

Airport School Goals 2021-2022

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 and knowing Foster relationships with community, parents, and educational partners 	<ul style="list-style-type: none"> Foster environmental stewardship Optimize infrastructure to support learning 	<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 targeted grade levels to improve literacy Year 2	Goal 2 To ensure every child at Airport Elementary matters and is acknowledged		Goal 2 To ensure every child at Airport Elementary matters and is acknowledged
RATIONALE FOR SCHOOL GOALS	Based on progress the staff made last year the decision was to continue for another year	With the focus on "Every Child Matters" and Reconciliation the school decided this was an important focus for the school 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	If everyone matters, then caring for our environment matters	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
AIRPORT'S ACTIONS	<ul style="list-style-type: none"> Implement start of year, mid year, and end of year assessment Focus CST work on supporting goal Create assessment folders for each student – K-1-2 (this year) to be carried on to grade 7 Continue the use of "Foundations" program designed to build foundation for reading and spelling in grades K-3 Continue to use "Heggerty" program to teach phonemic awareness in grades k-3 Build phonemic awareness using decodable books and "Jolly Phonics" program in grades k- 3 Intermediate classes will focus on reading fluency Intermediate classes will focus on spelling and writing strategies Create a "Learning Hub" as a place to store and share ideas around student learning Assessing Grade1 Decoding Skills – Try "Words and Sentences to Read" program with Grade 1 Use book creator program Grade 4/5 class uses Grade7 used to create buddy stories 	<ul style="list-style-type: none"> Every student will receive a certificate acknowledging their strengths at one of our monthly assemblies Through Truth and Reconciliation learning and activities students will learn the importance of the words "Every Child Matter" All students and staff participate in "Orange Shirt Week" and "Wenjack walk" and activities Focus CST work on supporting goal Classroom teachers will work collaboratively with our ISW to support "Every Child Matters" Candygrams- sending a candy cane and smencil to a friend – limit of 4 per student and ensuring all students get at least 1 – children feel included and important, and to remind them of the spirit of caring, sharing and inclusion that the holiday season encourages 	<ul style="list-style-type: none"> Pack in pack out snack/lunch waste Teach students how to recycle hot lunch waste Provide recycle in all classrooms School Garden- increased use and include composting Plan bike/walk to school event(s) Cycling Program – Grade 4 and 5 Garbage Patrol – students volunteer to clean up at break Recycle center for pens and batteries 	<ul style="list-style-type: none"> Work with Jina Taylor to ensure all students learn skills and grow in their physical activity Provide breakfast, snack and lunch for any student who needs food Inner Explorer mindfulness program Provide opportunity for school sports teams Skating for all grades Increase in school wide fun activities and events Talent Shows – every student has an opportunity to show their talent in front of their class in music- 2-4 acts from each class chosen for school wide show

	<ul style="list-style-type: none"> • Meet with Heather Willms to look at Primary learning totes – invite all next year’s teachers • Pre Order Heather’s book that totes are based on (6) 	<ul style="list-style-type: none"> • Airport All Stars – students recognized for good deeds and improvement and a monthly draw for prizes • Interactive – Feel Good Bulletin Boards throughout the year • February – Kindness month <p>Ask students to complete a goal each week in February – give families the heads up the Friday before so families can encourage and support their child(ren)</p> <p>Week 1: Introduce yourself to 4 students you don’t know</p> <p>Week 2: Give 2 compliments a day</p> <p>Week 3: Help at least 1 person a day</p> <p>Week 4: Make a Card for someone to show you care</p> <ul style="list-style-type: none"> • Celebrate Kindness and Caring on Pink Shirt Day – Feb 23 • Every class displays a kindness activity on a bulletin board in February • Create books in buddies (Grade 7 and 1 buddies) using Book Creator • Kindness actions acknowledged with Airport All Star awards and Pink Shirt Awards – put on display at office • K and Grade 1 – Story Workshop using First Peoples figures and objects leading to Indigenous Peoples Day 		
RESOURCES NEEDED INCLUDING BUDGET	<ul style="list-style-type: none"> • Focus for CST – to support this goal • Support from Heather Willem • Resource money to support materials needed • File Folders – K-3 classes • Duotangs – K-3 classes • File folders for Intermediate – 6 minute Read • Supplies to create letter sound activity center • Money used to ensure teachers have technology that works in their classrooms 	<ul style="list-style-type: none"> • First Peoples Principles of Learning Posters for all classrooms – ordered Feb/22 • Print shop budget to print books made with Grade 7 and Grade 1 buddies • Shared ways to integrate First Peoples Principles of Learning into our everyday teaching <p>https://firstpeoplesprinciplesoflearning.wordpress.com/professional-development-activity/</p> <p>https://www.learninglandscapes.ca/index.php/learn!and/article/download/983/995/</p> <ul style="list-style-type: none"> • Connecting Core Competencies and First Peoples Principles <p>https://learn.sd61.bc.ca/wp-content/uploads/sites/96/2017/09/First-Peoples-Principles-of-Learning-for-Teachers.pdf</p>	<ul style="list-style-type: none"> • Garden soil needed • New code lock for garden • Garden kits to be made – totes and minimal supplies to purchased • More garbage pick up supplies – buckets and tongs • Another large Toter • Set up recycle of batteries 	
AIRPORT’S EVIDENCE	<ul style="list-style-type: none"> • Learning Hub Information is on weekly email to parents • 2021 FSA results: 	<ul style="list-style-type: none"> • Halloween activities – every child went home with a pumpkin (PAC) 	<ul style="list-style-type: none"> • Lunch waste has been reduced • Grade 3/4 class recycles pizza boxes • All classes will work in the garden 	

	<p>Grade 4 (2 students exempt) Emerging 22% On Track 50% Extending 28%</p> <p>Grade 5 (2 students exempt) Emerging 37% On Track 63% Extending 0%</p> <p><u>K – 3 Literacy Data</u></p> <ul style="list-style-type: none"> K Letter Knowledge <table> <tr> <td>Fall</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr> <td></td><td>42%</td><td>22%</td><td>36%</td><td></td></tr> </table> <table> <tr> <td>Spring</td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr> <td></td><td>15%</td><td>15%</td><td>70%</td><td></td></tr> </table> <ul style="list-style-type: none"> Grade 1 <table> <tr> <td>Fall</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td></td><td>56%</td><td>13%</td><td>10%</td><td>0%</td></tr> </table> <table> <tr> <td>Spring</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td></td><td>34%</td><td>28%</td><td>13%</td><td>25%</td></tr> </table> <ul style="list-style-type: none"> Grade 2 <table> <tr> <td>Fall</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td></td><td>62%</td><td>10%</td><td>14%</td><td>24%</td></tr> </table> <table> <tr> <td>Spring</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td></td><td>43%</td><td>9%</td><td>13%</td><td>35%</td></tr> </table> <ul style="list-style-type: none"> Grade 3 <table> <tr> <td>Fall</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td></td><td>38%</td><td>31%</td><td>31%</td><td>0%</td></tr> </table> <table> <tr> <td>Spring</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td></td><td>19%</td><td>31%</td><td>50%</td><td></td></tr> </table> <p><u>Grade 4 -7 Data</u></p> <ul style="list-style-type: none"> Grade 4-7 students were all assessed using the Advance Spelling Screener Data from screening put into excel sheet showing which students are needing support/learning with what sounds/skill <p><u>Spelling Screener</u></p> <p>Grade 4 (Clarke’s class only)</p> <table> <tr> <td>Fall</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td></td><td>36%</td><td>9%</td><td>36%</td><td>18%</td></tr> </table> <table> <tr> <td>Spring</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td></td><td>18%</td><td>0%</td><td>64%</td><td>18%</td></tr> </table>	Fall	1	2	3			42%	22%	36%		Spring	1	2	3			15%	15%	70%		Fall	1	2	3	4		56%	13%	10%	0%	Spring	1	2	3	4		34%	28%	13%	25%	Fall	1	2	3	4		62%	10%	14%	24%	Spring	1	2	3	4		43%	9%	13%	35%	Fall	1	2	3	4		38%	31%	31%	0%	Spring	1	2	3	4		19%	31%	50%		Fall	1	2	3	4		36%	9%	36%	18%	Spring	1	2	3	4		18%	0%	64%	18%	<ul style="list-style-type: none"> All students receive a Candygram at Christmas time- PAC ensures a limit of 4 and all students receive at least 1 Airport All Stars – number of students receiving each month Sept: 15, Oct: 48, Nov: 64, Dec: 59, Jan: 67, Feb: 76 , Mar: 36 plus 3 whole classes, Apr: 55, May: 49, Jun: <ul style="list-style-type: none"> Interactive Bulletin Boards: all students and staff add their thoughts to the BB September – Students should feel..... at school February – I love my school because Participation in Kindness week Grade 2/3 class – made a kindness note for each staff member and a kindness treat trolley brought to every staff member on Feb 17 Books created by Grade 7 students for Grade1s based on Grade 1 buddy’s ideas https://learn71-my.sharepoint.com/:f/g/personal/charlotte_harvey_sd71_bc_ca/Egk-CnPio5BMmRCjpT0yEHABXk3DawJl3eFUEPgDNVwIUA?e=8Ro2x3 <p>How we teach and integrate the Principals of Learning when there is an appropriate time, not in isolation</p> <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. <ul style="list-style-type: none"> we are incorporating: the self, family, community, land by using mindfulness education, a salmon unit, forest walks/play, inviting family to field trips and events, parent volunteers we would like more support with the spirits and ancestors part of this one Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). We feel that we are doing this through: <ul style="list-style-type: none"> sharing circles Habitats and interconnectedness of nature fostering positive, trustworthy relationships with and between students 	<ul style="list-style-type: none"> Garden lesson kits have been created for easy class activities Coordinate garden use in summer with Lush Valley 	
Fall	1	2	3																																																																																																					
	42%	22%	36%																																																																																																					
Spring	1	2	3																																																																																																					
	15%	15%	70%																																																																																																					
Fall	1	2	3	4																																																																																																				
	56%	13%	10%	0%																																																																																																				
Spring	1	2	3	4																																																																																																				
	34%	28%	13%	25%																																																																																																				
Fall	1	2	3	4																																																																																																				
	62%	10%	14%	24%																																																																																																				
Spring	1	2	3	4																																																																																																				
	43%	9%	13%	35%																																																																																																				
Fall	1	2	3	4																																																																																																				
	38%	31%	31%	0%																																																																																																				
Spring	1	2	3	4																																																																																																				
	19%	31%	50%																																																																																																					
Fall	1	2	3	4																																																																																																				
	36%	9%	36%	18%																																																																																																				
Spring	1	2	3	4																																																																																																				
	18%	0%	64%	18%																																																																																																				

<p>Grade 5</p> <table><tr><td>Fall</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>16%</td><td>5%</td><td>63%</td><td>16%</td></tr><tr><td>Spring</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>6%</td><td>18%</td><td>53%</td><td>23%</td></tr></table> <p>Grade 6</p> <table><tr><td>Fall</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>5%</td><td>5%</td><td>45%</td><td>45%</td></tr><tr><td>Spring</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>15%</td><td>0%</td><td>40%</td><td>45%</td></tr></table> <p>Grade 7</p> <table><tr><td>Fall</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>16%</td><td>10%</td><td>32%</td><td>42%</td></tr><tr><td>Spring</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>15%</td><td>0%</td><td>40%</td><td>45%</td></tr></table> <p>As a result, all classes Grade 4-7 will do word ladders 1x week</p> <p><u>Reading Assessment (San Diego Quick)</u></p> <p>Grade 4 (Clarke and Rudolph)</p> <table><tr><td>Fall</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>23%</td><td>19%</td><td>29%</td><td>29%</td></tr><tr><td>Spring</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>15%</td><td>19%</td><td>33%</td><td>33%</td></tr></table> <p>Grade 5</p> <table><tr><td>Fall</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>26%</td><td>0%</td><td>68%</td><td>6%</td></tr><tr><td>Spring</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>18%</td><td>18%</td><td>41%</td><td>23%</td></tr></table> <p>Grade 6</p> <table><tr><td>Fall</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>20%</td><td>40%</td><td>20%</td><td>20%</td></tr><tr><td>Spring</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>25%</td><td>5%</td><td>35%</td><td>35%</td></tr></table> <p>Grade 7</p> <table><tr><td>Fall</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>74%</td><td>0%</td><td>10%</td><td>16%</td></tr><tr><td>Spring</td><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td></td><td>45%</td><td>0%</td><td>25%</td><td>30%</td></tr></table> <p>Final Grade for Reading on June Report</p> <table><tr><td>Grade 7</td><td>1</td><td>2</td><td>3</td><td>4</td></tr></table>	Fall	1	2	3	4		16%	5%	63%	16%	Spring	1	2	3	4		6%	18%	53%	23%	Fall	1	2	3	4		5%	5%	45%	45%	Spring	1	2	3	4		15%	0%	40%	45%	Fall	1	2	3	4		16%	10%	32%	42%	Spring	1	2	3	4		15%	0%	40%	45%	Fall	1	2	3	4		23%	19%	29%	29%	Spring	1	2	3	4		15%	19%	33%	33%	Fall	1	2	3	4		26%	0%	68%	6%	Spring	1	2	3	4		18%	18%	41%	23%	Fall	1	2	3	4		20%	40%	20%	20%	Spring	1	2	3	4		25%	5%	35%	35%	Fall	1	2	3	4		74%	0%	10%	16%	Spring	1	2	3	4		45%	0%	25%	30%	Grade 7	1	2	3	4	<ul style="list-style-type: none">• acting as a role model• putting students' artwork on the walls• giving children responsibilities to help build a sense of pride in classroom (ie: classroom jobs/special helper)• certificates/stars• assemblies (when possible!) <p>3. Learning involves recognizing the consequences of one’s actions.</p> <ul style="list-style-type: none">• pointing out social cues/emotions• teaching about feelings• learning consequences as well as behaviour consequences (self-motivation leads to learning mentality)• social thinking lessons "we thinkers, zones" etc.• The 7 Teachings <p>4. Learning involves generational roles and responsibilities.</p> <ul style="list-style-type: none">• difficult because of Covid because we can't bring in Elders• We discussed use of stories to fill this gap <p>5. Learning recognizes the role of Indigenous knowledge.</p> <ul style="list-style-type: none">• Teaching names of colours in K'omox language• Teaching of lifecycle – salmon – learn about traditional use of salmon• Indigenous uses for salmon• discussion of how everything is connected• Indigenous shapes• Art lessons• Posters of indigenous shapes, counting, matching animals etc. (some of us have these in our room, and some would like some) <p>6. Learning is embedded in memory, history, and story.</p> <ul style="list-style-type: none">• Integration of legends in our teaching, timelines		
Fall	1	2	3	4																																																																																																																																																
	16%	5%	63%	16%																																																																																																																																																
Spring	1	2	3	4																																																																																																																																																
	6%	18%	53%	23%																																																																																																																																																
Fall	1	2	3	4																																																																																																																																																
	5%	5%	45%	45%																																																																																																																																																
Spring	1	2	3	4																																																																																																																																																
	15%	0%	40%	45%																																																																																																																																																
Fall	1	2	3	4																																																																																																																																																
	16%	10%	32%	42%																																																																																																																																																
Spring	1	2	3	4																																																																																																																																																
	15%	0%	40%	45%																																																																																																																																																
Fall	1	2	3	4																																																																																																																																																
	23%	19%	29%	29%																																																																																																																																																
Spring	1	2	3	4																																																																																																																																																
	15%	19%	33%	33%																																																																																																																																																
Fall	1	2	3	4																																																																																																																																																
	26%	0%	68%	6%																																																																																																																																																
Spring	1	2	3	4																																																																																																																																																
	18%	18%	41%	23%																																																																																																																																																
Fall	1	2	3	4																																																																																																																																																
	20%	40%	20%	20%																																																																																																																																																
Spring	1	2	3	4																																																																																																																																																
	25%	5%	35%	35%																																																																																																																																																
Fall	1	2	3	4																																																																																																																																																
	74%	0%	10%	16%																																																																																																																																																
Spring	1	2	3	4																																																																																																																																																
	45%	0%	25%	30%																																																																																																																																																
Grade 7	1	2	3	4																																																																																																																																																

