednesday • Inner Explorer • School Wide Positive Behaviour Program • Social Groups • Teacher Wellness- Outside of School Time • Lesson about the brain • Student research projects about brain condition- Neurodiversity • Everyday Speech- Pilot program • Sanctuary • Kindness Initiatives • Q Zone
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> • \$10000 School Learning Grant • Last year we spent Literacy grant money on release time for Benchmarking and phonological assessments as well as meeting with teachers for in-service with Heather Willms. • This year we spent the grant money on teacher and student resources to support our literacy work. We purchased the following resources: 	<ul style="list-style-type: none"> • \$5000 grant from Vancouver Sun for Community Engagement 	<ul style="list-style-type: none"> • \$600 from PAC to pay for Compost Program • \$500-\$700 from General Supplies 	<p><u>Physical Health</u></p> <ul style="list-style-type: none"> • Jina Taylor has sent out a list of what a typical elementary equipment room should have to run a quality physical education plan. Sitting down with staff we will prioritize the equipment list and allocated \$1000 from school budget and \$1000 for the PAC equipment budget. • \$7000 from Community Links and Student affordability to pay 2 EA's for morning gym

	<ul style="list-style-type: none">Teacher resource for Primary Teachers for \$399.95 <i>This Is How We Teach Reading and Its Working</i>. Sequential and explicit teaching guide with targeted strategies for decoding.UFLI Sequential Phonics Instruction Manuals for teachers X 2 from Ventris Learning \$248.94Learning A-Z online reading program licenses for students in grade 1 and 2 to access at home \$367.85Purchased decodable classroom books for Primary classes from Whole Phonics and Syllasence \$5561.66Decodable books for LST use \$967.00Nelson Education LTD guided reading books targeting grades 2, 3, 4, and 5 \$560.92Purchased Low Vocabulary/High Interest books to support our struggling intermediate students \$1492.95 from Saunders and Foothills Educational MaterialsWriting Revolution Teacher’s book to accompany work with Heather Willms on writing, comprehension, and vocabulary \$569.58Materials to support reading strategies (wipe off boards and dry erase markers \$15.20			<p><u>Mental Health</u></p> <ul style="list-style-type: none">\$700 for Inner Explorer\$500 to set up the Q Zone												
EVIDENCE AND DATA	<p><u>Goal #1</u></p> <p>See Appendix D- FMP Bench Marking -students decoding and comprehension</p> <p><u>FSA October 2022</u></p> <p><u>Grade 4</u></p> <table><tr><td>Performance Level Unknown</td><td>23%</td></tr><tr><td>Emerging</td><td>10%</td></tr><tr><td>On Track</td><td>54%</td></tr><tr><td>Extending</td><td>13%</td></tr></table> <p><u>Grade 7</u></p> <table><tr><td>Performance Level Unknown</td><td>28%</td></tr><tr><td>Emerging</td><td>32%</td></tr></table>	Performance Level Unknown	23%	Emerging	10%	On Track	54%	Extending	13%	Performance Level Unknown	28%	Emerging	32%	<p><u>Community Engagement</u></p> <ul style="list-style-type: none">Meet the Teacher we had 140 families attendFamily Dance- 250 students and family member attendedCoffee at the Bus Stop- 30-50 parents were served coffeeLight Walk- 200 students and families members attendedGames Night- 35-40 total showed upFamily Picnic- 120 students and family attendedStaff Engagement Activities- 25% of staff	<ul style="list-style-type: none">Student Developed Presentations<ul style="list-style-type: none">➤ Green Team Video➤ What we have done at Queneesh Video➤ Green Team Video #2➤ The Recycling Depot	<p><u>Physical Health</u></p> <ul style="list-style-type: none">See Appendix C-1 <p><u>Mental Health</u></p> <ul style="list-style-type: none">See Appendix C-2
Performance Level Unknown	23%															
Emerging	10%															
On Track	54%															
Extending	13%															
Performance Level Unknown	28%															
Emerging	32%															

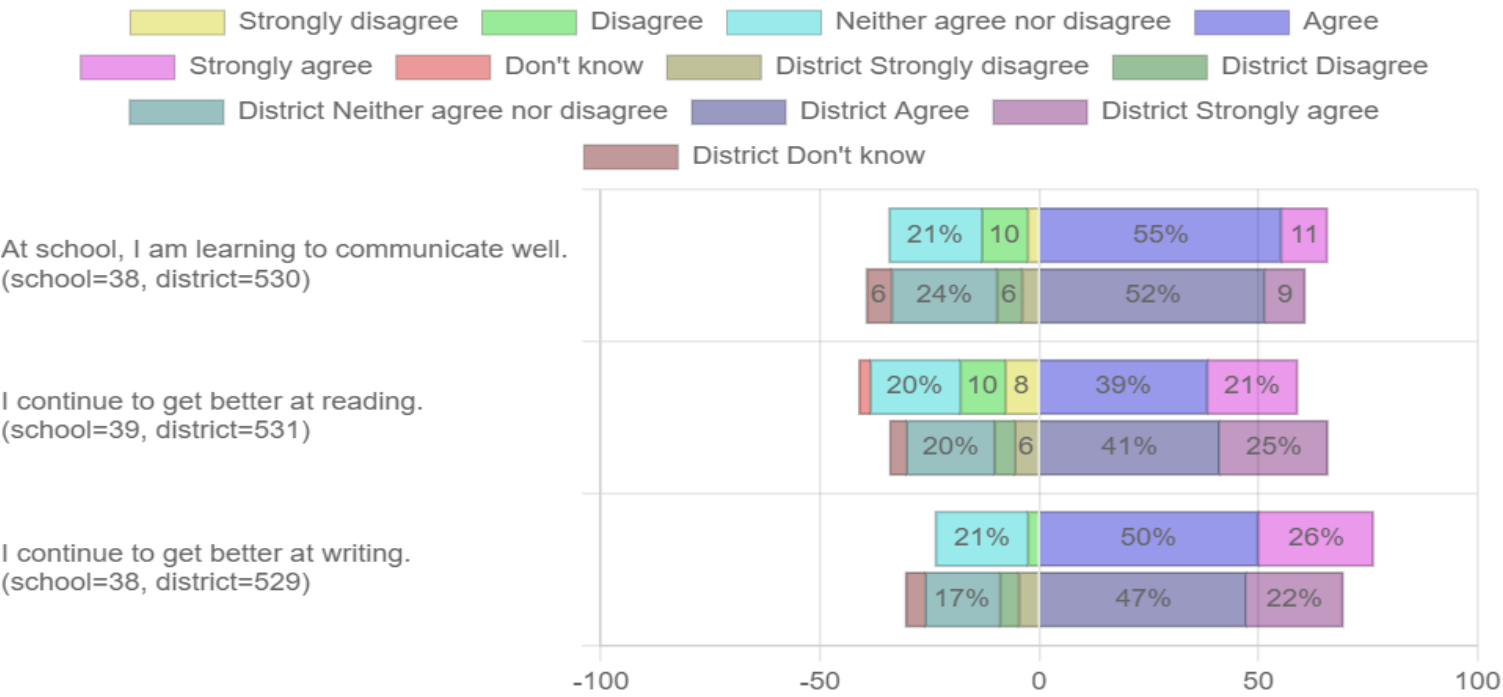
	<p>On Track 43%</p> <p>Extending 0%</p> <p><u>Non- Fiction Reading Assessment- Intermediate</u> Students were assessed on their abilities to Determine, Importance, Extracting Information, Vocabulary, Inferring, Critical Analysis, Overall Achievement, Accuracy and Fluency</p> <p><i>Areas of difficulty for students included:</i> - Locating the main idea -Using context clues to support understanding of new vocabulary - Providing evidence from the text to support answer(s)</p> <p>Student Learning Survey</p> <ul style="list-style-type: none"> See Appendix A <p><u>Goal#2</u></p> <p>Emerging 19%</p> <p>Developing 48%</p> <p>Proficient 33%</p> <p>Extending 0%</p>	<ul style="list-style-type: none"> Literacy Week- Full School participation <ul style="list-style-type: none"> ➤ Reading at Recess ➤ Bring a book take a book ➤ Lending Library ➤ Sr. Management video <p><u>Indigenous Education</u></p> <ul style="list-style-type: none"> See Appendix B 		
REFLECTION	<p><u>Goal #1</u></p> <p>Our data indicates that explicit targeted literacy support has had a positive impact on reducing the number of our at-risk readers. The data is significant particularly at the primary level which indicates that the number of at-risk readers has been reduced by fifty percent or more. There is still more to do with our grade six and seven students which should include more instruction for teachers on how to support students with decoding challenges. Our Literacy Team did not work with the grade 6 (except for one grade five- six class) and 7 students this year so this group of students could be one of the groups targeted next year.</p> <p><u>FSA</u></p>	<p><u>Community Engagement</u></p> <ul style="list-style-type: none"> Some events were more successful than other. How do we engage that an event was successful? Promotion of events via email, newsletter and or social media was done however too many parents/staff commented they did not know about the event. <p><u>Indigenous Education</u></p> <ul style="list-style-type: none"> Continue to explore what Reconciliation looks like at Queneesh 	<ul style="list-style-type: none"> Current practice is not sustainable. Only one class is taking on the responsibility for compost and recycling. The hope was the one class would get the program up and running and other classes would jump in to support. This did not happen, and significant amount of time was taken up. Going into next year more classes need to be involved \$100 a month to pick up compost was donated by PAC. Students presented to community leaders and the hope is that compost pick up will be free as it is from the community. Will the district pay for compost pick up? 	<p><u>Physical Health</u></p> <ul style="list-style-type: none"> Having Jina Taylor in the school really changed how teachers looked at Physical Education and Health instruction. Teachers started to look at skill development rather than games-based instruction <p><u>Mental Health</u></p> <ul style="list-style-type: none"> Inner Explorer was not utilized. Do we continue with this program school wide? Support staff mental health is an area that needs to be explored and improved for next school year. They work with our most vulnerable students and at times work in isolation.