	<p>11% 22% 50% 17%</p> <p>As a result, there will be a focus on Fluency – 6-minute solution (read) done 3x week Grade 4-7 Supplies will be set up in a common area</p> <ul style="list-style-type: none"> Tech replaced/fixed/purchased for classrooms Wireless mouse – div 4/div 1 Wireless keyboard and mouse – div 2 Lower smartboards – div 1/2/3 Listening Center for iPad – div 1 Document Cameras – 7 purchased 	<p>7. Learning involves patience and time.</p> <ul style="list-style-type: none"> Orange Shirt Day/Discussion of historical events referring to using memory to tell stories and not just printed words (oral stories) <p>8. Learning requires exploration of one’s identity.</p> <ul style="list-style-type: none"> "All about Me" Unit Unit on family traditions asking about families/likes/culture in their family sharing circles personal journals encouraging conversation books about diversity and identity (Darkes) exposure to multiple identities <p>9. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</p> <ul style="list-style-type: none"> Talking about stories - using language such as "some people believe this".... We feel we are not really sure how to approach this one and could use some support here! 		
REFLECTION	<ul style="list-style-type: none"> Having our CST focus their time and energy on our literacy goal gave teachers support needed CST helping plan and run Pro-D staff meetings ensured we were using these meetings wisely 	<ul style="list-style-type: none"> Quickly we moved to “Every Person Matters” as including staff and others connected to school were important Has increased and helped us focus on bringing joy and feel of community after Covid 	<ul style="list-style-type: none"> Staff needs a leader in this area Sarah Nolin is the one everyone goes to for ideas Sarah has been our school rep 	<ul style="list-style-type: none"> This focus has been important as we come out of the pandemic restrictions Brings joy back to the school We already do lots but as a goal if helped us ensure a focus coming out of the pandemic
NEXT STEPS	<ul style="list-style-type: none"> Ask Jacquie Anderson to work with staff on “Story Workshop” Ask Heather Willms to work with our staff Lending libraries for Primary literacy games Apply for student learning money from district to support this goal next year Source funding to replace old/dated/nonworking iPads– THIS IS A BIG PROBLEM – needed to support goal and teachers’ ability to do reporting (portfolios) 	<ul style="list-style-type: none"> Although this won’t be a formal goal next year it will continue to be wording, we live by at Airport School “Every Person Matters” New expectation to collect and report data on Indigenous students will continue the focus of “Every Child Matters” Next year we will look at monthly dress up days i.e.: crazy hair day 	<ul style="list-style-type: none"> Staff has decided that 0.2FTE of other prep will be used for outdoor/environmental learning for the 2022 2023 school year Sarah Nolin will do 0.2 and work with every class once a week – giving guidance to teachers This will be a clear goal for next year Change fluency worksheets to reusable – in sleeves Look into salad bar for Airport Elem 	<ul style="list-style-type: none"> Create a working relationship between Military Family Supports and the School Engaged in fun activities with CFB Comox – Terry Fox Run etc.


Arden School Goals 2021-2022

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 INQUIRY QUESTIONS	1. How might the use of the TATTUM reading intervention program improve reading results for all students?	1. How can we elevate Indigenous learning and awareness for a deeper understanding of Truth and Reconciliation?	1. How might we promote active school travel? 2. How might we extend the use of the garden for more class involvement?	1. In what ways can we improve our awareness and responses to stress, to better support ourselves and our students?
ARDEN'S GOALS	1. To continue to address and improve our reading learning results through the Tattum intervention program and a Response to Instruction collaborative model. Rationale: an increase in students not at grade level in reading.	1. To provide meaningfully Indigenous learning opportunities all year long so that each student has an age-appropriate and deepened understanding of Truth and Reconciliation and Indigenous culture. Rationale: a need to increase our understanding of Truth & Reconciliation and to support our Indigenous learners; many are vulnerable.	1. Apply for an Active School Travel Grant to inform next steps and engage our community in more active travel. Rationale: many students are being driven to school while they live nearby; our parking lots is problematic; our students struggle with self-regulation.	2. To learn about and begin utilizing Stuart Shanker's Self-Reg model to support staff and student wellness for maximizing learning success. Rationale: our students are exhibiting signs of stress, and many are having difficulty being available to learn: some of our intervention models are outdated and are ineffective.
ARDEN'S ACTIONS	1. -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.	1. Classroom instruction supported with ISW, school guests, In Ed resources and Kokum Sheila (school Elder). 2. Church group, Lake Trail Peer Leaders. Continue School Blog; Engage in school wide indigenous activities; Continue School Blog.	1. Regular use of our outdoor learning environments. 2. A focus on nature-based fieldtrips. 3. Recycling/composting programs in place with teacher and student leaders "Arden Ambassadors." 4. Thriving school garden; teacher leaders facilitating	1. A focus on a caring and kind culture. 2. Arden Way Certificates; Golden Eagles 3. WITS 4. Inner Explorer 5. Nurtured Heart 6. Outdoor learning prioritized
ARDEN'S NEW ACTIONS THIS PAST YEAR	1. Utilized CST role to further support teacher understanding and implementation of Tattum model. 2. Use of staff meeting time to foster understanding of the model and to clarify next steps in our process.	1. Qualicum First Nations Resources accessed monthly; guests facilitated in class 2. Re-connected with past community groups 3. In Ed "Team" to facilitate plans for In Ed focused pro-d day and National Indigenous Peoples Day. 4. Engaged in pro-d related to deeper learning; planned through pro-d rep, In Ed rep and ISW	1. Participate in a school wide waste-related challenge: "Turn Off Tuesday" 2. Teacher involvement in District Gardening initiatives 3. Implement actions in response to successful Active School Travel Grant 4. Apply to be a gardening lead school in district initiative. 5. Apply for Salad Bar Grant.	1. Embed Self-Reg content in regular staff meetings and communication tools and co-construct what this means for Arden. 2. Use of self-reg tools and practice with specific students. 3. Book clubs /teacher resource book library 4. Enable further Self-Reg Training for interested staff members 5. Involve pro-d committee to inform next steps: i.e., pro-d at monthly staff meeting
ARDEN'S EVIDENCE: WE ENGAGED IN ON-GOING REFLECTIVE PRACTICE, THROUGH CHECK INS AND A SHARE OUT IN	1. Please see link to teacher presentations. 2. Data from PM Benchmarks utilized to inform on-going steps, and class assessments. Our results this year indicate that for those receiving the TATTUM intervention: <ul style="list-style-type: none"> 17 out of 18 intermediate students improved their reading. 6 students reached grade level. 	1. Shared photos of Indigenous Education learning on school blog (special events, Elder involvement, Indigenous guests and resources). See PowerPoint for evidence. 2. Warrior Society program: a very successful initiative for a group of our vulnerable	1. A successful start to Active School travel Grant: involved community members including RCMP, trustee, parents, teachers, City Councillors – City response is to implement crosswalks on Lake Trail and Cumberland roads.	1. Teacher responses to reflective prompts and dialogue is a commitment to continue to learn and apply self-reg principals.

FEBRUARY AND MAY STAFF MEETINGS.	<p>The average number of PM levels increased was 5.</p> <ul style="list-style-type: none"> 32 out of 33 primary students improved their reading. 14 students reached grade level. The average number of PM levels increased was 10. 	Indigenous students; media coverage on National Indigenous Peoples Day.	2. Highly successful school response to the Walk 'n' Roll event, the first two weeks of June.	
NEXT STEPS	<ol style="list-style-type: none"> Continue to use the models and collaborative structures that are part of our school culture in relation to reading improvement: regular check ins, collaboration time, teacher grade grouping share out in May. Apply for collaborative grant from the district (\$10, 000) to support teacher understanding of TATTUM intervention. On going support by LSTs and CST for teachers to learn the TATTUM intervention program, for classroom portions of implementation. 	<ol style="list-style-type: none"> Consider deepening Indigenous Learning through the garden initiatives with multi-age groups that are in the process of being developed for 8 teachers. Advocate for and secure further grants for another Warrior Society program. Continue to utilize resources and community partners to deepen Indigenous understanding. 	<ol style="list-style-type: none"> To continue to follow the action plan as outlined in our Active School Travel Grant, to include Wacky Wheelie Wednesdays and purchasing of scooters for school use. Received funding for Salad Bar for next school year. Planning process in place that include a kitchen renovation. 	<ol style="list-style-type: none"> Collaborative dialogue and discussion to inform next steps: Where are we? Where are we going? LST, CST & principal to facilitate school-based session for teachers on August school based pro-d day. Case studies to be determined for teachers to deepen their understanding of the Self-Reg model to target vulnerable students' needs.

Aspen Park School Goals 2021-2022

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 do we best meet the needs of our wide range of readers? (Literacy) How do we best improve numeracy competence of our students across the grade levels? (Numeracy) 	<ul style="list-style-type: none"> How do we provide opportunities for our students to connect with our broader community? 	<ul style="list-style-type: none"> How do our students become aware of their impact on the environment? 	<ul style="list-style-type: none"> How do we ensure that students, staff, and families feel happy and safe at school (sense of belonging)?
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> A continuation of our goal to improve reading competency at Aspen: Last year saw a marked improvement in our primary reading results. This year we plan to expand our learning and support to our intermediate grades with direct support of District Reading Support Teacher (Heather Willms) and our school CST (Jenni Cumming). We will employ similar capacity building with our intermediate teachers as used last year. It is expected that intermediate reading results will improve. Subjective evidence from staff shows holes in basic computation skills that are available for application in the strands of mathematics. As a vehicle to develop key math markers for math at various grades (levels) staff will target basic facts knowledge. This could include a baseline test, then a conversation about plausible goals. 	<ul style="list-style-type: none"> We 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"> Aspen Park has always believed that building relationships is a priority. We will focus on creating a positive school culture where all school community members are respectful of self, others, and the school environment. We believe that students 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 affects the academic learning of students, their physical and emotional safety, and school climate. With covid restrictions we know we need to revisit our efforts and reintroduce community and social interactions that support this in a safe place.
ACTION PLAN	<ul style="list-style-type: none"> Work with District Reading Support Teacher, Heather Willms, on collection of data using common school-wide assessment tools (primary and intermediate) Work with Heather Willms on analyzing data and determining next steps Primary teachers to continue year 2 of reading lessons (as per last year's work with Heather) Heather W to work with intermediate classes on teaching reading through spelling Toe dipping into numeracy goal this year <ul style="list-style-type: none"> Determine assessment tools Determine specific goal areas for each grade level 	<ul style="list-style-type: none"> Christmas and Valentine's Day cards to our Grand Buddies at the Views Community lunch (if safe to do so) Parent Appreciation Community Appreciation (cards, gifts) Terry Fox, Tour de Rock, Community Clean Up, Shoreline Clean Up, Salmonids in the Classroom Legacy School – Secret Path, Orange Shirt Day, National Indigenous Peoples Day, Rock Moccasins Elder in Residence 	<ul style="list-style-type: none"> Pack It In/Pack It Out initiative school wide Eliminate single use plastics and cups school wide PAC Hot Lunch options from vendors with less environmental impact Use of city transport, where possible, to attend field trips Walking field trips, where possible Community Clean Up Our school is exploring the possibilities of our new outdoor classroom 	<ul style="list-style-type: none"> 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 Fabulous Friendship February self portraits/hallway collage Inner Explorer

RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> • \$2000 towards the purchase of decodable readers for home reading practice (last year, about \$5000 was spent on guided reading resources) • \$2000 towards the purchase of spelling resources at the intermediate level • \$1000 towards the purchase of reading scope and sequence resources • \$2000 towards the purchase of numeracy resources 	<ul style="list-style-type: none"> • \$1000 towards community celebrations 	<ul style="list-style-type: none"> • \$1000 towards the purchase of equipment 	<ul style="list-style-type: none"> • \$1000 for family rewards
EVIDENCE AND DATA	<p>LITERACY</p> <ul style="list-style-type: none"> • All primary teachers assessed for student literacy progress. This was done independently at the beginning of the year, without guidance needed. • Intermediate teachers all participated in learning how to implement the literacy assessment tools with the support of Heather Willms (District Reading Support Teacher) and Jenni Cumming (CST). • After year 1 (2020 – 2021), data collection at the end of the year was not consistently measurable between classes; this year (2021 – 2022), data collection shows a favourable means of comparing progress. • This year, primary teachers are able to see students’ next steps (those who need to be monitored, those who may require further intervention, those who are on their way) • June 2022 Reading Data.docx <p>NUMERACY</p> <ul style="list-style-type: none"> • Teachers have expressed concern over students’ lack of basic numeracy skills such as basic facts, place value (no official or common assessment data has been collected) 	<ul style="list-style-type: none"> • Collaboration with our community partners was challenging this year due to the COVID-19 pandemic • Integration of Indigenous Ways of Knowing into our learning • Work on the Local Education Agreement has improved our relationship with KFN; we hope to collaborate more on projects and activities • The addition of the KFN bus route has supported our Indigenous families on a daily basis • Student and staff connection to our Elder in Residence, Edna Leask • Secret Path 2021.mp4 • Grade 4 SLS Indigenous Education.pdf • Grade 7 SLS Indigenous Education.pdf 	<ul style="list-style-type: none"> • All classes participated in the Pack It In/Pack It Out school wide initiative • Grade 7 class attended field trip to the Comox Valley Waste Management Centre • Grade 7 students tracked the amount of garbage generated by their class • Increase awareness about what can be recycled in our blue bins • No single use utensils and cups were distributed from the office this year 	<ul style="list-style-type: none"> • The wearing of masks, lack of school wide assemblies and other multi-class gatherings affected our progress in this area • Our first whole school assemblies happened in June (outdoors) – National Indigenous Peoples Day Opening and Year End Staff Leaving Assembly • Our school has previously used Inner Explorer consistently – with lessened instructional time due to hand washing, equipment sanitation, and bell schedule adjustments, teachers did not access this resource this year (only 92 playbacks this school year) • Monthly Mental Health Challenges and Mental Health Tips for Parents did not happen this year • 116 ROCK tickets issued by staff/students for May/June • Grade 4 SLS Sense of Belonging.pdf • Grade 7 SLS Sense of Belonging.pdf

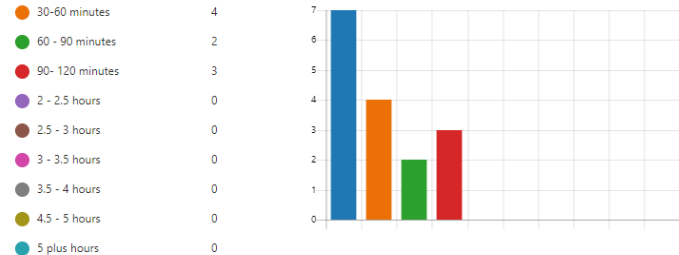
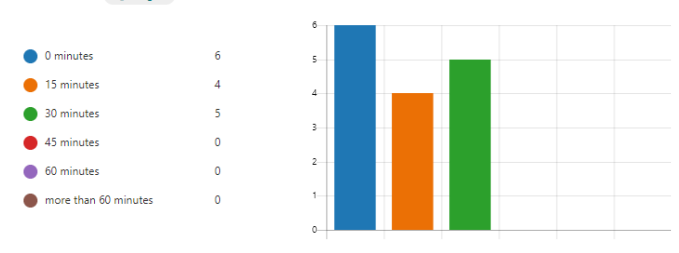
		<div></div>		
--	--	---	--	--

<p>REFLECTION</p>	<p>LITERACY</p> <ul style="list-style-type: none"> Primary teachers continued to collect reading/spelling data at the beginning of the year with a degree of confidence which was not present last year. They were familiar with the assessment tools they were to use, how to administer them, how to analyze the data, and plan for their students with more efficiency. Teachers taught the skills necessary as determined by the collected reading data (continuation of the lessons offered in our work with Heather Willms last year). Teachers shared their learning with each other and the available resources. Intermediate teachers worked with Heather Willms on reading instruction through spelling. The teachers learned which assessment tools to use and how to administer them to their classes, as well as analyzing the obtained results. Lessons to target specific lagging skills were taught in conjunction with Heather Willms, and follow up activities provided. Collection of data by our intermediate teachers was varied as some did not see the value of the data. After collaborative work with our CST, and how to analyze the data, teachers were better able to see the progress and value of the work. Our intermediate teachers will need continued support with this next year. <p>NUMERACY:</p> <ul style="list-style-type: none"> 3 teachers participated in the First Steps in Math training CST used the learned diagnostic tools in various classes; results discussed with teachers Based on conversations from the diagnostic results, appetite for First Steps in Math training has increased amongst staff members Resources were consolidated to a central location for better access and availability 	<ul style="list-style-type: none"> Staff are embracing our role in Reconciliation and as a Legacy School We are learning together and from each other Having our Elder in Residence back in our school participating with our students and staff is essential and valuable 	<ul style="list-style-type: none"> This is a work in progress to reduce the amount of waste generated Composting bins were not in classes this year due to COVID All classes were not completely on board with our Pack It In/Pack It Out initiative 	<ul style="list-style-type: none"> Our staff found it challenging to learn the names of every student due to the wearing of masks. Even when masks were removed, this was hard as faces had changed and we had not seen these changes due to the masks over the past 2 years The wearing of hats by students in certain classes also affected the ability of staff to learn student names Staff and students found it uncomfortable when we had small group gatherings Students will need to re-learn how to be audience members, how to work with buddies, assembly expectations Our school based PBIS Leadership Team met on a regular basis to help set the stage for the implementation of the framework <ul style="list-style-type: none"> Targeted behaviours and school learning areas determined School matrix finalized – revisit next year Matrix posters completed by classes and mounted on the walls Beginning to look at lesson development to address targeted behaviours Beginning to assemble picture books of expected behaviours (pictures taken, re-wording of book language needs to be completed) Matrix posters being printed for beginning of school year ASPEN PBIS Matrix ROCKS July 2022.docx
<p>NEXT STEPS</p>	<p>PRIMARY LITERACY:</p> <ul style="list-style-type: none"> All data sheets have been collected and will be distributed to the receiving classroom teachers at the beginning of the year so that class profiles can be built and acted on Data for new students will be collected Current starting points for data collection are now determined by the end of the year data; 	<ul style="list-style-type: none"> Continue to look for opportunities to learn and celebrate culture Strengthen the relationship between our school and school district with KFN Increased collaboration with KFN on exposing students to the Kwak’wala and Ayejusem languages 	<ul style="list-style-type: none"> Continued education Classes will resume composting next year School wide recycling education to happen at the beginning of the year 	<ul style="list-style-type: none"> Students will need to re-learn how to be audience members, how to work with buddies, assembly expectations, how to be together again – whole school assemblies expected for next school year <ul style="list-style-type: none"> Celebration of Success assemblies Cultural Performances

	<p>instructional decisions to be determined from this information</p> <ul style="list-style-type: none">• Phonics Boxes to be created which include lessons to target specific lagging skills• Book Club – This Is How We Teach Reading...and It’s Working! <p>INTERMEDIATE LITERACY:</p> <ul style="list-style-type: none">• All data sheets have been collected and will be distributed to the receiving classroom teachers at the beginning of the year so that class profiles can be built and acted on• Data for new students will be collected• Current starting points for data collection are now determined by the end of the year data; instructional decisions to be determined from this information• Consistent collection of data (beginning and end of the year) and continuing to learn about the lessons associated with specific lagging skills will be supported by our CST, LST, PVP next year <p>NUMERACY:</p> <ul style="list-style-type: none">• 7 staff members to take the First Steps in Math training in the fall• Continued modelling of diagnostic tools, data analysis, and follow up lessons by CST, PVP	<ul style="list-style-type: none">• Strengthen the relationship with our broader community		<ul style="list-style-type: none">• Implementation of Monthly Mental Health Challenges to families (rewards given) and monthly Mental Health Tips for Parents• Implementation of PBIS framework• Re-visit use of Inner Explorer daily mindfulness lessons
--	--	--	--	---

Brooklyn School Goals 2021-2022

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	LITERACY: 90% of our grade 3 students will be reading at grade level going into grade 4. (5 year goal)	COMMUNITY ENGAGEMENT: To rebuild a positive school culture.	OUTDOOR EDUCATION/PLACE BASED LEARNING: Students will spend at least 1 hour per day outside on learning activities. (5 year goal) (Can also go under Educational Excellence and Physical Health & Mental-Well Being)	
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Our Primary staff is noticing that many of our students are not meeting expectations as expected. They hope to build a stronger Literacy program which will then result with more student entering intermediate meeting expectations. 	<ul style="list-style-type: none"> After 1.5 years of pandemic protocols our community (staff, students, parents and bigger community) needs to work on re-building a culture of belonging, partnerships and teamwork. 	<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"> PD Learning October 22 with Primary Teachers Mentorship with Heather Willms Heggerty Jolly Phonics Raz Kids + Decodable Books Small group Work LTRS/SD71 Assessment PM Benchmarks Establish PM Benchmark range for ‘at grade level’ Identify ‘at grade level’ includes fluency, phonemic awareness, comprehension, and vocabulary Bins made for each Primary Classroom with levelled text, lesson plans and BLM Home Reading Books – purchased by PAC 	<ul style="list-style-type: none"> Building common language – WITS, School Rules (Brooklyn Way) Friday Music at recess times Assemblies Sports Clubs: Crochet, Math, Diversity, Lunch Reading, Coding Spirit Days – Ambassadors Buddy Activities School wide service projects – EDAS, Food Drive, Christmas Hampers Electives – grades 6-7 Staff appreciation treats and activities Diversity Club Staff bulletin boards School bulletin board Secret Pals for Staff Beach Day Fun day – September & June hosted by grade 7’s PAC Fun Fair 	<ul style="list-style-type: none"> Learn to Ride – Biking Coalition grade 5’s Biking Exploratory for Grade 6/7 Weekly forest walks Fieldtrips: Puntledge River, Comox Lake, Courtenay Estuary, etc. Outdoor Exploratory – Grade 6/7 School Garden 	

RESOURCES NEEDED (INCLUDING BUDGET)	\$2000.00 for Decodable Levelled Readers \$ 500.00 for Storage Materials – bins, files, etc. \$1200.00 approx. 3 TTOC days- release time for building understanding as a team around building common practice and understanding.	\$1000 misc. for prizes and treats	<ul style="list-style-type: none">Outdoor Learning Resources \$2000.00 – resources, equipment, professional development. We didn’t work on building resources this year but will next year.													
EVIDENCE AND DATA	<p>October 2021 Benchmark Data:</p> <p>Grade 2 – 52% of students meeting expectations Grade 3 – 96 % of students meeting expectations Grade 4 – 67% of students meeting expectations</p> <p>Fall 2021 FSA Results</p> <table><tr><th>Grade</th><th>Emerging</th><th>On Track</th><th>Extending</th></tr><tr><td>4</td><td>22%</td><td>48%</td><td>30%</td></tr><tr><td>7</td><td>16%</td><td>84%</td><td>0%</td></tr></table> <p>June Primary Data: Year End Reading Data: % of students meeting grade level expectations in reading. K- 95% 1 - 37% 2- 63% 3 - 81% *Our grade 3 data has dropped, but that is due to us being more consistent with our assessment and new students who arrived during the year.</p>	Grade	Emerging	On Track	Extending	4	22%	48%	30%	7	16%	84%	0%	<p>2021 & 2022 Student Survey Results Do you feel welcome at your school? Grade 4 – 80% 68% Grade 7 – 68% 83% Is school a place where you feel like you belong? Grade 4 - 57% 59% Grade 7 – 48% 66% How many adults care about you at school (report 2 or more) Grade 4 – 71% 40%*38% put don’t know Grade 7 – 68% 74% My questions are valued and welcomed by adults at my school (I am heard)? Grade 4 – 69% 76% Grade 7 – 53% 78% Do you feel safe at school? Grade 4– 79% 80% Grade 7 – 80% 89% I would like to go to a different school Grade 4 – not asked Grade 7 – 10% 10% I am happy at school Grade 4– 73% 67% Grade 7 – not asked Do you like school? Grade 4 – 69% 70% Grade 7 – 43% 84%</p>	<p>Outdoor Learning Survey December 2021</p> <p>1. How much time does your class spend outside for learning activities weekly?</p> <p>More Details</p>  <p>2. How much time does your class spend outside on learning activities daily?</p> <p>More Details Insights</p>  <p>We will continue to collect data in the fall in regards to how much time and what teachers are doing outside.</p>	
Grade	Emerging	On Track	Extending													
4	22%	48%	30%													
7	16%	84%	0%													
REFLECTION	<ul style="list-style-type: none">Our primary staff have made huge gains this year around literacy. Through collaboration, CST and mentorship we have a strong plan moving into year 2 of the goal.	<ul style="list-style-type: none">Although not fully back to ‘normal’ by the end of this year we were able to come together as a community and there was a lot of excitement about that. I don’t think that the student surveys accurately reflect our positive school culture at the grade 4 level. I would currently say that there is less than 5% of the families who have been dissatisfied with something that has happened at Brooklyn this year.Most of our students are happy and engaged in learning and those who aren’t are supported in various ways – counselling, ISW, etc.	<ul style="list-style-type: none">We have noticed an increase in classes that have incorporated weekly/daily walks and outside learning time. The original goal was outdoor learning. After the February PD day there was excitement to change the goal to Placed Based Learning as that connected with more people. We will continue to work on this goal next year and look forward to being able to use our outdoor classroom as a learning space. Some PD was done around this goal, but we still have work to do – moving from a knowing to doing. We have some new staff coming who incorporate daily outside time, so they will be able to lead us in some professional learning and mentorship.													

NEXT STEPS	<ul style="list-style-type: none">• Mentorship with Heather Williams K-7 – proposal submitted for 6-8 weeks of support• K-7 Literacy Focus – moving towards school wide common language and assessments	<ul style="list-style-type: none">• Although we will continue to work on school culture, I don't think that we will be focussing on it next year as a goal.	<ul style="list-style-type: none">• Build resources for outdoor learning• Provide more professional learning around place based and outdoor learning.	
------------	--	---	--	--

Courtenay Elementary School Goals 2021-2022

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"> Students decorated fish that were placed in front of iHos gallery Students visited Clever Ravens Indigenous daycare and sang the "Welcome Song" to children and staff. Halloween <ul style="list-style-type: none"> School-wide dress-up, including staff. At school assembly (costume parade) staff presented a dance with a Star Wars theme (all staff members came in Star Wars costumes) Winter concert <ul style="list-style-type: none"> Students in grades 4 and 5 acted in and narrated a series of winter songs 	<ul style="list-style-type: none"> Work with the Courtenay Elementary Community School Society to engage a garden coordinator (Elaine Codling) to support teachers and students in using the school 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.). Support the installation of an outdoor classroom Work with the Courtenay Elementary School Society to secure funding for a shed to hold gardening supplies and supplies for an outdoor classroom Attach the gutters of the new shed to a water barrel to help water gardens adjacent to the shed 	<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 Implement procedures for encouraging school-family partnerships

		<p>sung by every class in the school.</p> <ul style="list-style-type: none"> ▪ The school produced a video of the event and shared it via Office 365 with the community (due to COVID restrictions preventing families from being in the school) ○ 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 based on a scene from the film, “The Thomas Crown Affair” ▪ A video of the assembly was shared with the school community 	<ul style="list-style-type: none"> • Educate students about taking care of the trees and plants that are on the school grounds. 	
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"> • We spent \$349 on a sound recorder (Zoom H4n Pro) to improve the sound accompanying our filmed performances • Art supplies and some costume supplies (part of the regular operating budget of the school) 	<ul style="list-style-type: none"> • Garden Coordinator (Elaine Codling) • Ongoing maintenance of the school’s mountain bikes • Bussing for outdoor field trips 	<ul style="list-style-type: none"> • “The PBIS Team Handbook: Setting Expectations and Building Positive Behavior” – 8 copies @ \$55.49 = \$443.92
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 year – teachers examining a promising approach to Math assessment and remediation in a (hopefully) post-COVID era. 	<ul style="list-style-type: none"> • All the data for this goal has been anecdotal (no assessments, questionnaires, etc.) in nature. This makes an objective assessment of the impact of this goal on student learning more challenging to measure. However, there is 	<ul style="list-style-type: none"> • We are excited to see that the outdoor classroom for the school is almost complete. We are 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 	<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 behaviors are defined and taught ○ Define procedures for establishing classroom expectations and

		<p>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>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>routines that are consistent with school-wide expectations</p> <ul style="list-style-type: none"> ○ 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
<p>NEXT STEPS</p>	<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 assess 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 2022/23 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 • 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"> • Meet, as a team, at the SBO on August 18 and 19 to attend the virtual workshop, “Supporting the Wellbeing of Students through PBIS” <ul style="list-style-type: none"> ○ Topics covered: <ul style="list-style-type: none"> ▪ Managing PBIS Committees ▪ Setting up an easy and effective data collection system ▪ Taking an inclusive approach to PBIS ▪ Integrating PBIS with Mental Health and SEL • 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.