	<p>FSA results were not strong. Performance Level Unknown scores were surprisingly high. This is a result of many of the students not completing the assessment. The FSA data is not reliable as the assessment continues to not be valued.</p> <p><u>Non-Fiction Reading Assessment-Intermediate</u></p> <p><i>Areas of difficulty for students included:</i> - Locating the main idea -Using context clues to support understanding of new vocabulary - Providing evidence from the text to support answer(s)</p> <p><u>Goal #2</u></p> <p>As a principal I need to look at how I can collect the data better. Data is based on teacher reflection. Data is an overall academic score.</p>			<ul style="list-style-type: none"> Working with parents with children who are neurodivergent- Parent voice and advocacy-
NEXT STEPS	<p>Is the current data being collected effective and relevant to the current learning culture of the school?</p> <p>How are multiple forms of assessment used to inform instruction, decision making and student learning?</p> <p>Shifting our lens about students with designations and learning difficulties to recognizing decoding is a possibility and skill they can master.</p> <p>Common Assessments K-3 and 4-7 which connects with the upcoming district literacy framework.</p> <p>Planning staff meeting time or release time to support teachers with using the assessment tools effectively, and to support them to use this data to inform their literacy practice. Create a Literacy Team which includes Admin, LST, CST, Literacy Support teacher and Teacher Librarian. Involving the classroom teacher in this collaborative team process is also important.</p>	<p><u>Community Engagement</u></p> <ul style="list-style-type: none"> Continue with community events through out the school year Have the committee share out at each staff meeting Look at how we can get more staff involvement <p><u>Indigenous Education</u></p> <ul style="list-style-type: none"> How do we weave reconciliation and create long lasting change that goes beyond one day events? With our champion of Indigenous Education moving schools who will step up to fill the void. The goal will be for all staff to take up the mantle as it should not fall on the shoulders of a few. How do we get the K’omoks language into the school 	<ul style="list-style-type: none"> Working with grounds to determine what and where Fruit Trees can be planted Meadow Project- Set up a meeting with Ian Heselgrave Outdoor Classroom- develop lesson to utilize this area more. Fencing to help protect forest so we can use it as a teaching forest. 	<p><u>Physical Health</u></p> <ul style="list-style-type: none"> After the 8 session with Jina Taylor she will continue support teachers and will continue to send resources and lessons to build on their knowledge gained. Future opportunities include: Pro-D sessions, online professional development, webinars and or webinars If we have Jina Taylor next year would look to address how we utilized the outdoors for Physical and Health Education Look at developing teachers skills in teaching PE outside <p><u>Mental Health</u></p> <ul style="list-style-type: none"> PBIS Trauma Informed Practice- Pilot School In the areas of Mental Health what are you seeing in the classroom/school/community? As a school what are the priorities when coming to support Mental Health?

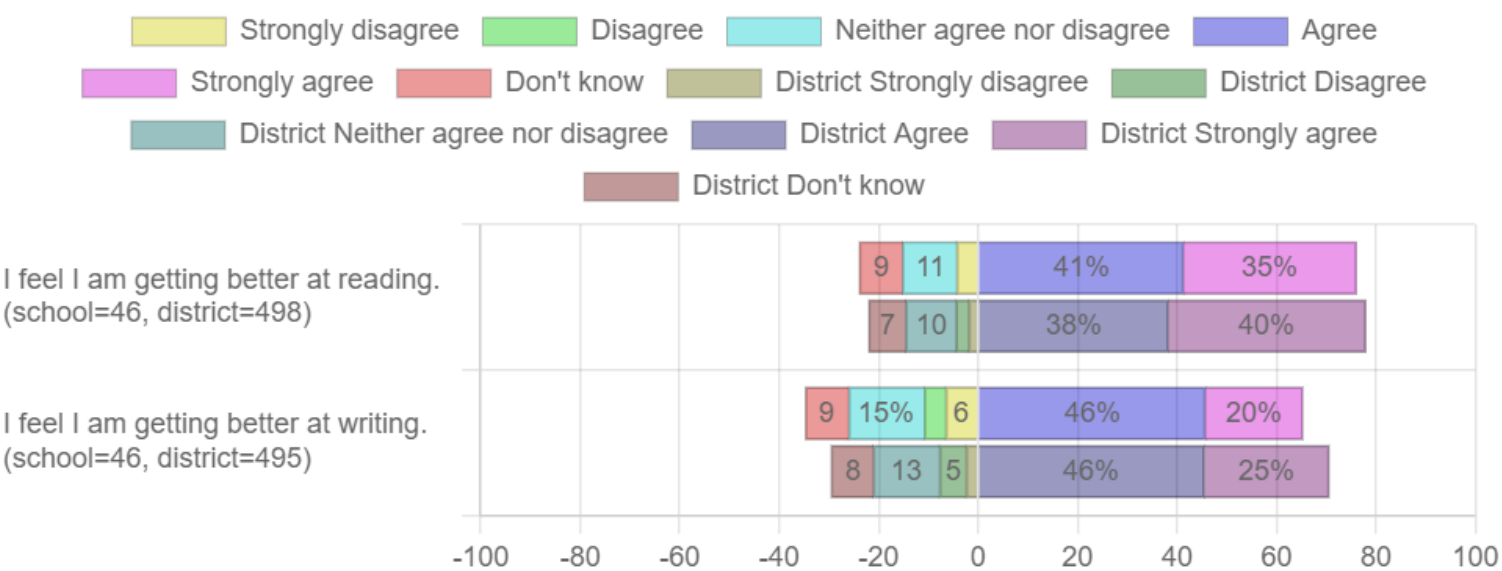
				<ul style="list-style-type: none">What supports are needed at the school level and or district?
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Appendix A- Student Learning Survey Results Grade 4 and 7 (Literacy)

Grade 4

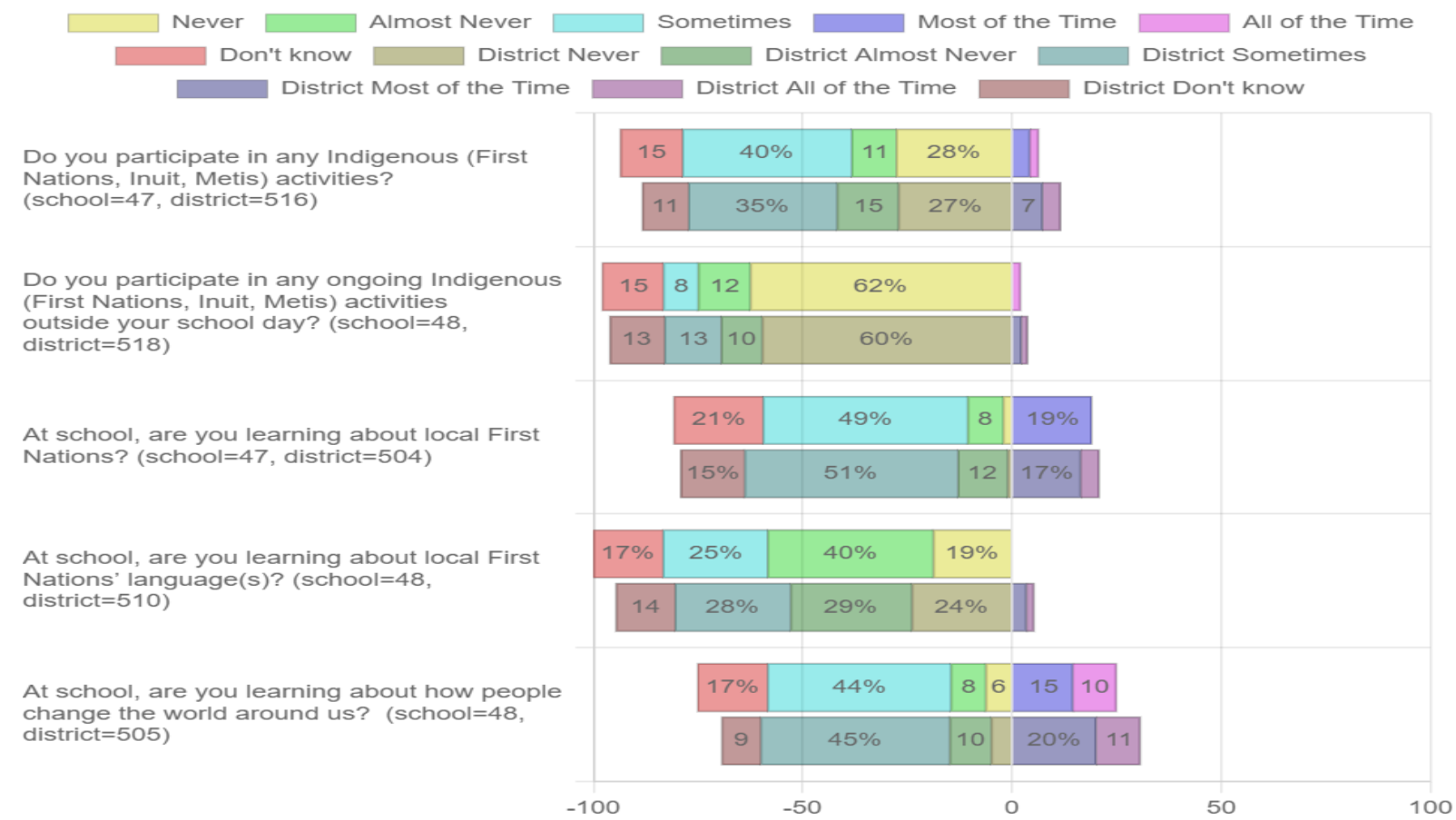


Grade 7

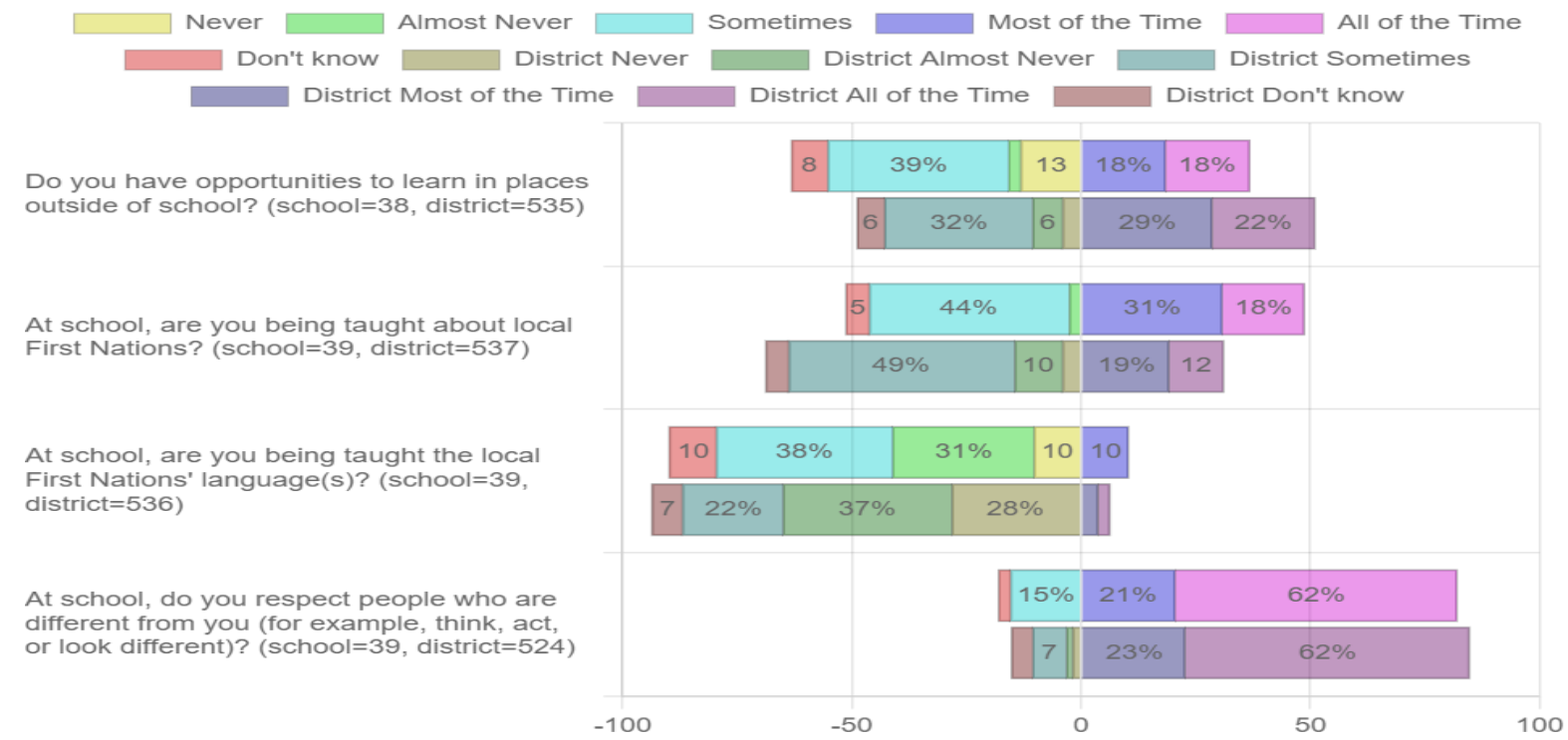


Appendix B- Student Learning Survey Results Grade 4 and 7 (Indigenous Education)

Grade 4

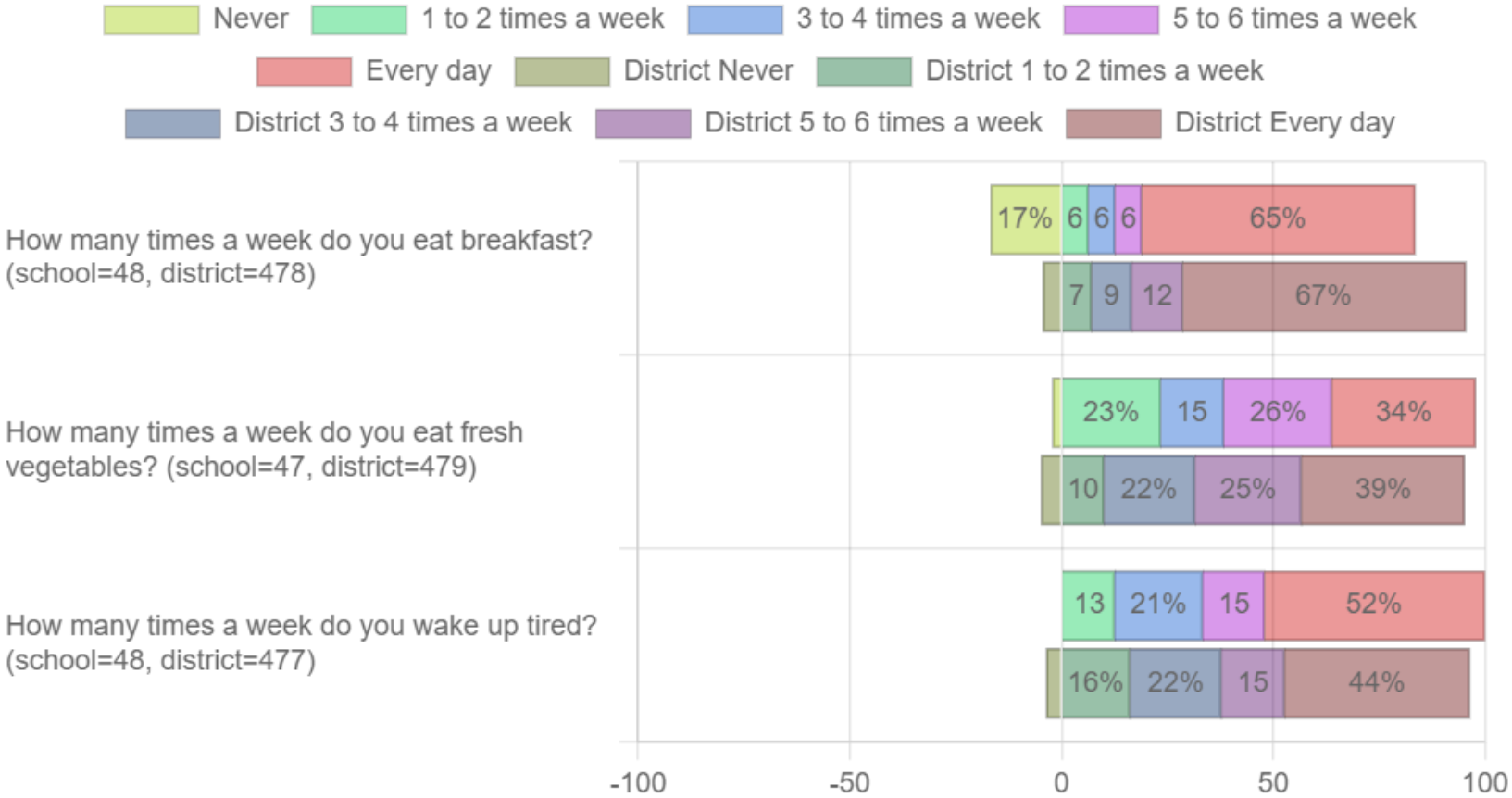


Grade 7

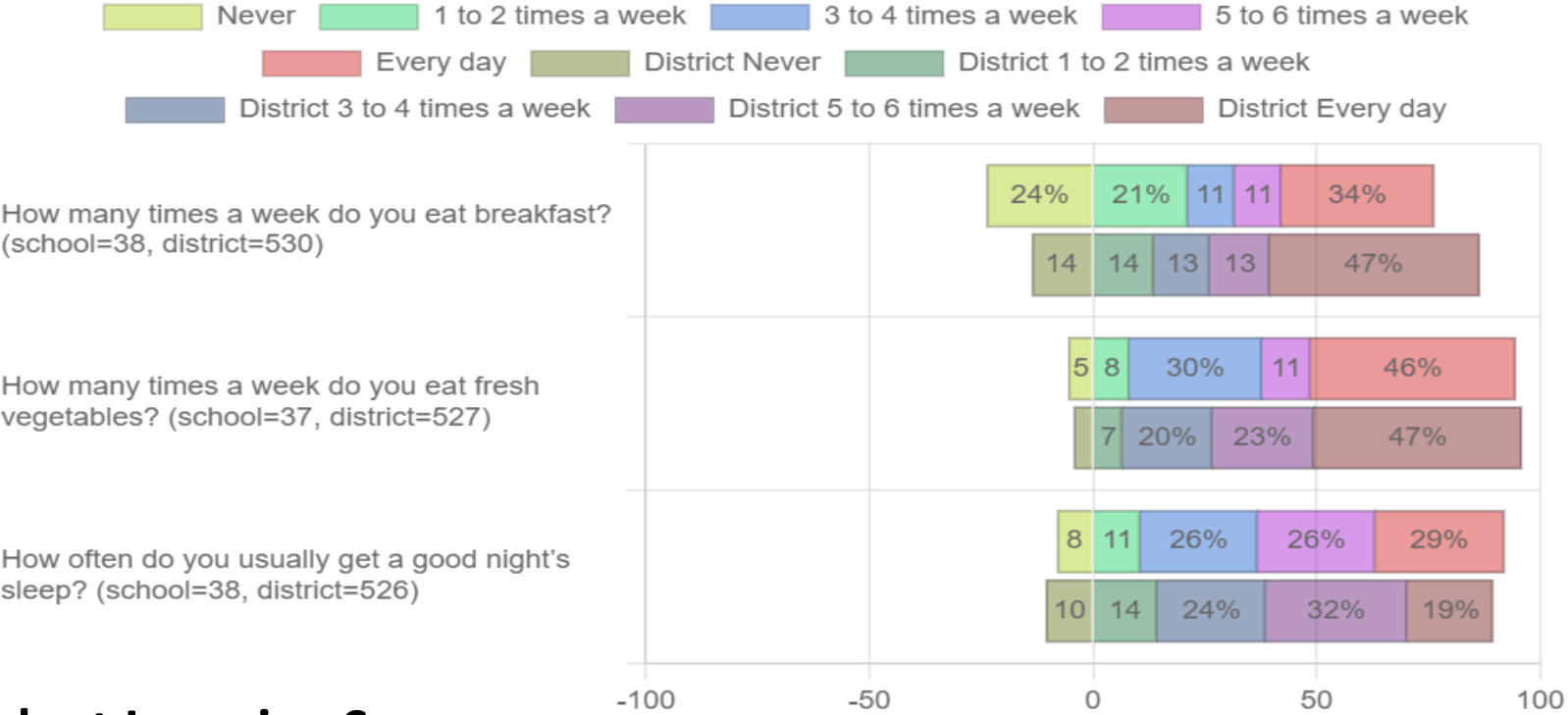


Appendix C-1- Student Learning Survey Results Grade 4 and 7 (Physical Health)