Cumberland Community School Goals 2021-2022

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.
INDIGENOUS EDUCATION ENHANCEMENT AGREEMENT	<ul style="list-style-type: none"> Goal 2: Increase academic success of all Indigenous students. 	<ul style="list-style-type: none"> Goal 1: Increase Indigenous students' sense of belonging, cultural identity, and self-esteem. 	<ul style="list-style-type: none"> Goal 3: Increase awareness of First Nations, Metis, and Inuit culture /teachings with all students. 	<ul style="list-style-type: none"> Goal 4: Increase Indigenous students' confidence in leadership.
SCHOOL GOALS	<p>CCS noticed a need to address literacy skills in all students. It will look differently at each level, but in short:</p> <ul style="list-style-type: none"> K-3 – sounds, phonograms, phonemic awareness, spelling, reading fluency are points of emphasis Gr 4-6 – spelling and writing skills are being addressed <p>Gr 7-9 - reading comprehension, answering the question that was asked with as many details as appropriate for age level.</p>	<p>Active Travel Committee is off the ground now – goal is to work with the large community to plan safe and people-powered transportation to/from school. Ultimately, they wish to produce a map to advertise best routes.</p> <p>CCS's second goal around meaningful instruction around Truth and Reconciliation and use of the First People's Principles of Learning</p>	<p>Many classes participate in daily outdoor learning or weekly nature walks</p>	<p>Rejuvenate CCS Code of Conduct to give purpose for the social emotional needs and rights of all (no staff desire to do so, however, our culture continues to demonstrate struggles and lack of clarity around guiding parameters – will try again in September 2022)</p>
ACTION PLAN	<ul style="list-style-type: none"> Staff conversation about assessments to establish baseline data so we can see if our teaching is effective Grade group work around teaching strategies to target instruction around goal area Budget targeted to fund materials (assessments, print resources, early literacy manipulatives to support work 	<ul style="list-style-type: none"> Increase the number of students using active travel to / from school each day Create a walking school bus route and help others to start up too. Communicate waling school bus routes so others can join Go By Bike participation 2 x each year – who is participating, are student participating safely (with helmet) ... (Oct and May events) Fantastic staff and student engagement around Sept 30 (TRC day) 	<ul style="list-style-type: none"> Installation of the Outdoor classroom (mar 22) Outdoor garden well used by CCSS, interest from classrooms – couple classes have planted bulbs at front of school, some have worked with Carley from Lush Get all students/classrooms participating in recycling/composting programs. Maintain bike to school events. Hot lunch program has a reduced waste initiative – less packaging, re-usable containers / cutlery If enough interest is evident, we will put in another garden – more boxes, good soil, order seeds or seedlings, fencing, HOPEFULLY water nearby Garden project was proposed, initiated, and approved with Andre & Ian's support – is currently stalled due 	<ul style="list-style-type: none"> PBIS or student buy in for Code of Conduct Do this work with whole staff and PAC to create traction for interventions SOGI committee and GSA to work with students about racism, sexism and abusive verbal conduct <p>Purchase a set of EASE print resources for student and teacher access (we have a print list of several on site already – will double check with list in Sept and fill in gaps so teacher have access to materials to support their instruction.</p>

			to labour requirement for fencing and spot clearing)	
EVIDENCE AND DATA	<ul style="list-style-type: none"> Gr 4-5 lit / indigenous <p>What is going well?</p> <ul style="list-style-type: none"> we are seeing improvement in spelling (Lingren) is seeing improvement in student written work. When students are questioned or prompted about correct spelling they can often explain their thinking, citing spelling rules or patterns we have taught. "Think out louds" Students are understanding our routines, lessons, word work lessons. Special, individual remediation is proving effective in the groups that are getting it (IE teacher). Some students are flourishing with new-found confidence. Spelling: specific rules, more recognizable, one vowel sound per syllable etc. chunking and other strategies. Following DST Heather Wilm's website, consistent format, routine, access to a resource that an expert says is best. Family communication (TC): knowing "hard numbers" made reporting more comfortable. <p>How We know:</p> <ul style="list-style-type: none"> observations: think aloud, interviews, talking to students about their thinking when it comes to spellings Tests: Post intervention (TC) Summative spelling test of the patterns I have taught. Spell check training and marking during written work. What do we need: print DST Heather's stuff, make a good blinder. 	<ul style="list-style-type: none"> Grade 6/7 Team: Literacy & Indigenous Education <p>Reading, Things we do:</p> <ul style="list-style-type: none"> Integrating literacy into the content areas (Ex. Socials and science) Reading for information and vocabulary Research Finding main ideas and answering questions Articles Sources: Common Lit and What in the World Class novel study Double-entry journals, literature circles, reading questions Works on: Questioning, connections, and comprehension Independent silent reading Short stories Reading Power To teach literary elements, sensory detail, and figurative language Vancouver Island reading assessment (September, May, June) Working to use read+works application to support our readers <p>Writing, Things we do:</p> <ul style="list-style-type: none"> Paragraph writing Written responses 6+1 traits Writing process (5 stages) Speaking: Class discussions Literature circles Presentations Debates Integrating Indigenous Curriculum Identity unit 	<ul style="list-style-type: none"> Gr 2/3 team <p>Literacy Strategies:</p> <p>What's going well?</p> <ul style="list-style-type: none"> Multi grade levelled reading groups Grade wide write <p>How do we know?</p> <ul style="list-style-type: none"> PM benchmark results What have we done? worked to develop groups based on ability. Then met with groups of children at the same level to deliver instruction in phonemic awareness, phoneme grapheme mapping, decoding and comprehension strategies, reading material as a group, answering questions / doing projects based on reading level. <p>What are our next steps?</p> <ul style="list-style-type: none"> get back to it after a covid break. Welcome the grade 1-2 class and Mrs. Wells grade 1s. (Briar and Ali are doing their own thing) Name change from 'Reading Groups' to 'Literacy Groups' Do another grade wide write in June and plan to assess together. Is there anything else that we need? (Think resources: wish lists!) Dry erase pockets (30) Dry erase markers (lots, for phoneme grapheme mapping, Acroic brand from Amazon) <p>Indigenous Education</p> <ul style="list-style-type: none"> A list of things (activities, stories, speakers, et al.) that we have done this year beaded timeline orange shirt / residential school Coast Salish and formline drawings winter solstice Story of Queneesh Elder visit Nature walks 	<ul style="list-style-type: none"> Gr 8/9 <p>Literacy Goal - Grade 9</p> <p>Evidence</p> <ol style="list-style-type: none"> Purchased and administered the Ontario Comprehension Assessment Based on results of assessment, I decided to focus on two specific areas of reading comprehension - 1. Determining What's Important/Summarizing and 2. Making Inferences Using the recommendations from the OCA, I used the document, <i>Think Literacy: Cross-Curricular Approaches, Grades 7-12</i> to implement specific activities to work on these skills. <p>Next Steps</p> <ul style="list-style-type: none"> <i>Purchase Level 2 -What in the World (current events resource) for grades 8-10 and use age-appropriate reading passages to further reading comprehension skills.</i> <p>Indigenous Goal - Grade 9</p> <p>Evidence</p> <ol style="list-style-type: none"> Implemented plan to cover all 9 First Peoples Principles of Learning throughout year. First, attempted one principle per month, unpacking, discussing, and doing related activities. However, this approach seemed too contrived, so I tried connecting the principles with specific Indigenous content. For example, when we discussed the Indian Act, we discussed the principle, <i>Learning Involves Recognizing the Consequences of One's Actions</i>. Connected staff actions (learning about the 94 calls to action) to class lessons. Discussed 94 calls in depth and tracked progress online. Included Indigenous resources and content beyond the curriculum expectations. <p>Next Steps</p> <ul style="list-style-type: none"> Three Crows live performance of <i>Qwalena: The Wild Woman Who Steals Children</i> will be coming to Cumberland School on March 8th. Students will be participating in the activities laid out in the Qwalena Teacher's Guide. For example, students will be completing the sentence, "If I was Prime Minister of Canada, I would help find solutions to the challenges faced by Indigenous people by..." <p>Data from Rr 8& 9</p>

	<ul style="list-style-type: none">Has DST Heather W finished the website and make corrections (we know she is working on it)Print shop: see if they can make us more materials, or/and we can order all the class spelling materials they have madeBuy the box card games, spelling literacy kitsMentorship: seeking more group release for some group work material making etc (like the reading groups are doing in the primary levels)IE teacher mentioned a reader called "Under One Sun" Nelson product <p>Next steps:</p> <ul style="list-style-type: none">dgege, gi, gysuffixes s, ing, edMake a bunch of gamesIndigenous Education, these are some of the things we are doing, doing more of, doing betterland acknowledgementComox School songembedding the principles of learningSmall numbers, math resourcesIndigenous focused picture books and novels (You hold me up, barren grounds, case of windy lake, raven tales)Teaming up with Ineke and Joanna: they recently shared the legend of Queneesh with a couple of classesArt Whorl showcaseDrummingKwakwala words in the classroom, 1st voices appProfessionally working through the TRC calls to action	<ul style="list-style-type: none">Oral story telling: District Indigenous lead teachers “I am Raven”Talked about giftsOral story telling: Elder came in to share “jumping mouse”Qwalena play and follow up activitiesIndigenous focus field trip – Campbell River MuseumOngoing discussions about residential schools and reconciliationBuilding an Indigenous smoke house in coordination with In. Ed. Leaders.Drumming Introduction with guest speakerCampbell River Museum <p>Things we are doing well</p> <ul style="list-style-type: none">Developing common language around literacy between 6 and 7Collaboration- shared resources and ideasIntegrating literacy opportunities across the curriculum (socials and sciences)Inclusive of different learning stylesUse of technology <p>Next steps</p> <p>Literacy:</p> <ul style="list-style-type: none">Increase engagement in readingCST will share the reading strategies learned in pro-d around engagementEnd of year assessmentsLooking for resources – short story anthology for grade 7, indigenous stories	<ul style="list-style-type: none">Comparison of Canadian Indigenous culturesStrong Nations readersLRC/Library kits <p>K/1</p> <p>In Kindergarten and Grade 1 Story Workshop and story braids are very successful in all of our classrooms. Teachers are also finding self reflection and conversations with colleagues has been helpful and supportive to our own growth as educators. We are all doing Jolly Phonics letter sounds in kindergarten. Both Grade 1 and K teachers are doing story workshop, story grammar and expanding expressions tools as entry points to both reading and writing. We know that students are finding success in literacy because we are seeing their confidence rise in both story telling and writing. By allowing each student to develop their skills at their own time they are able to use the variety of tools and strategies to feel success. We would like to have more knowledge keepers come share stories with our class, both to touch on story and to connect with indigenous ways of knowing and learning. We have all been reading many First nation authors and stories in our classrooms. The medicine wheel has been used in many different contexts to make connections to different curriculum content while still being strongly connected to indigenous knowledge. We continue to do lots of place-based learning both on the school ground and in the community forest.</p>	<p>Grade 8 and 9 cohorts</p> <p>The decision was made at the start of the year to complete the OCA (Ontario Comprehension Assessment) with all of our grade 8 and 9 students. The process involved the writing of the first assessment in October and then a follow up assessment in May/June.</p> <p>After the results of the first assessment, it was decided to focus in on two targeted areas for the 2021-2022 school year: knowledge/understanding and inferencing.</p> <p>The results of the first assessment were assessed on a 4 point scale.</p> <table><tr><td></td><td>Communication</td><td>Knowledge/Understanding</td><td>Thinking/Inferencing</td></tr><tr><td>October 2021</td><td></td><td></td><td></td></tr><tr><td>Average Scores (mean)</td><td>2.90</td><td>2.75</td><td>2.10</td></tr><tr><td>May/June 2022</td><td></td><td></td><td></td></tr><tr><td>Average Scores (mean)</td><td>2.16</td><td>1.82</td><td>2.68</td></tr></table> <p>The results of the assessment led to a positive discussion around the direction of our teaching. The teachers focused heavily on the inferencing skills which led to a positive improvement and less so on the comprehension and development of strategies that allowed students to organize and summarize ideas which resulted in a decline in student performance. The situation was further exacerbated by the construction of the questions/assessment. When the students were provided with a graphic organizer template on a question, there was a high level of success but when there was no template or structure given to the response then the students struggled.</p> <p>Moving forward into next year the Grade 8 and 9 teachers have decided to continue with a focus on inferencing, but there are also going to focus on supporting students in the use and development of graphic organizers to help them structure and present their ideas. Based on the results of the assessments, there will also be a focus on question reading skills as there were frequent issues with students misunderstanding the question being asked.</p>		Communication	Knowledge/Understanding	Thinking/Inferencing	October 2021				Average Scores (mean)	2.90	2.75	2.10	May/June 2022				Average Scores (mean)	2.16	1.82	2.68
	Communication	Knowledge/Understanding	Thinking/Inferencing																					
October 2021																								
Average Scores (mean)	2.90	2.75	2.10																					
May/June 2022																								
Average Scores (mean)	2.16	1.82	2.68																					
RATIONALE	<ul style="list-style-type: none">Common assessments / assessment time was desired so all staff could benefit from the data – have we been successful?	<ul style="list-style-type: none">Standard #9 – this is a must for all teachers	<ul style="list-style-type: none">We have access to so many district mentors (Serina, Carley, Tina WS, local reps ...) it is time for us to do something	<ul style="list-style-type: none">Pandemic put a spotlight on something we’ve known for a long time – students need to name their feelings and be heard when their needs surpass their ability to manage.																				