Grade 4



Grade 7



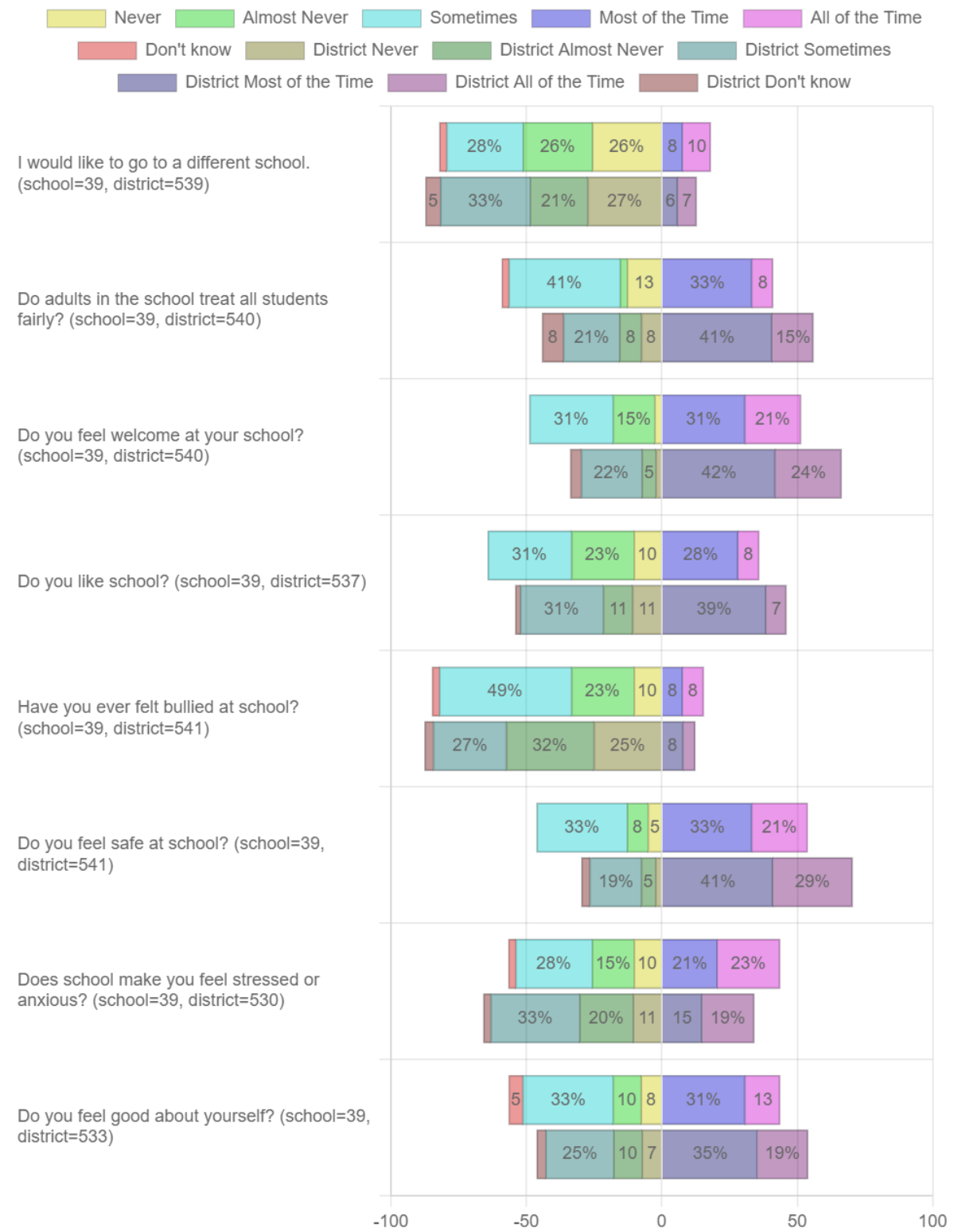
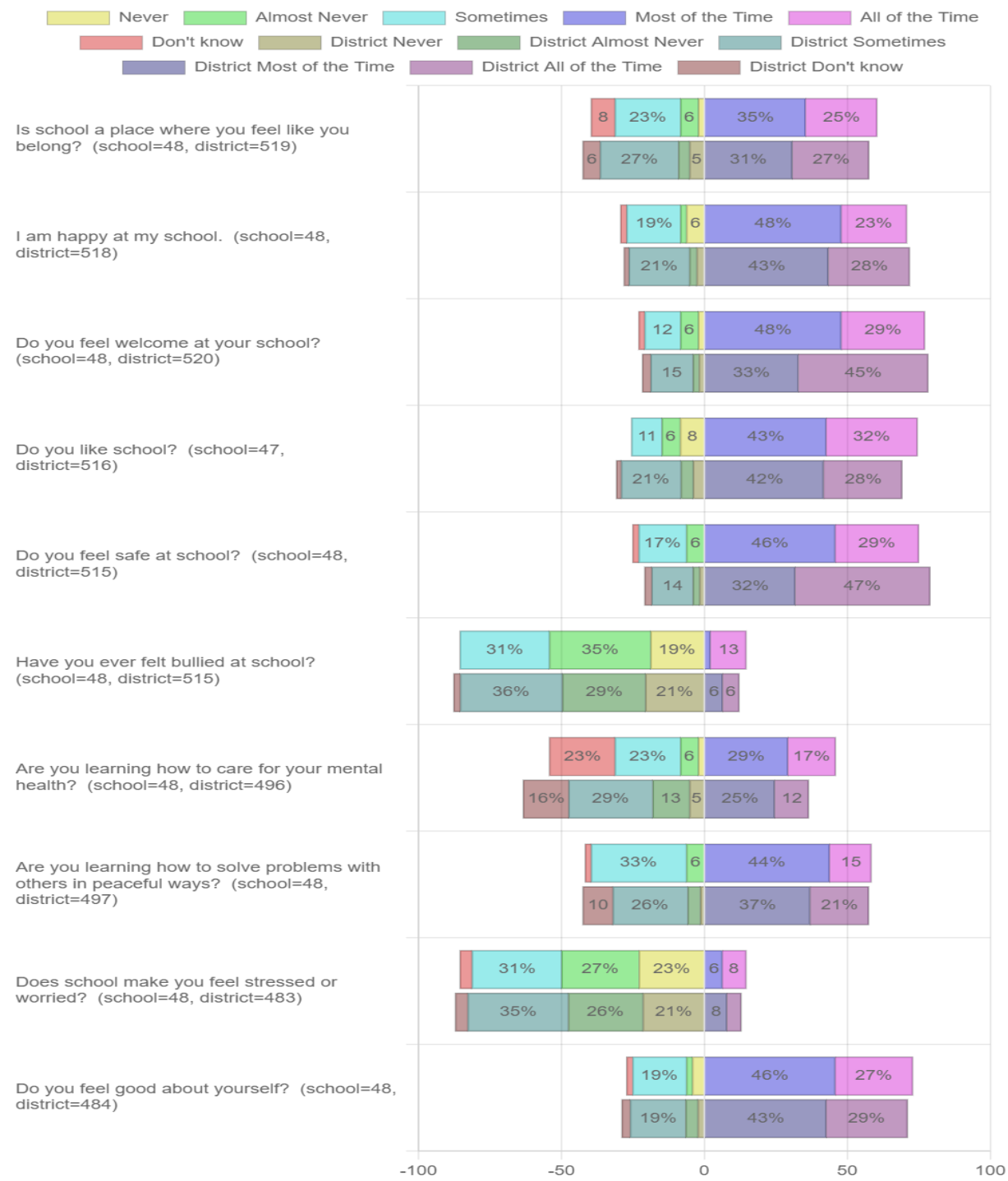
Appendix C-2- Student Learning Survey

Health)

Results Grade 4 and 7 (Mental

Grade 4

Grade 7



Appendix D- FMP Bench Marking -students decoding and comprehension

Literacy Data for 2023

Neighbourhood

June 2022	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Extending		0%	0%	35%	16%	16%	14%	0%
Proficient	21%	19%	29%	23%	50%	32%	27%	56%
Developing	32%	11%	0%	0%	9%	13%	27%	31%
Emerging/ At Risk	37%	65%	68%	42%	25%	36%	19%	12%

June 2023	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Extending		13%	13%	15%	17%	0%	12%	25.5%
Proficient	45%	30%	43%	32%	43%	39%	32%	25.5%
Developing	45%	26%	13%	24%	3%	44%	18%	18%
Emerging/ At Risk	10%	30%	31%	29%	37%	17%	*38%	*31%

Montessori

June 2022	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Extending		11%	21%	61%	19%	59%	17%	58%
Proficient	53%	28%	26%	22%	48%	24%	33%	21%
Developing	19%	17%	21%	0%	5%	0%	25%	16%
Emerging/ At Risk	29%	44%	22%	17%	24%	18%	25%	0%

June 2023	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
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Extending		15%	25%	22%	17%	5%	50%	50%
Proficient	56%	18%	40%	55%	57%	57%	31%	12.5%
Developing	36%	30%	20%	5%	13%	38%	13%	12.5%
Emerging/ At Risk	8%	37%	15%	18%	13%	0%	6%	*25%

Our Literacy Initiative for 2023

Our data shows that explicit targeted instruction had a positive impact on our student’s reading skills, particularly with our neighbourhood classes from grades 1 to 3. Last year, our data showed us that our most at risk students were at the grades 2 and 3 level (we could speculate that these are the students who may have been most affected by the pandemic). With the help of Heather Willms, our District Literacy Support Teacher, and based on the data, our literacy support team consisting of CST, LST x 2, TL, and teacher targeted these classes as well as a grade one neighbourhood class. Students were provided with 30 minutes of explicit, targeted practice four times a week using evidence-based strategies. As is shown in the data the number of at-risk students in grade one (2022) neighbourhood going into grade two (2023) has been reduced by 50 percent or more. In addition, the number of at-risk grade two students going into grade three is also reduced by fifty percent or more. The grade three and grade four at-risk readers also show a reduction which is noteworthy. We also must acknowledge the work of our E.A.s who also helped support our literacy team and were instrumental in the reading successes of some of our more vulnerable students.

There is a slight increase in at-risk students from grade 4 to grade 5, however, the increase in at-risk students from grade 6 (19%) to grade 7 (31%) is more concerning. This could be a result of teachers at intermediate grades lacking the skills to teach students decoding strategies. Engaging older students in decoding strategies can also be more challenging and requires more specific resources such as low vocabulary/high interest books. We also must acknowledge that if a student is not decoding by grade 7 there are perhaps other factors that make decoding more challenging.

Our Montessori results show a positive reduction from 2022 to 2023 in most grades regarding at-risk readers except for Ks going into grade one which shows an increase of 8%. Grade one is a significant year of focus on reading and decoding skills, so we know next year we need to target our grade two Montessori students to continue to support their decoding and comprehension skills. Our data also indicates that we have more work to do to further reduce the number of at-risk Montessori students in grade 7 next year.

Next Steps:

Release Time with Literacy Team and Classroom Teacher to look at Formative Data collected and develop a plan of action to support students with their reading. This plan of action will be influenced by our new **District Literacy Framework**.

Explicit targeted support from a Literacy Team (LST, CST, Teacher, TL) three to four times a week for 30 minutes using evidence-based strategies has helped to significantly reduce the number of at-risk students in reading. Continuing with this model of intervention would be recommended.

Look at online Levelled Reading programs that can be accessed at home for additional reading practice, or other paper-based book resources that are available.

Making decodable resources available in each classroom. This was a focus we started this year and should be continued next year.

Continued Professional Development and Inservice opportunities to build our capacity in the areas of teaching decoding and comprehension skills to students.

District Strategic Plan/Royston Elementary School – School Goals 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	<p>Literacy/Academic Excellence:</p> <p>To foster assessment-driven practices around the subject of literacy, particularly in the areas of fluency (K-6) and comprehension (4-6).</p> <p>To use assessment to drive practice, and to identify gaps that need closing in student literacy skills.</p>	<p>Indigenous Education:</p> <p>To embed a deeper understanding of Indigenous Ways of Knowing and Learning (IWKL) into curriculum and into school culture. One of the main ways we will seek to do this is by actively encouraging the inclusion of authentic voices into our teaching and school culture.</p> <ul style="list-style-type: none"> Challenge: Administration “challenged” all classroom teachers on the August 31st NI day to bring in at least one cultural presenter during the 2022-23 school year. Teachers will be encouraged to share their experiences with other staff at monthly collaborative staff meetings. 	<p>Environmental Stewardship:</p> <p>To continue to search for, and provide opportunities for the school community (students, staff, and parents) to learn and develop environmentally sustainable practices.</p>	<p>Social/Emotional Well-Being Goal:</p> <p>To continue to find ways, particularly in the wake of COVID 19, to foster the emotional well-being of individual students, and the school community as a whole.</p> <p>To continue to find ways to explore and celebrate Royston Elementary’s Core Values:</p> <ul style="list-style-type: none"> Kindness and understanding Respect and honesty Belonging Self-regulation
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Last year Royston began the process of assessment (benchmarking) readers in grades K-3. This allowed our LST, CST, TL, and some primary teachers to address gaps in learning. By the end of the year, assessment revealed that significant gains had been made to close gaps for many students. This year’s goal is to bring effective literacy assessment into a more common, school-wide practice in order to better inform literacy teaching for students in all grades. 	<ul style="list-style-type: none"> When co-constructing goals in May of 2022, staff acknowledged that this aspect of teaching/learning needed focus at Royston. Royston has a proud history of events such as the Chanie Wenjack Walk for Reconciliation, but teaching staff felt that more focus could be put on bringing Indigenous teaching and voices into their classrooms/practice. While Royston has an excellent Indigenous Support Worker, last year it lost it Ninoxola, or Elder in Residence. It is our hope that, by “challenging” teaching staff to bring in cultural presenters, we may be able to make up some of that presence/loss, while at the same time increasing the level of authentic voice/instruction in our school. 	<ul style="list-style-type: none"> Current environmental trends (climate change) globally and increased population pressure locally on land/resources necessitate the continued education of even our youngest students to think/act more sustainably. Unfortunately, the pandemic interrupted, and still interrupts some sustainable initiatives, but we continue to find ways to educate ourselves and our students, including planting gardens, growing food, and recycling/reducing waste throughout the year. 	<ul style="list-style-type: none"> Staff are reporting a noticeable increase in anxiety from students and parents/families. The need for self-regulation is increasingly a need for our students. Covid stress has impacted our community in significant ways. We need to increase our understanding of the impacts of stress and how we can respond. Self-regulated learners have more success with their learning.
ACTION PLAN	<ul style="list-style-type: none"> May/June: LST and CST benchmarked grade 1-3 students at the end of the year to have a baseline for 2022-23 school year. 	<ul style="list-style-type: none"> August 31st: Non-Instructional (NI) day at Royston started with teaching staff taking a middens tour led by Dr. Jesse Morin at Mack Laing Park in Comox. Purpose: to deepen 	<ul style="list-style-type: none"> Teacher involvement in SD71 gardening initiatives, and the development of a gardening committee at Royston. 	<ul style="list-style-type: none"> School-wide subscription and use of Inner Explorer guided meditation/mindfulness program.

	<ul style="list-style-type: none"> June: Schooling learning proposal submitted outlining resources needed to effectively implement an assessment-based literacy goal in the areas of fluency and comprehension. August 31st: Lesley Johnson brought in for NI day to teach intermediate teachers how to use Microsoft Teams Progress Reader (one intermediate teacher booked Kara Dawson in to support this program). August 31st: Primary teaching team meets to clarify goals, assessment practices/tools, and brainstorming resources needed to “close gaps” for emerging reading. September 16th: LST, CST, and admin met with Heather Willms, District Intervention Support Teacher to discuss our plan, resources, and where to go next. September/October: Team of LST, CST, teacher librarian began task of benchmarking (Fountas and Pinnell) all students – emphasis on teaching intermediate teachers how to do this for themselves (building sustainability/capacity in staff). 	<p>staff understanding and appreciation of the rich history of the local Indigenous Community, and to inspire staff to continue the work that many have already started of deepening Indigenous Ways of Knowing and Learning into their curriculum.</p> <ul style="list-style-type: none"> August 31st : Staff “challenged” to bring in at least one cultural presenter during the year. Staff were shown where to find the list of cultural presenters and given time to determine where hosting a presenter could improve their instruction. August 31st: Staff introduced to local resources on SD71 Indigenous Education’s Youtube channel and given time to explore. 	<ul style="list-style-type: none"> Pro-D staff meetings for sharing district gardening learning. Regular use of our outdoor learning environments. Providing information and opportunities for teachers to connect with Tina Willard-Stepan around landfill/waste diversion projects for their students (we currently have 3 classes signed up for Tina’s Waste Diversion Project: two Kindergarten classes and one Grade 1 class). 	<ul style="list-style-type: none"> Staff feels that much of the work done in goal #2 (“Community Engagement”), particularly in the area of Indigenous Ways of Knowing and Learning, emphasizes positive social/emotional practices (ex: talking circle). Increase the frequency of outdoor learning (outdoor classroom and gardening program) and place-based learning. Continued staff-wide focus on trauma-informed practices and responsive classroom strategies that focus on relationship building. Monthly Celebration of Success assemblies and school spirit days to promote unity and school community. Production of a weekly video, the “Royston Report”, which connects with community, celebrates positive happenings at the school, and actively promotes positive behaviour.
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> School Learning application/proposal focus was improving assessment practices and educational practices around literacy (fluency and comprehension). \$10000 will be used to purchased identified literacy resources and needed technology (including 12 new iPads). 	<ul style="list-style-type: none"> \$100 for tour by Dr. Jesse Morin Indigenous Education graciously covers the honorarium for cultural presenters to come and enrich our classes. \$1000-\$1500 to help facilitate school events (Chanie Wenjack Walk for Reconciliation, National Indigenous People’s Day). 	<ul style="list-style-type: none"> Garden equipment and materials (\$150 provided by our school’s PAC) Sourcing materials from local entrepreneurs Black Gold Landscaping Supply generously donated 4 yards of soil). 	<ul style="list-style-type: none"> SD71’s partnership with Inner Explorer has covered much of the cost of this program, but the school must pay \$500 to cover remaining costs (the Royston PAC graciously covered this expense). Production costs for the “Royston Report”. \$100 for the backdrop, \$50 for a microphone. \$290 for purchase of an Ion Extreme speaker that can be used for positive community building events (Terry Fox, Tour de Rock, etc.).

EVIDENCE AND DATA

October to December:



(picture above) Literacy-related purchases made to create Literacy Kits for K-3 teachers with resources to support explicit, research-based, structured literacy instruction; including Heggerty Phonemic Awareness, Heather Willhms' book, manipulatives and a variety of literacy tools from the SD71 Print Shop.