RESOURCES / BUDGET NEEDED	<ul style="list-style-type: none"> Assessment kit for gr 8/9 purchased \$1000 Print resources for K-7 purchased incl common release time (gr 2/3) 	<ul style="list-style-type: none"> Seeking to hold a community bbq with PAC in September to re-build community engagement after the pandemic 	<ul style="list-style-type: none"> Bought 10 leaf bag holders for recycling 2 classes going to landfill to learn more Labels / posters ordered from LRC to promote 	<ul style="list-style-type: none"> Paid for Inner Explorer for the school
REFLECTION	<ul style="list-style-type: none"> Monthly pro D time to work in grade groups 	<ul style="list-style-type: none"> Monthly pro D time to discuss TRC + pick through recommendations Good investment in Feb Pro D time to improve personal knowledge about indigenous perspectives & resources 	<ul style="list-style-type: none"> More groups have committed to forest walks as the year has progressed 	<ul style="list-style-type: none"> How many use inner explorer? (not many) Two classes signed up for Depths of Comfort (went no further due to grass roots hiccups) How many hold sharing circles in class? How often? Is there a routine?
NEXT STEPS	<ul style="list-style-type: none"> Continue either with literacy goal or move to maintenance and shift to numeracy Vanier asked us for our data for gr 9's. Do classrooms share data with each other? What next steps are suggested? 	<ul style="list-style-type: none"> Indigenous engagement has increased this year – sharing print resources, bringing in resource people, talking about FPPOL and utilizing FPPOL – should continue with student learning as a focus 	<ul style="list-style-type: none"> Forest walks and learning in nature should continue – great for relationship building as a group and for physical wellbeing of learners our school maximizes the outdoors, has attempted recycling, is seeking sustainability – perhaps a new garden project could be a goal (CCSS, CCS & parent engagement) We are passionate about the outdoors – lots of community and parent involvement, too (active travel committee...) 	<ul style="list-style-type: none"> SEL focus should continue – many do not utilize Explorer – perhaps with sharing circles or new code of conduct revolving on restitution instead of punishment. SEL is well done by many – we can't throw it away when the pandemic ebbs back – what will we take with us moving forward? – how can we build capacity for those who do not feel comfortable with this content

Denman Island Community School Goals 2021-2022

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 literacy and mathematics through development of critical thinking skills. 	<ul style="list-style-type: none"> Integrating Indigenous Connections to all school-based learning initiatives and classrooms Make community connections through local businesses, farms, volunteers, and school events 	<ul style="list-style-type: none"> Food sustainability Zero waste 	<ul style="list-style-type: none"> Increase outdoor education time Provide fresh local food daily and for weekly lunch program
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> We found a need for students to feel more connected to their literacy and math learning to develop better comprehension and work on their critical thinking skills. 	<ul style="list-style-type: none"> To find healthy ways to get together again with the small Denman Island community after COVID Denman Island has a complex Indigenous history, we would like to support a variety of learning opportunities to connect to local cultural understanding 	<ul style="list-style-type: none"> To reduce our impact on this small island community's waste management system and water conservation We have a large, underutilized garden space and the need to create a sustainable food production system to support the school lunch program 	<ul style="list-style-type: none"> Denman Island school is in a prime location for outdoor place-based learning opportunities at the forest, ocean and nearby marsh The salad bar program encourages a relationship with local producers, the school garden and student skill building that we need in a small, remote school and community
ACTION PLAN	<ul style="list-style-type: none"> Literacy week activities - DEAR day, practical literacy day, Indigenous focus day, Caught You! home reading contest Showcase of learning – portfolios, student-led conferencing Explore critical thinking skill in Math – resources, ADST, Coding Math focus day – March 14 Pi Day May Book Bingo Professional development work on reading strategies Learn/use accessible apps and devices such as iPads and laptops Refresh library materials – update, cull and purchase new Sort and update school book kits, literacy and math materials – too many out of date books and materials and missing/broken math materials Class review meetings in Sept with SBT Work with LST to assess student reading, spelling and comprehension 	<ul style="list-style-type: none"> Whole school field trip to CR museum Indigenous Program, DP Aquarium Additional Student led conferencing (Feb and June) <i>only able to do June</i> Invite parents to school events, salad bar volunteer, Uke Jam, Halloween, Remembrance Day, Entrepreneur Fair, Earth Day mandala project, legacy project work, student-led conferencing, NIPD, leaving ceremony Building Indigenous Drums, awakening and showcase concert 7th Generation and Namwayut concept discussion and t-shirt for everyone Indigenous Focus Learning days – Sept, Jan, Mar, June - Collab. With local Elders and Cultural Presenters Incorporate Indigenous gardening practices - 3 Sisters and Ind. plants Explore the Indigenous Connections to Denman Island (very complex) Applied for grant for Indigenous Focus feast learning cycle (\$12 000) 	<ul style="list-style-type: none"> Replace hot lunch with salad bar feature produce from local farms and bakery Collaborate with DICES Mason Bee presentation, “green” lunch with foraged nettle soup Acquire and Install washer and drier Acquire and install professional dishwasher Recycling lessons Installation of outdoor classroom Apply for grant to build greenhouse and purchase materials to preserve our harvest, freezer, dehydrator etc. Create a garden collaborative with school, DICES and community partners 	<ul style="list-style-type: none"> Weekly whole school walks to the beach, or forest with weekly themes such as seasonal changes, notice signs of animals, rainbow walk etc. Walks to the forest also included many literacy activity including story stone bags and a nature-made, Indigenous inspired puppet show Salad bar lunch <i>free</i> for all students and staff once a week Monthly Spirit Days with prizes Special Cultural Celebrations – Winter breakfast, Family Day Pancake Breakfast, community walk, Earth Day Mandala, Book BINGO, Pi Day, Friendship Tie Dye Day Physical literacy field trips – swimming bowling, snowshoeing, track, beach, Tribune Bay OEC, Horne Lk Caves

RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> • \$1000 Library refresh • \$1000 Library donation • \$750 literacy resources • \$700 library grant • \$200 Ready, Set, Learn 	<ul style="list-style-type: none"> • \$400 Entrepreneur Fair materials • \$3000 PAC funds to field trips • \$100/focus day ~ \$400 • \$600 InEd funding 	<ul style="list-style-type: none"> • \$2500 washer and drier – donation • \$7500 Grant – dishwasher, salad bar dishes • 	<ul style="list-style-type: none"> • \$150/wk. X 32 salad bars = \$4800 for food • \$200 prizes • \$4000 Field Trips •
EVIDENCE AND DATA	<ul style="list-style-type: none"> • Greater use of the library space as a resource and learning commons • Students started to feel more connected to books and literacy activities/learning • Greater success for students using adapted resources such as laptops and iPads • Teachers were able to assess student needs for support, school needs for current materials and resources, and enhanced assessment practices as evident from conversations about future planning 	<ul style="list-style-type: none"> • As the year progressed, we had a significant increase in parent and community volunteers in the school and at school events • With Indigenous teaching and ways of knowing integrated into many activities in the school throughout the year, students are starting to embed the knowledge into their everyday life. For example: when students did a 3-Sisters art project with their teacher they were able to retell the story, and recount the significance of the crops from an Indigenous perspective • Students are becoming more confident singing and drumming Indigenous songs with honour and respect 	<ul style="list-style-type: none"> • Our school has never been cleaner! • We have hardly any garbage daily • Our garden is coming along nicely, and the students did a taste test of two types of radishes they harvested, washed, chopped and tasted on Tuesday. In addition to snap peas and strawberries • The salad bar was very popular and there was very little food waste from students because they could choose what kind and how much food they had • The families also like the salad bar as some families have committed to support it financially as a thank-you 	<ul style="list-style-type: none"> • School walks had a weekly focus and students enjoyed the time outside to notice changes in nature, explore the beach at different tide levels and participate in literacy or art activities outdoors. We have many beautiful pictures! • Students loved the story bags and asked to take them on our walks • The salad bar included produce from a local farm, an apple cider farm and a local bakery • We used produce from the garden – herbs in the winter and fresh greens, potatoes, radishes and herbs in the spring • Some salad bar days featured locally foraged items such as nettles • Field trips were well attended and we generally had 100% participation in activities
REFLECTION	<ul style="list-style-type: none"> • We had so many very old resources that we needed to dispose of before we could really focus on what we had to use that it took us longer to get going on the learning part of this goal • The original goal was too vast and we ended up focusing more on sorting resources, sourcing assessment tools and having a few “events” rather than an overarching plan • The library space has changed significantly and is more of a learning commons now 	<ul style="list-style-type: none"> • COVID made it very hard to do everything we had planned this year especially when it came to local, on island learning. We couldn’t make the same connections with people and farms that we had hoped. • Heather Royal Brant was integral to our Indigenous learning, she was very important in helping us create rich learning experiences for the students and teachers • Funding and support from InEd was also very important to being able to plan events and build resources 	<ul style="list-style-type: none"> • The new appliances are a game changer for Denman School! The dishes are way cleaner than handwashing. The cloths, towels, custodial rags are also cleaned at school instead of someone’s house. School jerseys, pinnies and other stuff is washed regularly • The garden is such a hopeful sight for our students and is inspiring for students to take the knowledge to their home gardens • We had a family donate a deep freeze for our food program which was so awesome 	<ul style="list-style-type: none"> • It was a first year for many of these activities including the salad bar so that was a learning journey for all. It was very successful but intense participation for a few people. We spent more than the budgeted amount which was an initial guestimate. • The school walks were enjoyed by the teachers too...
NEXT STEPS	<ul style="list-style-type: none"> • We have narrowed our focus of this goal for next year to reading skills for the younger students and comprehension for the older students • We will continue academic fun days or events to increase engagement in other subject areas 	<ul style="list-style-type: none"> • We will continue to build on the learning cycle we have started with the 3-Sisters plantings • We hope to add a feast or food learning cycle to our planning for the year in which Indigenous cultural leaders and the community would host a feast at the school early in the year and we would use the year to teach the students to prepare and present their own feast at the end of the year. 	<ul style="list-style-type: none"> • Start the year next year with recycling lessons • Field trip to the dump? Follow up with a field trip to some of the middens on Denman • Continue to reduce non-recyclable packaging and teaching practices • Connect with more farms • Get a greenhouse and produce more in other seasons 	<ul style="list-style-type: none"> • Teachers are looking forward to planning field trips around island and valley resources and our school goals • We are looking forward to continued use and expansion of our school garden for the salad bar program • We have 2 grant proposals in to help us fund the salad bar including hiring staff to work with the volunteers and increasing our local foraging and teaching aspects

		<ul style="list-style-type: none">• We are looking forward to making a volunteer sign up calendar to organize our event volunteers• Continue to make community connections and utilize our local experts	<ul style="list-style-type: none">• Additional collaboration and planning with the garden co-operative group for further garden use, upkeep, lessons and harvesting	<ul style="list-style-type: none">• We are looking forward to adding a gate to our garden fence to access the marsh area on the other side for natural plantings and many more place-based lessons• We are hoping to foster more student leadership in the school
--	--	---	---	--

École Robb Road Elementary School Goals 2021-2022

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"> To develop oral language abilities of our French Immersion students. 	<ul style="list-style-type: none"> To promote positive engagement with the community. To continue weaving in Indigenous ways 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 self-regulation skills through tools, strategies and access points to support mental health and well-being.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Collective anecdotal observations from teachers and staff – low oral comprehension and output in French. Strong oral skills help build confidence and pave the way for reading and writing skills Focus on French as a norm for academics and fun The library learning commons is the hub for learning in our school 	<ul style="list-style-type: none"> Reconciliation and community connections are always something we act on. 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"> Always striving for improved environmental stewardship. Initiatives – beach litter pick up Outdoor sensory path with Indigenous representation (next year) 	<ul style="list-style-type: none"> 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 for supports in place for self-regulation.
ECOLE ROBB ROAD'S ACTION ITEMS	<ul style="list-style-type: none"> Pro-D for staff School based FST is putting emphasis on this during collaboration with teachers, classes & students FST is developing grab and go centres & activities for teachers Prep teacher (FST) also puts an emphasis on this for all activities K-Gr. 4 during prep classes Community of schools grant – with Ecole Puntledge – purchase of French oral language games to create a class kit, working on collaborative continuum Tu Parles (LST, CT and EA) for all grade ones Creating baseline assessments of oral language abilities using criteria with FST, TL and CTs French morning announcements read by students (on PA and video announcements) 	<ul style="list-style-type: none"> Pro-D for staff Six cedars teaching of Indigenous character traits (stopped using this in January) Wenjack activities – book walk Singing and cards for Glacier View Retirement home Family of Schools partnership (Isfeld gr. 11 & Grade one classes) Bulletin boards with Indigenous information (Metis days for ex.) Striving to continue weaving indigenous teachings in lessons Soup and stories with ISW Indigenous celebration day – whole school circle and drumming, art exhibit and soup making in all classes, outdoor book walk Micheal Bortolotto- spoke to 19 divisions about social inclusion Fundraiser for Ukraine 	<ul style="list-style-type: none"> Learning about our eagle nest in the school yard Compost and garden club Use of outdoor learning classrooms Recycling program Fruit and Vege program Salad bar Zero availability of one-use utensils Mason bee project Bike/scooter to walk week Student initiatives, raising awareness about composting, recycling and waste Lush gardens BC transit presentations 	<ul style="list-style-type: none"> Pro-D for staff Revisiting EASE lessons (whole school training last year – this year we are reinforcing concepts using different books) Inner Explorer -build in mindfulness every day, in every class Resiliency – whole class lessons for intermediates with our counsellor Quiet corners in every class WE Thinkers (10 week) program for all K-1 classes with FST (VP) Zones of Regulation training as needed 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 next year Six Cedars learning – Indigenous teachings of character traits (stopped in January)

	<ul style="list-style-type: none"> School wide French oral incentive in January Celebration Je parle francais – concert celebrating oral French language. Parents invited. Working on continuum with Puntledge staff Concours 	<ul style="list-style-type: none"> Partnerships in the community like Comox Legion, CV Therapeutic Riding, Comox Firehall, Family events such as assemblies, pique-nique, class presentations of work French band performance 		<ul style="list-style-type: none"> Sharing strategies with parents (EASE at home) Rainbow Alliance committee at school Trauma informed practices –staff pro-d sessions Myriad of extra-curricular sporting events and clubs Vaping awareness sessions Field trips with team building focus – peer support
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> French Support Teacher Family of Schools grant Federal funds to build French oral language kits/resources Release time (our LST, and primary teachers have been collaborating with Puntledge team on primary French phonics activities, oral language activities as well) 	<ul style="list-style-type: none"> ISW (thank you) 6 Cedars resources - replacements Partnerships in our community 	<ul style="list-style-type: none"> Outdoor sensory path – next year Continued field trips and experiences for students as planned by teachers 	<ul style="list-style-type: none"> Inner Explorer (thank you) EASE resources (thank you) Calming corners and self-regulation tools More pro-d needed (executive functioning, how the brain works, self-regulation, strategies, SEL) VP has joined district Mental Health committee
EVIDENCE AND DATA	<ul style="list-style-type: none"> Baseline assessments – oral French language using “la grille” and then revisiting this later in the year to look at progress. (Video recordings) Anecdotal observations from staff throughout the year We are hearing more spoken French in the hallways and in classrooms (June) Self-reflection from students at various points in the year Samples on online portfolios 	<ul style="list-style-type: none"> Continued activities happening in our school and in our community Representation in our activities and videos. 	<ul style="list-style-type: none"> Continued activities happening in our school and in our community 	<ul style="list-style-type: none"> Anecdotal observations from staff Self-reflection from students Seeing students using calming tools and strategies around the school
REFLECTION	<ul style="list-style-type: none"> We worked on this last year. Our FST has been working closely with Ecole Puntledge’s FST to create activities and oral language kits that teachers can use in their classes. The monitrice de langue we had last year was effective in encouraging student engagement through games. Gr. 7- while reviewing year end goals, students want to speak more French in class. Classes enjoyed the celebration Je parle francais. French passion projects have been motivating for students. (gr. 4) 			<ul style="list-style-type: none"> We put a lot of effort into this last year as we rolled out whole school EASE lessons (with powerpoints) and the accompanying lessons. This year, our focus is for teachers to build mindfulness into their days, as well as create calm corners and self-reg tools for student success. Self-regulation skills are quite low and developing slowly with some students. Extrinsic motivation works well. Struggle with mindfulness