October to December:

- Kindergarten LETRS Assessment used to assess the whole class on their knowledge of letter names and sounds.
- Decodables readers purchased last year are being used to support students learning how to read.
- All primary students can access reading a levelled reader thorough individualized Raz Kids accounts.
- Ms. Bodner (Gr. 1) runs a story time, with student communication during daily interactions and literacy center activities that help students build oral language skills. Following, and prior to journal writing, students discuss next steps with her. Students also fill in a self-check-list and receive a teacher marked rubric once/week.
- Primary teachers are using the LETRS assessment and Jolly Phonics sounds

September:

A guided tour of Middens at Mack Laing Park with Dr. Jesse Morin. (pictures below)



Orange Shirt Day at Royston Elementary (picture below)



October to December:

September:

Kindergarten students moving dirt and preparing the gardens for the winter months in October. (picture below)



October to December:

- Kindergarten and Grade 1/2: Classes are working to revive the school garden! Kindergarten classes have Tina Willard Scott coming in on December 1st, to discuss waste diversion.
- K-6: We have been turning off lights when we leave the room, have been recycling paper and plastics, when possible. We are striving for litter-free eating.
- Classroom helpers empty the recycling bin. Students are encouraged to bring water bottles. Class discussions about water (Science unit) and why it's important that we not waste it.
- January to March:**
- Initiatives around composting are being explored by our Sustainability Rep, Jane Murgatroyd.
- Various K-6 Earth Day activities planned by classroom teachers.


May to June:

September:

- “Royston Report” link below:
https://www.comoxvalleyschools.ca/royston-elementary/royston-report/youcut_20220929_124015252/

October to December:

- K-6 participation in the EDAS (Everybody Deserves a Smile) SD71 project.
- K-6 use of the Inner Explorer (guided mediation and self-regulation) program.
- A school-wide “kindness” focus, including in the daily announcements.
- Encouragement of staff to participate in “Soup Day”, a staff potluck activity.
- District Occupational Therapist, Andrea Wilson, invited to some classrooms to teach the “Zones of Regulations” (self-regulation) program.
- K-6: Water drops to fill buckets for showing kindness, monthly success certificates for our Celebration of Success Assemblies.
- Many classes have a daily morning meeting, teachers try to `collect and connect` with each student individually every morning, read stories about emotional well-being to provoke thought and discussion, provide students with choices during their day, so they have a sense of control over their learning, sharing circles.
- Ms. Sirrs (Gr. 3 teacher) invited musician (Des Samuels – Mr. Day) into the class to teach the class a song about owls and being proud of who they are and wrote letters to all of her students letting them know what she appreciates about them.

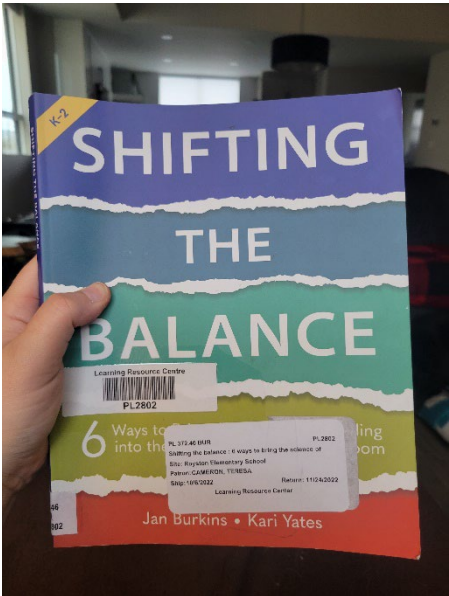
	<p>assessments to determine what areas students need to work on.</p> <p>-Jolly Phonics and the University of Florida Literacy Institue (UFLI) resources/ programming used consistently across the primary grades.</p> <p>-Ms. Grant (Grade 2) keeps monthly writing samples in a binder to see student progress throughout the year. She is going to be tracking the tricky words students know, need to know and have learned.</p> <p>-Mr. LaRizza (Gr. 4) and Ms. Bell (LST) have implemented the 6 Minute Reading Fluency Program for the students to practice giving and receiving feedback daily based on reading fluency.</p> <p><u>School Reading Data –September/October</u></p> <table><tr><td>Div. 5 Gr. 1/2</td><td>Below Grade Level – 8/14 57% At Grade Level – 2/14 14% Above Grade Level – 0/14 0%</td></tr><tr><td>Div. 6 Gr. 2</td><td>Below Grade Level – 10/20 50% At Grade Level – 7/20 35% Above Grade Level – 1/20 5%</td></tr><tr><td>Div. 7 Gr. 3</td><td>Below Grade Level – 12/20 60% At Grade Level – 7/20 35% Above Grade Level – 0/20 0%</td></tr><tr><td>Div. 8 Gr. 3</td><td>Below Grade Level – 12/20 60% At Grade Level – 7/20 35% Above Grade Level – 0/20 0%</td></tr><tr><td>Div. 9 Gr. 4</td><td>Below Grade Level – 13/26 50% At Grade Level – 1/26 4% Above Grade Level – 12/26 46%</td></tr><tr><td>Div. 10 Gr. 4/5</td><td>Below Grade Level – 14/26 54% At Grade Level – 2/26 8% Above Grade Level – 9/26 35%</td></tr><tr><td>Div. 11 Gr. 4/5</td><td>Below Grade Level – 13/24 54% At Grade Level – 3/24 13% Above Grade Level – 8/24 33%</td></tr><tr><td>Div. 12 Gr. 5/6</td><td>Below Grade Level – 20/23 87% At Grade Level – 1/23 4% Above Grade Level – 2/23 9%</td></tr></table>	Div. 5 Gr. 1/2	Below Grade Level – 8/14 57% At Grade Level – 2/14 14% Above Grade Level – 0/14 0%	Div. 6 Gr. 2	Below Grade Level – 10/20 50% At Grade Level – 7/20 35% Above Grade Level – 1/20 5%	Div. 7 Gr. 3	Below Grade Level – 12/20 60% At Grade Level – 7/20 35% Above Grade Level – 0/20 0%	Div. 8 Gr. 3	Below Grade Level – 12/20 60% At Grade Level – 7/20 35% Above Grade Level – 0/20 0%	Div. 9 Gr. 4	Below Grade Level – 13/26 50% At Grade Level – 1/26 4% Above Grade Level – 12/26 46%	Div. 10 Gr. 4/5	Below Grade Level – 14/26 54% At Grade Level – 2/26 8% Above Grade Level – 9/26 35%	Div. 11 Gr. 4/5	Below Grade Level – 13/24 54% At Grade Level – 3/24 13% Above Grade Level – 8/24 33%	Div. 12 Gr. 5/6	Below Grade Level – 20/23 87% At Grade Level – 1/23 4% Above Grade Level – 2/23 9%	<p>-School-wide focus on National Indigenous Veterans Day</p> <p>-Authentic voices in our classrooms (cultural presentations by Shelia Buchanen, storytelling by Mavis Aubichon, presentations by Barb White, Trish McPhail on Orange Shirt Day, and a presentation on cedar weaving.)</p> <p>-Indigenous Support Worker, Ms. Macdonald, visited some primary classes and taught a lesson around sharing circles, leading to classes making a class talking stick.</p> <p>-Ms. Grant (Gr. 2) is taking a course called Indigenous Canada on Coursera to further her knowledge.</p> <p>-Multiple staff members using kits from LRC such as Indigenous Fishing Technology, as well as a variety of books written by Indigenous authors.</p> <p>-December Winter Concert brings together Royston students, staff and families for this special seasonal celebration.</p> <p><i>January to March:</i></p> <p>-All teachers in attendance at the February District Indigenous Professional Development Workshop</p> <p><i>May to June:</i></p> <p>Family Movie Night, organized by the Royston PAC and School Administration (picture below)</p>	<p>-Continued initiatives around composting are being led by our Sustainability Rep, Jane Murgatroyd and Grade 4/5 Teacher, Geoff Fleischer</p> <p>-Jane Murgatroyd’s Kindergarten class, Wendy Bodner’s Grade 1 class, and Adrienne Glover’s Grade ½ class have done a wonderful job of incorporating garden activities into their classroom learning.</p> <p>Royston Elementary’s School Garden in late June (pictures below)</p> <div></div>	<p>-When on duty, teachers make a concerted effort to connect with both current students as well as students they have taught in previous years.</p> <p>-Many primary classes have watched most of the Class Dojo videos</p> <p>-Some classes have a 'Quiet Corner' where students can go and sit and take a break when they need to.</p> <p>-At the beginning of the year in Ms. Grant’s Gr. 2 class, each student had a chance to share things from home, ‘All About Me’ bags, during their day as Star Student and the class was encouraged to ask questions or comment.</p> <p>-K-6 classes are participating in the monthly fitness challenges that Physical Literacy teacher Jina Taylor sends out.</p> <p>-In Ms. Grant’s Gr. 2 class, Katelyn, the Deaf and Hard of Hearing specialist, visited the class to help students to understand about a student’s hearing aids and FM system. She read a picture book and then talked about how the system works.</p> <p>Div .11 has taken the challenge to find ways to connect with, enrich and participate with the greater Royston Community.</p> <p>-Mr. Fleischer and Ms. Von Niessen (Gr. 4/5) taught the Thriller Dance to their classes-an element of the curriculum that was designed to share with other classes and parents in a fun and relaxed way during the school community’s Halloween Dance. It was fun to make people smile and it taught students that hard work is worth it.</p> <p>-Mr. Fleischer (Gr. 4/5) BC Agriculture in the Classroom Foundation: Fresh Fruit and Veggie Delivery-Students engage consistently with the same class over the course of the</p>
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Div. 13	Below Grade Level – 18/25 72%
Gr. 5/6	At Grade Level – 4/25 16%
	Above Grade Level – 3/25 12%

January to March:

-Library school-wide challenge to read over the Winter Break, with White Spot lunches for primary and intermediate student participants drawn, inviting a friend and staff member of their choice out with them for lunch.

-Staff Collaborative Meeting focused on reading comprehension using *Shifting the Balance* by Jan Burkins and Kari Yates. Further discussion with primary teachers on ideas and practices for mid-year reading assessment.



-Curriculum Support Teacher-supporting with bringing “Science of Reading” practices into classrooms, supporting guided reading, and reading interventions.

-Administrators, Counsellor, Librarian, Teachers and Educations Assistants supporting Grade 1 reading interventions twice a week.



-12 of 13 teachers have had SD71 Indigenous guest speakers into their classrooms this year (some classes have had multiple guest speakers!). Our students have had the chance to improve their knowledge of Indigenous culture, history and ways of knowing from the wisdom and experiences shared by the SD71 Indigenous guest speakers.

-School-wide National Indigenous Peoples’ Day event on June 21. Each teacher ran a station that involves various activities, such as; rock art, Indigenous games, bannock, artwork, beading, facepainting, tattoos, and a bouncy castle.

-On the Student Learning Survey that 96% of our Grade 4 students completed, the following positive data was gathered;

- At school, are you learning are you learning about Indigenous Peoples? 65% of our students responded “Sometimes”.

On the Student Learning Survey that 6% of our Grade 4 students’ parents completed, the following data was gathered;

- Are you satisfied with the efforts at your child’s school to tach students about Indigenous peoples in Canada? 75% of our parents responded “Yes”.
- At your child’s school, are students being taught about local First Nations 75% of our parents responded “Yes.”

year to build rapport and familiarity. By sharing food and knowledge Div. 11 practices skills of reading, consolidating, writing and public speaking. People appreciate students’ work and show their thanks in a simple way. Confidence is gained from practice and repetition.

January to March:

A positive staff morale booster-our CUPE Staff Appreciation lunch, planned by Administrators and Teachers.



A focus on kindness every day, with a spotlight on it school-wide for Pink Shirt Day.



May to June:

-Our CUPE staff put on a lunch spread for all of the teaching staff at the school. It was a wonderful treat and very much appreciated!

-Spirit Days have been a great success his year in promoting school spirit and increasing a sense of belonging for students in our school community

	<p>May to June:</p> <p><u>School Reading Data –June</u></p> <p>Improvement</p> <p>No Improvement</p> <p>Div. 3 Gr. 1 Below Grade Level –11% At Grade Level –28% Above Grade Level –61%</p> <p>Div. 4 Gr. 1 Below Grade Level –45% At Grade Level –10% Above Grade Level –45%</p> <p>Div. 5 Gr. 1/2 Below Grade Level –32% At Grade Level –26% Above Grade Level –42%</p> <p>Div. 6 Gr. 2 Below Grade Level –31% At Grade Level –21% Above Grade Level –48%</p> <p>Div. 7 Gr. 3 Below Grade Level –35% At Grade Level –25% Above Grade Level –40%</p> <p>Div. 8 Gr. 3 Below Grade Level –15% At Grade Level –10% Above Grade Level –75%</p> <p>Div. 9 Gr. 4 Below Grade Level –12% At Grade Level –19% Above Grade Level –69%</p> <p>Div. 10 Gr. 4/5 Below Grade Level –56% At Grade Level –0% Above Grade Level –44%</p> <p>Div. 11 Gr. 4/5 Below Grade Level –71%</p>	<ul style="list-style-type: none">At school, does your child participate in any ongoing Indigenous programs or activities? 65% of our parents responded “Yes.”		<p>-Our school will be celebrating the learning of the year by heading to Airforce Beach for Beach Day. The Royston PAC helps to fund the food for this traditional school-wide community event.</p>
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	<p>At Grade Level –4%</p> <p>Above Grade Level –25%</p> <p>Div. 12 Gr. 5/6</p> <p>Below Grade Level – 88%</p> <p>At Grade Level - 8%</p> <p>Above Grade Level – 4%</p> <p>Div. 13 Gr. 5/6</p> <p>Below Grade Level –58%</p> <p>At Grade Level –29%</p> <p>Above Grade Level –13%</p>			
REFLECTION	<ul style="list-style-type: none"> We have gained positive data leaning in the right direction, validating our efforts and practices put into place this school year. Continued work is needed to target literacy as a school goal. 	<ul style="list-style-type: none"> Our school has been able to improve the presence of authentic Indigenous voice and increase the presence of the First Peoples Principles of Learning into student learning. This goal has been targeted with place-based learning opportunities, assemblies, guest speakers, field trips, our Indigenous Support Worker Ms. Twyla MacDonald collaborating with classroom teachers and school-wide special events (National Truth and Reconciliation Day/Orange Shirt Day, Downie Wenjack ReconciliACTIONS, acknowledging Indigenous Veterans, and National Indigenous Peoples’ Day Celebration). 	<ul style="list-style-type: none"> Our garden has flourished this year, thanks to the hard work of classroom teachers Jane Murgatroyd, Adrienne Glover, Wendy Bodner and their classes. Continuation of the school compost project and classroom use is the goal for next year. 	<ul style="list-style-type: none"> Regular EA meetings with admin/LST helped support staff feel like their voices were heard. Our Winter Holiday lunch and our National Indigenous people’s day lunch feast were incredibly powerful community-building events. There is definitely a desire to have these events happen again, funds-permitting. Staff appreciated the lunches put on by both Admin/Teachers for CUPE staff, and vice versa. We will also have our second staff BBQ on June 29.
NEXT STEPS	<ul style="list-style-type: none"> Staff are engaged in discussion about the sustainability of effective assessment practice. We are looking at continuing to refine our literacy assessments next year, and continue to find ways to improve our instruction around reading fluency. Staff wanted to add a school-wide writing goal for the 2023-24 school year. 	<ul style="list-style-type: none"> Continued work and focus in this area next year, beginning with the September 5 Non-Instructional Day (which will promote the practice of place-based circle time). Move outdoor log seating on the playground to the new outdoor learning area on the double field, in order to increase the use of this structure. 	<ul style="list-style-type: none"> Garden committee has big vision plans for continuing to improve/promote the garden area as a place of learning about sustainability (poly tent, fruit bearing trees). 	<ul style="list-style-type: none"> Use of outdoor (place-based) circle time as a way of making students feel like they belong and are heard (reducing anxiety). Review school code of conduct with staff: does it need revision/updating? Continue to explore ways to help students feel like they “belong” and are valued at our school. Continuation of traditional staff appreciation events.

District Strategic Plan / Valley View Elementary School - School Goals 2022-2023

District Strategic Priority	Educational Excellence	Community Engagement	Organizational Stability and Environmental Stewardship	Physical Health and Mental Well Being
District Goals	Optimize innovative practices and learning opportunities.	Deepen integration of Indigenous ways of knowing. Foster relationships with community, parents and educational partners.	Optimize infrastructure to support learning. Foster environmental stewardship.	Invest in the holistic well-being of our people.
Valley View's Goals	How can we improve student writing? How can we improve our students' number sense?	How can we grow in our school's commitment to truth and reconciliation?	How can we grow in our outdoor learning and environmental stewardship?	How can we continue to advance our We Thinking program and other strategies to support Social Emotional Learning?
Valley View's Action Items	<p>Establish math and writing levels through assessments in September as a baseline. Reassess regularly during the year and at the end of the year.</p> <p>Establish a scope and sequence for all grades K-8 (including input from Mark Isfeld grade 8 teachers) for both writing and number sense.</p> <p>Apply for a school learning grant to form a committee – our CST, LSTs, TL, and ELL teacher to work with classroom teachers to identify and target specific writing needs of students in our school.</p>	<p>Direct teaching in all classrooms about Truth and Reconciliation leading up to Orange Shirt Day.</p> <p>Create permanent reminders around our school and school grounds of our learning about the history of residential schools.</p> <p>Continue our commitment to being a Downie Wenjack Legacy School and hosting a Downie Wenjack Walk on October 17</p> <p>More displays of Indigenous Art created by our students culminating into an Indigenous Art Show in the week leading up</p>	<p>Continue to grow in the use of our school garden as a teaching tool under the guidance of two lead teachers. Engage families in taking care of the garden over the summer months.</p> <p>Engage student participation in outdoor education – Cross Country Ski Program, Cumberland Wilderness Society Programs, Fish Traps on the Estuary, etc.</p> <p>Pack it in Pack it out policy for student lunches.</p>	<p>Continue to teach the We Thinker program to primary grades to promote inclusion and group thinking. Reading We Thinkers books.</p> <p>Utilize LRC kits on self regulation. School counsellor to share videos and Go Zen program with staff.</p> <p>Include We Thinking language in our daily announcements.</p> <p>Use the We Thinker language in the intermediate grades to remind them about inclusion and the importance of group thinking.</p>