NEXT STEPS	<p>New goal for next year:</p> <p>“Reading and writing float on a sea of talk” – James Britton</p> <p>Shifting focus from French oral language development to developing French reading skills by using common formative assessments. In collaboration, our teaching staff will create a reading pedagogical guide for K-7, create and select common formative reading skills assessments. This data will be shared collectively and help inform our teaching as a school.</p> <p>Actions:</p> <ul style="list-style-type: none">• Pro-d organized by our FST, LSTs and TL• Collaboration time for teachers and collaboration with Ecole Puntledge Park teachers• Develop reading continuum K-7 and re-examine curriculum and resources• Explore and select/create common formative assessments for phonics/phonological skills as well as leveled reading benchmarks• Training teachers – how to use the common assessments (how to do a running record using selected assessments)• Collective sharing of data, and examining results• Exploring as a team how this data and information informs our teaching <p>Oral French – continued work:</p> <ul style="list-style-type: none">• Some teachers will try an Oral French extrinsic motivation system.• Plan a school wide Manie Musicale (French music)• Teams reading assessments online (oral reading captured on video)• Some teachers would like to do a monthly oral French presentation.• Grade one teacher would like to develop a listening center with French small readers read by the teacher.	<p>Goals for next year:</p> <ul style="list-style-type: none">• To promote positive engagement with the community.• To continue weaving in Indigenous ways in our teachings and the experiences we offer.		<p>Goal for next year:</p> <ul style="list-style-type: none">• To develop a safe and inclusive environment where students can learn to support their mental health and well being. <p>Actions:</p> <ul style="list-style-type: none">• We want to start with mindfulness right from the start of the year.• Develop a school wide self-regulation program with common language and continuum.• Teach self reg skills right away in September.• EASE lessons• Pro-D – ADHD – how the brain works

	<ul style="list-style-type: none">• Franco focus in September – school wide! Students and Staff• Staff are wanting to collaborate more next year.• Planning a pro-d day August 31. Morning – primary- exploring oral language and phonics kits• Afternoon: looking at resources and strategies to promote French speaking			
--	--	--	--	--

Hornby Island Community School Goals 2021-2022

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"> Examine current resources and acquire additional resources to support Literacy and Numeracy instruction in areas of identified need for our multi-age classrooms. 	<ul style="list-style-type: none"> Learn more about Hornby Island's past by accessing Indigenous resources. 	<ul style="list-style-type: none"> Identify Hornby Island Organizations to support us in learning more about how to care for the island and the marine ecosystem that surrounds us. 	<ul style="list-style-type: none"> Increase opportunities for arts education to provide social emotional growth in relation to core competencies.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> After losing our school and all of our resources in a fire in 2018, we have been rebuilding our collection with a focus on which resources will best match our learners' and teachers' needs for instruction in our multiage classrooms in the areas of numeracy and literacy. 	<ul style="list-style-type: none"> How can we learn more about Hornby Island's past and incorporate our learning into artistic representations for our new school? 	<ul style="list-style-type: none"> What Hornby Island Organizations can support us in learning more about how to care for the island and the marine ecosystem that surrounds us? 	<ul style="list-style-type: none"> In the past, our school did not have an allocation for an Arts Teacher. Instead, we were given funds to hire local artists to work with us which, though engaging, resulted in on off experiences and challenges in organizing regular offerings to students. In the past several years, we have had a .2 arts allocation to provide arts opportunities to our school. Our current teacher provides mainly music and drama experiences to our students and classroom teachers offer visual arts. With the return to having visitors/an audience to student learning in this area we are gradually re-establishing structures for showcasing learning
ACTION PLAN	<ul style="list-style-type: none"> Assess the needs of learners and teachers (our school does not have an onsite Learning Support Teacher (LST) – ask for support in assessments from Andrea Flesher and Heather Wilms to determine which assessments to use) Identify gaps in resources, instruction, learning, and skills Reach out to other schools and personal learning networks to help decide on resources for our school Where possible, test resources prior to purchasing to evaluate level of engagement and desired outcomes Purchase additional iPads and iPad Apps 	<ul style="list-style-type: none"> Connect with District Principal of Indigenous Education – Bruce Carlos and Indigenous Cultural Presenter – Heather Royal-Brant (Our school does not have an Indigenous Support Worker (ISW) to determine resources and process. 	<ul style="list-style-type: none"> Re-establish connections with Hornby Island partner groups we have previously worked with (Due to COVID19 we have been unable to carry out some of our previous projects and activities with them.). Natural History Centre (NHC), Hornby Island Educational Society (HIES), Hornby Island Arts Council (HIAC), Tribune Bay Outdoor Education Center (TBOEC) Identify additional organizations and explore possible projects and learning opportunities e.g. Conservation Hornby Island (CHI), Community Garden Incorporate annual projects and events into yearly school calendar 	<ul style="list-style-type: none"> Identify as part of our school wide planning for each theme an arts focus we can incorporate into our classroom teaching. Provide increased opportunities to showcase and celebrate student learning in the area of the arts. Provide opportunities for student reflection on their growth and the impact of the arts on their sense of self and mental well being. Make connections with community organizations to offer additional projects and extracurricular options to our learners.
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> To be decided based on iPad usage 	<ul style="list-style-type: none"> \$500 	<ul style="list-style-type: none"> \$2000 for field trips to Outdoor Ed. And field studies with Natural History Stewards. (Approach PAC for additional support) 	<ul style="list-style-type: none"> \$3000.00 Instruments and Supplies

EVIDENCE AND DATA	<ul style="list-style-type: none"> • Reading Assessments • Spelling Inventory • Writing Assessments • Mathematics Assessments 	<ul style="list-style-type: none"> • Indigenous Art expressing recognition of Hornby Island's past is present in our school to help others' learn and to recognize the unceded lands on which our school stands. 	<ul style="list-style-type: none"> • Increased number of community groups/partners we are working with 	<ul style="list-style-type: none"> • Increase in arts opportunities for our learners and reflections/observations of how they support social emotional learning in relation to core competencies
REFLECTION	<ul style="list-style-type: none"> • Purchased reading support materials • Purchase additional Mathematics Resources as needs are identified • Utilize iPad Apps • Our staff is reviewing and testing various materials and resources that we have purchased. There are many new resources to apply to classroom teaching and a lot of information to digest and new strategies and approaches to put into action. 	<ul style="list-style-type: none"> • A highlight of our year was working with Heather to create our set of drums. • Having Elder Barb Whyte attend our school to lead the Salad Pot Project again is building a tradition for our students that they can look forward to and learn from. • Having regular access to an Indigenous Cultural Presenter, or an Indigenous Support Worker is supporting our school's advancement in learning more and integrating more Indigenous teachings into our regular classroom instruction 	<ul style="list-style-type: none"> • Visited TBOEC twice this year • Natural History Centre is reopening, and we had all classes visit through the Spring • HIES offered a Story Walk where our students toured through the woods to read the story together 	<ul style="list-style-type: none"> • A highlight was a joint purchase of a set of marimbas for our school. Marimbas have been used extensively previously at our school and we are looking forward to returning to past traditions.
NEXT STEPS	<ul style="list-style-type: none"> • Continue to explore the resources purchased to support the areas of Mathematics and Language Arts (particularly Reading) • Identify iPad Apps to support student learning and individualized instruction • Based on reading results in the fall of 2022, target funds and human resources to offer regular targeted small group instruction. We have many students that have had increased absenteeism through the pandemic and have missed large amounts of phonics/literacy and numeracy instruction. 	<ul style="list-style-type: none"> • Continue to advocate for an ISW or Indigenous Cultural Presenter to work on a regular basis with our school (currently 1 day every second week) 	<ul style="list-style-type: none"> • Continue to rebuild partnerships and to create new ones to provide students with opportunities for on island stewardship and community connections. 	<ul style="list-style-type: none"> • Continue to diversify the types of Arts instruction offered at the school. Work to offer school-wide events to create pieces of work – similar to the banner project and the tea towel project. • Continue with drama opportunities to support literacy e.g. Reader's Theatre • Provide regular opportunities to build student confidence through informal sharing of music/drama (e.g. monthly assembly) • Build appreciation skills for the arts.

Huband School Goals 2021-2022





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"> Reading: All primary students read at grade level by the end of grade 3 Writing: all student progress up the Huband created writing continuum snapshots by at least two levels 	<ul style="list-style-type: none"> Academic supports for our indigenous students Community relationships and knowledge in partnership here in the school. (Elders) Community service (social and environmental) Meaningful field trips 	<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"> Provide opportunities for the school community (students and adults) to participate, celebrate and strengthen physical and mental being. Create consistency and common language around response to dysregulation.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> 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"> More than one in 5 of our students are indigenous. We need to move beyond Bannock. COVID has made the known world smaller for most of our students. 	<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"> We struggled with our action plan this year because of our inability to meet in person for most of the year. Story workshop, 6 plus 1 writing traits, and reading assessments Much of the action about this plan is going to happen in 22 	<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. 	<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 reg 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 Fed bear is a dead bear 	<ul style="list-style-type: none"> 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 and chess and singing and art clubs. Increase the number of fun days planned throughout the year. Inservice for staff to enable them to better embed mental heath awareness into daily activities. We thinkers Soft Starts Leadership Body breaks 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 (\$10 000) this was not do able this year due to the budget and COVID 	<ul style="list-style-type: none"> Out school spend about \$20 000 on field trips this year, most of that raised by teachers, students and parents. 	<ul style="list-style-type: none"> We paid for initial signage etc. Human resources were making outdoor ed the focus or prep time. 	<ul style="list-style-type: none"> Much of this is supported by our internal fundraising.
EVIDENCE AND DATA	<ul style="list-style-type: none"> A solid 50 per cent of the students who received LST reading support did not get up to grade level benchmarks this year. 	<ul style="list-style-type: none"> Classes where students participated in service opportunities had better social emotional indicators. 	<ul style="list-style-type: none"> Our garbage production is much, much less. 	<ul style="list-style-type: none"> Teachers and classes who embraced this work saw better social emotional indicators in general
REFLECTION	<ul style="list-style-type: none"> Our teachers are finally ready to take on school wide literacy assessments (we have passed the autonomy issue.) They can see the data collected by themselves and the LSTs and they are interested in the FSA results. 	<ul style="list-style-type: none"> Looking forward to doing more of the post COVID 	<ul style="list-style-type: none"> It takes one staff person to really lead and champion the recycling station with their class helping. Outdoor ed is something many teachers would take on now that they feel more comfortable with it. District gardening initiative will really help with our garden (getting focused.) 	<ul style="list-style-type: none"> COVID helped even the most doubting teachers understand that how you teach is just as important as what you teach.
NEXT STEPS	<ul style="list-style-type: none"> We are applying for a grant next year allowing us to look at reading and literacy for all our students. LSTS and admin planning to train/support teacher learning re assessment and teaching of reading. Teachers aware that any work done by LSTS is not to replace but to augment their own reading program Decision to take on school wide practices i.e. 6 minute reads, using common assessments, etc. 	<ul style="list-style-type: none"> Inviting every class to take on a leadership role with at least one aspect of the service Providing a budget for buddy class work Raising money for field trips 	<ul style="list-style-type: none"> 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"> We are embracing restorative justice and responsive classrooms next year starting with professional development at our Sept. 1 school day. Just as exciting is that we have finally got to a place where we, classroom teachers, are willing to risk and all do work on the same priorities.

Lake Trail Community School Goals 2021-2022

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	<ol style="list-style-type: none"> Improve executive skills <ol style="list-style-type: none"> Plan and organize Task initiation and completion Metacognition Self-regulation Improve student health <ol style="list-style-type: none"> Literacy (includes numeracy) 	Increase feelings of connectedness <ol style="list-style-type: none"> Build school community identity and connections <ol style="list-style-type: none"> Increase student opportunities for connecting with each other and interests Teacher collaboration and co-teaching Introduce and establish Positive Behaviour Interventions and Supports (PBIS) 	Improve student health Environmental <ol style="list-style-type: none"> Create and develop robust recycling program 	Improve student health <ol style="list-style-type: none"> Mental Nutritional Physical Core Competencies
RATIONALE FOR SCHOOL GOALS	<ol style="list-style-type: none"> Based on teacher observations, experiences, and student struggles, improving executive skills has been a perennial goal for us. From our scanning, focusing, developing hunches, and learning we have decided to focus on the four executive skills we think will be most beneficial. Based on data collected (DART, DMA, in-class assessments, diagnostic assessments, FSA, student learning survey) and experience working with our students, we know that en masse our students struggle with reading, writing, and numeracy. Having said that, some exceed grade levels, but they tend to be anomalies 	<p>With the myriad of challenges we have faced (changing configuration, redesigned curriculum, construction, Covid 19, new building) and very high staff turnover, it has been a challenge to establish a clear culture and identity. Over the past 5 years we have changed from a school emulating a Junior High School to one applying Middle School pedagogy. We have embraced trauma informed practice and knowing that children will do well if they can is the foundation of our approach in working with students. However, these changes need to be supported and grown. We have now moved into our new building and hope that stability will help give us a base to build from. These strategies and goals have been selected to reflect our new space.</p>	<p>As we move into a new building we were very aware of the amount of waste we were sending to the landfill from our old building. As we look to preparing students for a preferred future, ecological and environmental awareness and action are important. We had an opportunity to open our new building with a change in structure which we believe can help change mindset and actions.</p>	<p>Considering the community we serve we are acutely aware of the challenges poverty and trauma place on our families and students. For many we need to attend to Maslow's Hierarchy of needs before we can even consider Bloom's Taxonomy. In addition to this, many of our students require assistance in developing patterns and understanding of well-being. To do this we have chosen four areas for focus.</p> <p>Based on teacher feedback from observations and work with students, social-emotional learning and self-regulation were identified as the highest priority needs in our student population. Challenges in these areas prevent the many other initiatives targeted to improving literacy and numeracy skill development and curricular competencies.</p>
ACTION PLAN	<ol style="list-style-type: none"> All teachers are focusing on developing the four selected executive skills for all students All teachers are working to improve fundamental literacy (numeracy included) skills and sharing successes Hired a 1.0 CST to support SEL and academic recovery – this has been great for forming small SEL/Math groups 	<ol style="list-style-type: none"> We will run as many teams and clubs as we can. We will run a robust electives program with the Arts and Food Literacy at the core. We will create opportunities for students to pursue areas of interest in their classwork and partners. We will increase the number of assemblies and school-wide functions we have. Host our annual Winter Feast Teachers and EAs have been placed in Dyads or Triads for their homerooms and are expected to work together to meet the needs of all students. 	<ol style="list-style-type: none"> Meet with planning team, school principal, teacher team, student team, district co-ordinator Serina Allison, community waste management educator-Tina Willard-Stepan. – Devise a plan and timeline Connect with Industrial Plastics & Paints – to adjust design and order products – confirm order and installation timeline Contact Earth Warriors for compost pick up dates and procedure Submit work order for district 'green bins' delivery to your school Contact SD71 Print Shop and order required signage and stickers – confirm timeline 	<ol style="list-style-type: none"> We hired a support teacher whose primary focus is helping us develop and deliver programs to support the development of social-emotional skills, including self-regulation. Piloting a program on Social Emotional Learning. Every student in grade 6/7 takes a course on Food Literacy. Our concession serves high nutrition, low-cost meals (breakfast is free for everyone; lunches are free for our children from low socio-economic homes) that are freshly prepared on-site.