	<p>Provide time at monthly staff meetings for grade groupings to meet and co-create lessons and units based on student assessments in numeracy and writing.</p> <p>At K/1, teach letter sounds and add these sounds/ words to their stories.</p> <p>Use Story Grammar Marker at the younger grades and for older students that would benefit from this program.</p> <p>Use 6+1 Traits of Writing program to focus student writing</p> <p>Showcase student writing examples in eportfolios, paper portfolios and school bulletin boards/ windows throughout the year.</p> <p>Have our Teacher Librarian working with classroom teachers to co-create writing assignments.</p> <p>Use accessibility tools on iPads and computers for students who struggle with written output.</p>	<p>to our National Indigenous Day in June.</p> <p>Sharing circles used in classrooms.</p> <p>Each semester, reflect and share how our classrooms are growing in our collective understanding of Indigenous cultures.</p> <p>Continued learning and integration of Indigenous Ways of Knowing and Being in our lessons. Attending professional development opportunities in this area, including sessions offered in the Fall PITA conference.</p> <p>A commitment to tracking and celebrating the academic progress of our Indigenous students.</p> <p>Indigenous and ELL lunch and after school clubs.</p> <p>Hosting an Indigenous weekly soup program to share with classes and learning about the importance of sharing food in the Indigenous culture.</p>	<p>Offer Valley View water bottles to encourage reusable drink containers</p> <p>More teaching and learning opportunities in our forest</p> <p>Utilizing our newly built outdoor classroom</p> <p>Working with Tina at the Comox Valley Waste Management Centre to do lessons with our students</p>	<p>Continue monthly “Fill a Bucket” draws for student recognition</p> <p>Provide leadership opportunities for students in upper intermediate grades to practice We Thinker skills.</p> <p>Create a “Be Kind” school wide jigsaw puzzle in September/ October.</p> <p>Connect 2 adults per each vulnerable student to support.</p> <p>Provide movement breaks, fitness runs, daily forest walks with our students.</p> <p>Mind Up, Inner Explorer, and mindfulness activities in classrooms.</p> <p>Support interschool and intermural sports.</p>
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	Support intermediate students with Mathletics site licences			
Valley View's Baseline Evidence (Fall)	<p>Writing: K/1s – motivated and keen. Most K's recognize their names. Grade 1s have letter recognition and Jolly Phonics sounds. Grade 2/3s want to write, but have weak stamina, add little detail and some lack phonic knowledge. Grade 4/5s are creative but need to add details, organize thoughts and punctuate better. Grade 6/7s come with a wide range of writing skills. Basic writing and sentence construction is strong. Sentence variety and expanded vocabulary are weaker. Number sense: Grade K/1s are keen and motivated with a large range of number sense. Grade 2/3s are good at ordering numbers and building numbers with base 10. They are weak in understanding math terminology – digit/ value/ equals. Grade 4/5s are strong in place value and need work in double digit addition and regrouping, multiplication and division. Grade 6/7s are strong in addition/ subtraction and weaker in multiplication and division. Very</p>	<p>In the past, our students have experienced Indigenous ways of knowing from these types of activities:</p> <ul style="list-style-type: none"> -sharing circles in classrooms - residential school lessons given to all students by their classroom teachers leading up to Orange Shirt Day/ National Truth and Reconciliation Day in late September -classrooms participating in the Chaney Wenjack Walk in October -classrooms bringing in guest speakers from the approved Indigenous Cultural presenters list -classrooms going on field trips with an Indigenous focus – such as the local fish traps -classrooms focusing on Indigenous themes in the areas 	<p>Our school has the following systems in place to support environmental stewardship:</p> <ul style="list-style-type: none"> -an existing school garden -a forested area around our school grounds with natural plants and learning opportunities within them -an established 'pack it in pack it out' system for school lunches -inexpensive school water bottles for sale to encourage the use of reusable containers -a newly built outdoor classroom 	<p>Grade 4 Ministry of Education Student Learning Survey Results Spring 2022</p> <p>Are you happy at school? = most said most or all the time Are students treated fairly? = most said most or all the time Do you feel safe at school? = most said most or all the time Do you feel bullied at school? = most said never/ almost never/ sometimes Are you stressed or worried at school? = mostly never/ almost never/ sometimes Grade 7 results were similar</p>

	<p>large range in numeracy skills at all grade levels.</p> <p>Grade 4 Ministry of Education Student Learning Survey Results Spring 2022</p> <p>Are you getting better at math? = most agree/ strongly agree Are you getting better at reading? = most agree/ strongly agree Are you getting better at writing? = sometimes/ agree/ strongly agree Grade 7 results were similar</p> <p>Our grade 4 FSA results (Nov 2021) show: 82% are on track or extending in literacy skills. 80% of our students are on track or extending beyond in their numeracy skills.</p> <p>Our grade 7 FSA results (Nov 2021) show: 82% are on track or exceeding in literacy 78% are on track or exceeding in numeracy skills</p>	of social studies, science and language arts in particular		
Evidence and Data	In October, we conducted a school wide write and assessed all students in the school using writing rubrics to see strengths and areas	In September, three classes took a reflective walk around the school grounds purposefully placing painted orange rocks with	In September, we secured seating for our outdoor classroom.	Our students understand what it is to be a We Thinker and our students are excited to receive 'We Thinking' certificates that can earn them a

	<p>for growth. From this, our classroom teachers, curriculum support teacher and teacher librarian met with groups of students (in small groups and in whole classrooms using an RTI – Response to Intervention - approach) with targeted instruction in specific areas of writing.</p> <p>The greatest improvements seen from this were in the groups of students who pulled out for targeted instruction. Improvements were seen in their use of paragraphs, using a variety of sentence beginnings and lengths, using punctuation and making sure there are spaces between words – especially at the grade 2/3 level.</p> <p>Some improvements were seen in the quality of writing in the classrooms with whole class instruction, but not as significant as with the small group instruction.</p> <p>In September, we established a scope and sequence for all grades K-8 (including input from Mark</p>	<p>messages on them to remind students of the residential school system.</p> <p>Two classes in September created Indigenous artwork based on the works of an Indigenous residential school survivor.</p> <p>Many classroom teachers hosted sharing circles in their classrooms.</p> <p>Residential school lessons were given to all students by their classroom teachers leading up to Orange Shirt Day/ National Truth and Reconciliation Day in late September.</p> <p>Several classrooms participated in the Chaney Wenjack Walk in October.</p> <p>Classrooms brought in guest speakers from the approved Indigenous Cultural presenters list.</p> <p>Classroom teachers took students on Indigenous focused</p>	<p>Our grade 2 classroom teacher took the role of supervising the cleaning up for winter and planting in the spring for our school garden and our school garden is more productive than it has been in years.</p> <p>Our school had 6 new oak trees planted in the front of our school to bring shade to our school in years to come. These should reduce cooling costs in the summer, soil erosion during the summer and beautify the entrance to our school.</p> <p>Our students continue to pack it in pack it out with their school lunches.</p> <p>Some of our staff and students continue to take pride in their school by picking up litter from the playing fields (left over from community events from the evening and on weekends) on a daily basis.</p> <p>This is the first year we didn't ask parents to volunteer to come in on the weekends for clean up duty because the school grounds</p>	<p>chance to win a lunch with the principal or vice principal.</p> <p>Students taught the zones of regulation are seen looking at the zones posted in their classroom and are using the listed strategies to get back into the 'green' calm zone.</p> <p>We Thinking language is used in our daily announcements.</p> <p>We use the We Thinker language in the intermediate grades to remind them about inclusion and the importance of group thinking.</p> <p>Our leadership students have done various activities throughout the year to demonstrate their We Thinking skills. They gave staff thank you cards for the work they do for our school, wrote words of inspiration throughout the school year to show students they are cared for and volunteered to read with little buddies during their silent reading times.</p> <p>Leadership students also planned school wide events, including dress up days and house competitions.</p>
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	<p>Isfeld grade 8 teachers) for both writing and number sense.</p> <p>In September, we established numeracy and writing levels through assessments as a baseline.</p> <p>On our 2022 FSA results, we noticed the following:</p> <p>At grade 4, 67% of our grade 4 students were on track or exceeding expectations in literacy. 72% were on track or exceeding expectations in numeracy.</p> <p>At grade 7, 91% of students were on track or exceeding expectations in literacy. 47% were on track or exceeding expectations in numeracy.</p> <p>The literacy component in the FSA does not break down writing from reading as it has in the past. However, based on our school wide write results and teacher input, we notice the reading levels are significantly higher than the writing levels of our students.</p>	<p>field trips – such as the local fish traps.</p> <p>The entire school participated in the National Indigenous Day in June by all classrooms setting up an art display in the gym with the focus on “Our Sense of Place”. Artwork created by our students celebrated their understanding of our unique natural environments on Vancouver Island and some classes added Indigenous elements to their artwork.</p> <p>Teaching from the First Peoples Principles of Learning for this activity focused on this: <i>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</i></p> <p>Lastly, our Indigenous Support Room grew in size and learning opportunities this year. It is now located in the old computer lab and can now accommodate an entire class, if need be.</p>	<p>look much cleaner than in previous years.</p> <p>Our school continued to sell water bottles to students to reduce waste. However, some students continue to ask for a paper cup for water because they forgot their water bottle and have no means to purchase a new one.</p> <p>One classroom undertook the raising of quails in their classroom which included teachings of sustainability.</p>	<p>Our “Be Kind” school wide jigsaw puzzle created in September/ October stayed up for the entire school year with many students, parents and staff admiring the individual contributions to the puzzle.</p> <p>We connected 2 adults per each vulnerable student to support this school year.</p> <p>Students were provided with movement breaks, fitness runs and daily forest walks which helped our students get ready for their next learning activity.</p> <p>Strategies learned from Mind Up, Inner Explorer, and mindfulness activities in classrooms were being used by students.</p> <p>This year we identified 5 students in grade 7 as “We Thinkers” and gave them the “Tiger Award” for excellence in citizenship, leadership, mentorship and service to our school” in June.</p>
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<p>Reflection and Next Steps</p>	<p>The targeted approach taken to improve student writing resulted in much improvement in this area for the small groups targeted. A recommendation for next year is to do a school wide write in the fall and focus on the grade levels/ groups of students requiring the most amount of additional support and begin these targeted lessons earlier in the year.</p> <p>Numeracy skills remain strong at the grade 4 level according to our FSA results, but decline by the time our students take the FSA in grade 7. Our steps for next year would be to focus on numeracy especially at the grade 5 to 7 level at our school.</p>	<p>Continued learning will continue in the area of Indigenous Ways of Knowing. Classroom teachers will continue to be encouraged to bring in cultural presenters, go on local field trips to explore aspects of our local Indigenous culture, and teach our students the importance of understanding “ReconciliACTION” as described in the Gord Downie and Chaney Wenjack Foundation.</p> <p>Next year, we would like to plan a Chaney Wenjack walk for the entire school with purposeful stops along the walk to provide time for reflection and understanding.</p> <p>We will begin our school year with an Indigenous focused Professional Development Day for all staff.</p>	<p>Many of our environmental initiatives are continuing to work at our school including the school garden, pack it in/ pack it out, reusable water bottles, school grounds clean ups, etc.</p> <p>An area for next year we can look at is the better utilization of our outdoor classroom.</p>	<p>We will continue to identify students that require additional supports in the areas of zones of regulation and We Thinking and provide strategies for these students and their classes to use.</p> <p>We will continue with our “Tiger Award” to honour students leaving Valley View that demonstrate great ‘We Thinking’ skills.</p> <p>We will continue to use the “We Thinking” language in our classrooms, during school announcements, etc to remind students of the importance of thinking of others in the group.</p>
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