		b. Teachers have workrooms with their teaching partners to help facilitate collaboration. b. We have spent some professional development time on developing collaboration skills and reinforcing our team-teaching model. c. We will introduce a PBIS program and implement it this year.	6. Submit work order for signage and sticker installation – coordinate timelines with bin installation over summer 7. Communicate with janitorial staff and teacher staff to coordinate bin emptying and cleaning. 8. Share waste diversion program with staff at June staff meeting. 9. Bin and signage installation – August 10. Staff training with Comox-Strathcona Waste Management Educator at first staff meeting of the year. 11. First week school start up – CSWM educator and school leadership/eco-team person the stations to help with sorting during recess and lunches. 12. Second week school start up – CSWM educator visits classes to deliver waste management lessons in person 13. Classes watch CSWM Landfill video 14. Include School Waste Management program in newsletter out to parents with link to household waste diversion resources and videos from CSWM website 15. Third/ Fourth week of school start up – half day landfill tours for grades of choice 16. Follow up activities through out the year to celebrate progress – support from CSWM educator	b. Every Wednesday our entire learning community gets to participate in a free salad bar provided by our Community Society. b. We will rebuild our robust school garden that connects students to their food through growing it. b. We only provide snacks for students that are nutritionally sound. b. We wish we could close the two convenience stores across the road from our school as students often make very poor nutritional choices when visiting them. c. Every student has PHE all year. c. Jina Taylor will work with some of our teachers to improve their skills and confidence teaching PHE. c. We encourage a variety of healthy lifestyles activities for students including archery, disc golf, hiking, and many of the more traditional activities. d. We are trying a variety of approaches to help students access the language needed for effective self-assessment. d. We are trying to put Core Competencies as the foundation of our work in classes and to be more mindful about modelling why we are doing what we are doing.
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> Release time for teacher collaboration – 30 days (\$12,000) 	<ul style="list-style-type: none"> Release time for teacher collaboration – 30 days (\$12,000) \$3,000 for Winter Feast 	<ul style="list-style-type: none"> Support from district teacher \$10,000 for Green Stations, signs, etc. Bus rentals for tours of landfill Compost removal and conversion 	<ul style="list-style-type: none"> Release time District Physical Literacy teacher support 1 day/week for 8 weeks Support for sports programs – Athletic Directors (6 release days); buses and drivers for away games (\$2,100) FTE for Student Support (SEL and Self-Reg) Garden partnership with LTCES Concession Support Worker (35 hours/week) Farm to Table Grants LTCES weekly Salad Bar provided
EVIDENCE AND DATA	2. In looking at our Library Learning Commons (LLC) data, our students are reading more year over year since 2018. We looked at the circulation data from September 1st to November 1st from 2018 to present. Each year we see a significant increase in the number of books our students are checking out of our LLC. I interpret this as positive growth for both our LLC usage and the overall student reading. Our stats are as follows:	E-mail on Winter Break from a parent: “I just wanted to say a big thank you again from our family to you and everyone working to make Lake Trail an awesome community school. Student was telling us all about the big Christmas dinner in the gym as the date approached and after the fact. He said it was his favourite day at school and that the food was fantastic. We really appreciate all of the special touches and efforts you each put in to making school a safe and welcoming space for the	How much we have reduced sending to the landfill. % of contamination in recycling stations. Student participation and engagement in program. Classes participated in many activities such as “Spuds in Tubs”, raising coho fry, and reforestation work around Arden Creek and Morrison Creek.	a. Results from pilot project a. Anecdotal responses from counselling team b. # of students fed each month through concession b. # of student fed through salad bar each week b. Student participation in garden creation, growth, and planting b. Amount of produce our school garden produces for our school programs

	<div><div><div>Year</div><div>Total Circulations (up to November 1st)</div></div><div><div>2018</div><div>1,553</div></div><div><div>2019</div><div>1,880</div></div><div><div>2020</div><div>2,086</div></div><div><div>2021</div><div>2,806</div></div></div> <div><div>In a 2-month period over 4 years we have seen readership increase by 1,253 books. I am looking forward to seeing the data again in the New Year.</div><div>3.</div><div><div>Grade 10 Average Marks</div><div>Lake Trail Community School Only</div></div><table><thead><tr><th></th><th>2018 -2019</th><th>2019-2020</th><th>2020-2021</th><th>2021-2022</th><th>2022-2023</th><th></th></tr></thead><tbody><tr><td>Math Foundations</td><td>64%</td><td>57%</td><td></td><td>65.93%</td><td></td><td></td></tr><tr><td>Math Workplace</td><td>64%</td><td>57%</td><td></td><td>65.84%</td><td></td><td></td></tr><tr><td>English</td><td>71%</td><td>69%</td><td></td><td>67.24%</td><td></td><td></td></tr><tr><td>Science</td><td>78%</td><td>77%</td><td></td><td>68.56%</td><td></td><td></td></tr><tr><td>Socials</td><td>62%</td><td>61%</td><td></td><td>69.75%</td><td></td><td></td></tr><tr><td>PHE</td><td>80%</td><td></td><td></td><td>73.71%</td><td></td><td></td></tr></tbody></table><div><div>FSA data – see attachment</div><div>SLS data – see attachment</div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div>Student work is more organized and students can verbalize their learning</div><div>Start of a Homework Club for 8/9 students who want extra support</div></div></div></div>		2018 -2019	2019-2020	2020-2021	2021-2022	2022-2023		Math Foundations	64%	57%		65.93%			Math Workplace	64%	57%		65.84%			English	71%	69%		67.24%			Science	78%	77%		68.56%			Socials	62%	61%		69.75%			PHE	80%			73.71%			<div><div> youth who attend. There is a palpable sense of belonging.</div><div><div><div>School Parades</div><div>Musical events</div><div>Staff vs. Students games</div><div>Interact → Community support</div><div>Sports</div></div></div></div> <div><div><div></div><div></div><div></div></div><div><div><div>TOTAL WASTE DIVERTED DURING PARTICIPATION IN PROJECT (43 WEEKS):</div><div><div>Food waste:</div><div>1.76 tonnes</div></div><div><div>Crinkly plastic:</div><div>2730 litres</div></div><div><div>Soft Plastic:</div><div>2730 litres</div></div><div><div>Returnables:</div><div>6825 litres (\$1,059)</div></div><div><div>Mixed Recycling:</div><div>51,870 litres</div></div></div></div><div><div></div></div></div>	<div><div><div>b. From a staff member: At first I thought, salad well that could be part of my lunch, but over time I've come to see how a big salad can be a fulfilling meal. I've started making more creative salads at home and this healthy eating is having positive impact on my own three boys too even though they're not Lake Trail students. The salad bar has also introduced me to some new ingredients such as beets - I would've never thought of putting beets in a salad but I really like them. I've started going to the farmers market more often to get some of these great local fresh vegetables.</div><div>Each Wednesday I love seeing students I work with trying new foods and peers modelling healthy eating for each other. Please share with Sarah and the volunteers my thanks and know that you are making a difference - for staff as well as for students!</div><div>c. Quality of student self-assessments at year-end</div><div>d. Student ability to explain different levels of proficiency in Core Competencies</div></div></div>
	2018 -2019	2019-2020	2020-2021	2021-2022	2022-2023																																															
Math Foundations	64%	57%		65.93%																																																
Math Workplace	64%	57%		65.84%																																																
English	71%	69%		67.24%																																																
Science	78%	77%		68.56%																																																
Socials	62%	61%		69.75%																																																
PHE	80%			73.71%																																																

REFLECTION	<ul style="list-style-type: none"> • If a few of us could make a PowerPoint on how to: <ol style="list-style-type: none"> 1. organize your binder, 2. use your locker, 3. set up a page & take notes, 4. use an Agenda/your phone to plan for assignments & write to-do lists, 5. pack up when you go home. • Need to do a school wide common literacy and numeracy screen. • Executive functioning makes het rest more possible • TL wants to be able to be more involved with team planning so LLC can find/offer ways to support work/activities • LLC can support goals • Literacy should be prioritized • Fundamental literacy – common practice throughout the school? – targeted instruction? • Developing executive skills should be a priority in Homerooms • We have seen improvement in executive skills, but there is still a lot of planned helplessness • One-on-one work to help alleviate fears and anxiety • Need to keep working to move students from a closed to growth mindset • Improving Executive Skills needs to be a higher priority to get them ready for High School • We have noticed that gifted students have regressed in ability and engagement • We feel that improving executive skills should be the priority. The ripple effect will have a positive impact on increasing feelings of connectedness and student health • Prepares students for success in the future • Sets them up for the workforce → time management, working with others, communication strategies • Need to improve executive functioning, literacy, and numeracy • Excellent LLC with hardworking people • Need more of a culture of learning • Influence of family life not always positive • Executive functioning – how to promote? Students take if for granted they will get a pencil, paper, etc. • What can be done to fully differentiate literacy/numeracy in the classroom? 	<ul style="list-style-type: none"> • Soup-a-palooza was amazing – Indigenous students helping cook, students trying new foods, etc. • InEd is well accessed • The morning drumming draws in students from across student spectrums – it is a great way to bring a connection • Activities broaden sense of identity/community/belonging • People into sports • Need to build up the Arts • COVID lag • Family communication and efforts to connect with parents – build trust and buy-in • LLC can support goals • EA support all day would be beneficial • PAC • LTCES • Community Garden • School community growing • Staff collaborate in departments for pro-d • We still have a COVID lag • Need more after-school Art options • It will be difficult to fill the void of Dave leaving → he fills a huge cultural need for our population • Jayden B. and his work as firekeeper with Dave is a huge inspiration for our students • More of a focus on the arts, performance and music • Intramurals/ "House System" that whole school is part of (chess, drama, sports, Boggle → something for everyone) • Most successful goal → lots of opportunities for students to feel connected through structure of the school (homerooms, schedule, etc.) • Friday mornings good opportunity for this – pancake breakfasts, forest activities • Staff do an excellent job building relationships with students • Could use more opportunities for students to connect with each other outside of usual cliques • Parallel to teaching & allowing kids to switch rooms has helped • Morning walks → time to check in with the kids 	<ul style="list-style-type: none"> • Do a staff photo wall so all can refer to who is who with photos and names • Whole school events i.e. New Year's Parade for Lunar New Year • Recycling program needs better design and education/support • In Sept/Oct we had no garbage cans but we found there were items that needed garbage cans. • Student and staff will need more practice with the systems. • Could get better • We need structure • Focus for a year on one thing to improve • Get rid of the first 2-week schedule – students need those 2 weeks to practice how to do a regular schedule • We should change the signs on the recycling to make them more clear – simple instructions • Need and environment club • Recycling program • School garden • Literacy can be a barrier to the recycling program • Compost should be openable by <u>foot</u> not hand • Train them to use recycling program → retrain them monthly • Need to develop more of a culture of respect for school/pride • Using lockers – how can we get students to use these effectively? • Climate/connected by water unit • Forest walks • Field trips to Mack Laing Midden & Landfill 	<ul style="list-style-type: none"> • Trish does amazing work – people care together around food, it fosters connection • Students need to feel like space/groups are save so they can open up and strive as learners and citizens • LLC can support goals • Having Jina work with all classes would be very beneficial • Having a PE specialist is important especially in September • Having a PE specialist throughout the year is important for our student's health and well-being • Ds • Student mental health and nutritional health are areas of strength due to our interventions. • Physical and Health Education program is an area that needs additional support, especially around behaviours. • Physical activity leads to improved academic success. • As a staff, how will we help students see Core Competencies in action. How can we "see" these happening in real time? • More InEd support/Speech Path/ OT/ Counselling/ Eas are needed • There needs to be more collaboration between EAs and homeroom teachers • Focus on Mental Health • PHE has shown great improvement this year • Adapt schedule to allow for whole pod learning in block 5 as opposed to block 1 • Community involvement in school events → art exhibition, sports, etc. • Students vs. parents disc golf • Student-led conferences that highly involve parents (students sharing/doing learning challenges with parents, etc.) • SOL student reflection and parent signature maybe quarterly? • Gym (physical health) has come a long way for 8/9's since September – developing gym culture, offering opportunities for both athletics and rec • Sports and intramurals – hopefully develop even more of this • Nutritional – our lunch program is exceptional. Would like to develop more student appreciation and respect for this.
------------	--	---	---	---

	<ul style="list-style-type: none">• Ready, do, done is effective• Agenda for day & each lesson on board helpful• Write on day what they need for each block• Small, chunked tasks	<ul style="list-style-type: none">• Having a sense of humour to build relationships – don't be afraid to apologize to kids• Having kids for 2-years helps build strong, positive relationships• X-block allows connections with more kids		<ul style="list-style-type: none">• Many students speak of mental health concerns – how can we help support them and teach strategies?• Our counsellors do SO much!!• Morning walks → improve mental & physical health• Lunch program• Having cups for students to stay hydrated• Depths of Comfort – mental health
NEXT STEPS	<ul style="list-style-type: none">• Need to hire another 1.0 CST and another counsellor• Continue our focus and work in this area <p>From our work we have a hunch that should drive our work next year:</p> <p>Improving executive functioning skills for all students will result in increased academic success.</p>	<ul style="list-style-type: none">• More events, i.e. Beach Day• Increase student opportunities for connecting with each other and interests <p>From our work we have a hunch that should drive our work next year:</p> <p>Improving the engagement of Indigenous learners will result in closing the achievement gap.</p>	<ul style="list-style-type: none">• Environmental Club volunteers at the recycling stations would help• Having a dustpan and broom in every class	<ul style="list-style-type: none">• Wish: another counsellor• More PBIS language use <p>From our work we have a hunch that should drive our work next year:</p> <p>Improving social emotional skills for all students will result in improved mental health.</p>

Data from Spring 2022 Student Learning Survey

Is school a place where you feel like you belong? Responses of “many – all of the time”					
Grade	2018	2019	2020	2021	2022
6	44%	40%	29%	38%	30%
7	27%	32%	33%	25%	27%
8	28%	27%	21%	34%	38%
9	33%	35%	35%	33%	48%

How many adults do you think care about you at your school? Response of “2 or more adults”					
Grade	2018	2019	2020	2021	2022
6	81%	54%	54%	40%	51%
7	63%	51%	36%	60%	43%
8	67%	59%	44%	38%	59%
9	72%	68%	83%	55%	54%

Do you feel welcome at your school? Responses of “many – all of the time”					
Grade	2018	2019	2020	2021	2022
6	56%	60%	54%	56%	47%
7	38%	47%	33%	45%	33%
8	46%	31%	44%	38%	56%
9	31%	46%	59%	37%	58%

Are your questions valued and welcomed by the adults in your school? Responses of “many – all of the time”					
Grade	2018	2019	2020	2021	2022
6	51%	56%	46%	37%	40%
7	32%	44%	38%	46%	40%
8	56%	37%	37%	39%	57%
9	34%	48%	45%	49%	66%

Are you learning about First Peoples at school? Responses of “sometimes – all of the time”					
Grade	2018	2019	2020	2021	2022
6	62%	46%	54%	12%	67%
7	63%	66%	58%	48%	69%
8	58%	65%	56%	45%	80%
9	43%	68%	74%	39%	86%

Are you learning about how people change our environment?					
Responses of “sometimes – all of the time”					
Grade	2018	2019	2020	2021	2022
6	54%	80%	69%	25%	69%
7	58%	82%	67%	45%	64%
8	70%	73%	73%	64%	81%
9	60%	72%	74%	45%	91%

I can make a difference in my community.					
Responses of “agree – strongly agree”					
Grade	2018	2019	2020	2021	2022
6	n/a	n/a	n/a	n/a	69%
7	36%	37%	23%	33%	17%
8	30%	32%	18%	31%	
9	27%	28%	42%	31%	

Do you feel safe at school?					
Responses of “many – all of the time”					
Grade	2018	2019	2020	2021	2022
6	59%	71%	54%	51%	47%
7	52%	52%	47%	56%	48%
8	56%	55%	41%	41%	53%
9	42%	48%	67%	54%	63%

Have you ever felt bullied at school?					
Responses of “never – few times”					
Grade	2018	2019	2020	2021	2022
6	57%	56%	55%	56%	45%
7	60%	54%	59%	70%	40%
8	63%	65%	65%	62%	52%
9	53%	63%	73%	57%	54%

I feel I am getting better at math.					
Responses of “agree – strongly agree”					
Grade	2018	2019	2020	2021	2022
6	53%	59%	62%	49%	48%
7	44%	55%	61%	60%	52%
8	49%	32%	41%	47%	49%
9	52%	41%	58%	47%	50%

I feel I am getting better at reading. Responses of “agree or strongly agree” with this statement					
Grade	2018	2019	2020	2021	2022
6	61%	62%	55%	56%	47%
7	58%	48%	57%	58%	52%
8	61%	47%	29%	59%	49%
9	44%	48%	44%	39%	35%

I feel I am getting better at writing. Responses of “agree or strongly agree” with this statement					
Grade	2018	2019	2020	2021	2022
6	49%	59%	41%	43%	54%
7	60%	59%	60%	64%	61%
8	59%	53%	36%	56%	50%
9	49%	60%	52%	49%	59%

Are you helped to understand how you can improve your learning? Responses of “sometimes – all of the time”					
Grade	2018	2019	2020	2021	2022
6	65%	67%	72%	36%%	73%
7	56%	67%	75%	54%	57%
8	80%	52%	61%	33%	76%
9	59%	75%	75%	27%	69%

Do you get to work on things you are interested in as part of your schoolwork? Responses of “sometimes – all of the time”					
Grade	2018	2019	2020	2021	2022
6	45%	45%	49%	13%	55%
7	42%	61%	56%	12%	43%
8	58%	54%	43%	7%	61%
9	49%	57%	63%	8%	53%

Are you taught to take ownership or control of your learning? Responses of “sometimes – all of the time”					
Grade	2018	2019	2020	2021	2022
6	48%	n/a	n/a	n/a	
7	39%	48%	47%	21%	
8	56%	50%	31%	16%	67%
9	57%	52%	58%	19%	64%

Do you have chances to show your learning in different ways?					
Responses of “sometimes – all of the time”					
Grade	2018	2019	2020	2021	2022
6	64%	60%	73%	28%	73%
7	62%	70%	69%	37%	63%
8	77%	63%	65%	38%	84%
9	70%	82%	68%	31%	80%

Does school make you feel stressed or worried?					
Responses of “many – all of the time”					
Grade	2018	2019	2020	2021	2022
6	37%	29%	44%	35%	40%
7	41%	42%	37%	40%	40%
8	33%	52%	49%	45%	50%
9	46%	47%	52%	63%	41%

Do you feel good about yourself?					
Responses of “many – all of the time”					
Grade	2018	2019	2020	2021	2022
6	37%	52%	42%	39%	38%
7	36%	34%	46%	40%	35%
8	45%	45%	39%	36%	35%
9	28%	45%	50%	32%	36%

How many times a week do you eat breakfast?					
Responses that they do that everyday.					
Grade	2018	2019	2020	2021	2022
6	50%	56%	51%	50%	35%
7	38%	41%	45%	46%	37%
8	45%	35%	37%	30%	27%
9	41%	35%	29%	12%	26%

How many times a week do you eat fresh vegetables?					
Responses that they do that everyday.					
Grade	2018	2019	2020	2021	2022
6	31%	36%	40%	50%	26%
7	35%	28%	38%	34%	33%
8	28%	43%	26%	36%	30%
9	29%	27%	34%	29%	23%

How often, usually, do you get a good night's sleep?					
Response that they get 3 or more/week.					
Grade	2018	2019	2020	2021	2022
6	21%	n/a	29%	n/a	87%
7	52%	57%	67%	66%	51%
8	29%	52%	56%	64%	51%
9	39%	55%	73%	49%	55%

Cross Boundary Requests:

Cross Boundary Requests out – by current year grade					
Grade	2018	2019	2020	2021	2022
6					
7	11	13		1	1
8	17	10	2		1
9					

Cross Boundary Requests in – by current year grade					
Grade	2018	2019	2020	2021	2022
6		1*		1	2
7	1	5		3	5
8		3		1	2
9					

*this number does not include students who have transferred to our Life Skills program

PBIS Measures

Do adults in the school treat all students fairly? Responses of "Many – All of the time"					
Grade	2021	2022	2023	2024	2025
6	41%	35%			
7	54%	33%			
8	37%	43%			
9	33%	47%			

Do you feel safe at school? Responses of "many – all of the time"					
Grade	2021	2022	2023	2024	2025
6	51%	47%			
7	56%	48%			
8	41%	53%			
9	54%	63%			

Have you ever felt bullied at school? Responses of "never – few times"					
Grade	2021	2022	2023	2024	2025
6	56%	45%			
7	70%	40%			
8	62%	52%			
9	57%	54%			

At school, rules and expectations for behaviour are clear. Responses of "Agree – Strongly agree"					
Grade	2021	2022	2023	2024	2025
6	71%	66%			
7	55%	60%			
8	49%	50%			
9	56%	51%			

Does school make you feel stressed or worried? Responses of "many – all of the time"					
Grade	2021	2022	2023	2024	2025
6	35%	40%			
7	40%	40%			
8	45%	50%			
9	63%	41%			

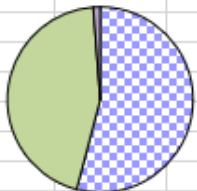
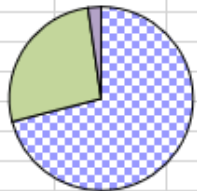



FSA Results

Grade 7 - 2020/21

Reading		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	103	81.6	43	51.2	41	48.8	0	0
	Female	46	80.4	16	43.2	21	56.8	0	0
	Male	57	82.5	27	57.4	20	42.6	0	0
	Indigenous	34	79.4	16	59.3	11	40.7	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	22	59.1	11	84.6	2	15.4	0	0
Writing		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	103	68.9	38	53.5	33	46.5	0	0
	Female	46	67.4	12	38.7	19	61.3	0	0
	Male	57	70.2	26	65	14	35	0	0
	Indigenous	34	64.7	13	59.1	9	40.9	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	22	45.5	6	60	4	40	0	0
Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	103	82.5	54	63.5	30	35.3	1	1.2
	Female	46	82.6	27	71.1	10	26.3	1	2.6
	Male	57	82.5	27	57.4	20	42.6	0	0
	Indigenous	34	79.4	17	63	10	37	0	0
	ELL	-	-	-	-	-	-	-	-
	Diverse Needs*	22	59.1	10	76.9	2	15.4	1	7.7
Not Yet Meeting		Meeting		Exceeding					

*Note: Diverse Needs includes all students identified in all 12 categories

Grade 7 - 2021/22

Literacy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	94	90.4	46	54.1	38	44.7	1	1.2
	Female	49	95.9	26	55.3	21	44.7	0	0
	Male	45	84.4	20	52.6	17	44.7	1	2.6
	Indigenous	24	87.5	14	66.7	7	33.3	0	0
	ELL	-	-	-	-	-	-	-	-
Diverse Needs*		29	72.4	14	66.7	6	28.6	1	4.8
Numeracy		Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
	Writers Only	94	91.5	61	70.9	23	26.7	2	2.3
	Female	49	93.9	35	76.1	10	21.7	1	2.2
	Male	45	88.9	26	65	13	32.5	1	2.5
	Indigenous	24	87.5	17	81	4	19	0	0
	ELL	-	-	-	-	-	-	-	-
Diverse Needs*		29	79.3	16	69.6	6	26.1	1	4.3
 Emerging		 On Track		 Extending					
*Note: Diverse Needs includes all students identified in all 12 categories									

Grade 7 Reading

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	74	91.9	21	30.9	45	66.2	2	2.9
	2018/19	89	93.3	44	53	39	47	0	0
	2019/20	101	99	45	45	52	52	3	3
	2020/21	103	81.6	43	51.2	41	48.8	0	0
Female	2016/17	-	-	-	-	-	-	-	-
	2017/18	36	97.2	11	31.4	22	62.9	2	5.7
	2018/19	44	97.7	25	58.1	18	41.9	0	0
	2019/20	46	100	21	45.7	23	50	2	4.3
	2020/21	46	80.4	16	43.2	21	56.8	0	0
Male	2016/17	-	-	-	-	-	-	-	-
	2017/18	38	86.8	10	30.3	23	69.7	0	0
	2018/19	45	88.9	19	47.5	21	52.5	0	0
	2019/20	55	98.2	24	44.4	29	53.7	1	1.9
	2020/21	57	82.5	27	57.4	20	42.6	0	0
Indigenous	2016/17	-	-	-	-	-	-	-	-

	2017/18	25	88	7	31.8	14	63.6	1	4.5
	2018/19	31	90.3	16	57.1	12	42.9	0	0
	2019/20	35	100	21	60	14	40	0	0
	2020/21	34	79.4	16	59.3	11	40.7	0	0
Diverse Needs*	2016/17	-	-	-	-	-	-	-	-
	2017/18	11	81.8	4	44.4	5	55.6	0	0
	2018/19	15	73.3	7	63.6	4	36.4	0	0
	2019/20	13	100	11	84.6	2	15.4	0	0
	2020/21	22	59.1	11	84.6	2	15.4	0	0

**Note: Diverse Needs includes all students identified in all 12 categories*

Grade 7 Writing

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	74	89.2	8	12.1	57	86.4	1	1.5
	2018/19	89	88.8	19	24.1	58	73.4	2	2.5
	2019/20	101	83.2	18	21.4	66	78.6	0	0
	2020/21	103	68.9	38	53.5	33	46.5	0	0
Female	2016/17	-	-	-	-	-	-	-	-
	2017/18	36	97.2	2	5.7	32	91.4	1	2.9
	2018/19	44	93.2	9	22	30	73.2	2	4.9
	2019/20	46	84.8	9	23.1	30	76.9	0	0
	2020/21	46	67.4	12	38.7	19	61.3	0	0
Male	2016/17	-	-	-	-	-	-	-	-
	2017/18	38	81.6	6	19.4	25	80.6	0	0
	2018/19	45	84.4	10	26.3	28	73.7	0	0
	2019/20	55	81.8	9	20	36	80	0	0
	2020/21	57	70.2	26	65	14	35	0	0
Indigenous	2016/17	-	-	-	-	-	-	-	-
	2017/18	25	84	0	0	20	95.2	1	4.8
	2018/19	31	80.6	7	28	18	72	0	0
	2019/20	35	68.6	7	29.2	17	70.8	0	0
	2020/21	34	64.7	13	59.1	9	40.9	0	0
Diverse Needs*	2016/17	-	-	-	-	-	-	-	-
	2017/18	11	81.8	1	11.1	8	88.9	0	0
	2018/19	15	73.3	4	36.4	7	63.6	0	0
	2019/20	13	76.9	4	40	6	60	0	0
	2020/21	22	45.5	6	60	4	40	0	0

**Note: Diverse Needs includes all students identified in all 12 categories*

Grade 7 Literacy									
	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2017/18	-	-	-	-	-	-	-	-
	2018/19	-	-	-	-	-	-	-	-
	2019/20	-	-	-	-	-	-	-	-
	2020/21	-	-	-	-	-	-	-	-
	2021/22	94	90.4	46	54.1	38	44.7	1	1.2
Female	2017/18	-	-	-	-	-	-	-	-
	2018/19	-	-	-	-	-	-	-	-
	2019/20	-	-	-	-	-	-	-	-
	2020/21	-	-	-	-	-	-	-	-
	2021/22	49	95.9	26	55.3	21	44.7	0	0
Male	2017/18	-	-	-	-	-	-	-	-
	2018/19	-	-	-	-	-	-	-	-
	2019/20	-	-	-	-	-	-	-	-
	2020/21	-	-	-	-	-	-	-	-
	2021/22	45	84.4	20	52.6	17	44.7	1	2.6
Indigenous	2017/18	-	-	-	-	-	-	-	-
	2018/19	-	-	-	-	-	-	-	-
	2019/20	-	-	-	-	-	-	-	-
	2020/21	-	-	-	-	-	-	-	-
	2021/22	24	87.5	14	66.7	7	33.3	0	0
English Language Learner (ELL)	2017/18	-	-	-	-	-	-	-	-
	2018/19	-	-	-	-	-	-	-	-
	2019/20	-	-	-	-	-	-	-	-
	2020/21	-	-	-	-	-	-	-	-
	2021/22	-	-	-	-	-	-	-	-
Diverse Needs*	2017/18	-	-	-	-	-	-	-	-
	2018/19	-	-	-	-	-	-	-	-
	2019/20	-	-	-	-	-	-	-	-
	2020/21	-	-	-	-	-	-	-	-
	2021/22	29	72.4	14	66.7	6	28.6	1	4.8
*Note: Diverse Needs includes all students identified in all 12 categories									

Grade 7 Numeracy									
	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2017/18	74	90.5	31	46.3	36	53.7	0	0
	2018/19	88	92	56	69.1	25	30.9	0	0
	2019/20	101	99	62	62	33	33	5	5
	2020/21	103	82.5	54	63.5	30	35.3	1	1.2
	2021/22	94	91.5	61	70.9	23	26.7	2	2.3
Female	2017/18	36	97.2	17	48.6	18	51.4	0	0
	2018/19	43	90.7	30	76.9	9	23.1	0	0
	2019/20	46	100	31	67.4	15	32.6	0	0
	2020/21	46	82.6	27	71.1	10	26.3	1	2.6
	2021/22	49	93.9	35	76.1	10	21.7	1	2.2
Male	2017/18	38	84.2	14	43.8	18	56.3	0	0
	2018/19	45	93.3	26	61.9	16	38.1	0	0
	2019/20	55	98.2	31	57.4	18	33.3	5	9.3
	2020/21	57	82.5	27	57.4	20	42.6	0	0
	2021/22	45	88.9	26	65	13	32.5	1	2.5
Indigenous	2017/18	25	84	9	42.9	12	57.1	0	0
	2018/19	31	90.3	20	71.4	8	28.6	0	0
	2019/20	35	100	28	80	5	14.3	2	5.7
	2020/21	34	79.4	17	63	10	37	0	0
	2021/22	24	87.5	17	81	4	19	0	0
English Language Learner (ELL)	2017/18	-	-	-	-	-	-	-	-
	2018/19	1	100	1	100	0	0	0	0
	2019/20	1	0	0	#NA	0	#NA	0	#NA
	2020/21	-	-	-	-	-	-	-	-
	2021/22	-	-	-	-	-	-	-	-
Diverse Needs*	2017/18	11	81.8	6	66.7	3	33.3	0	0
	2018/19	15	73.3	9	81.8	2	18.2	0	0
	2019/20	13	100	12	92.3	1	7.7	0	0
	2020/21	22	59.1	10	76.9	2	15.4	1	7.7
	2021/22	29	79.3	16	69.6	6	26.1	1	4.3
*Note: Diverse Needs includes all students identified in all 12 categories									

Miracle Beach Elementary School Goals 2021-2022

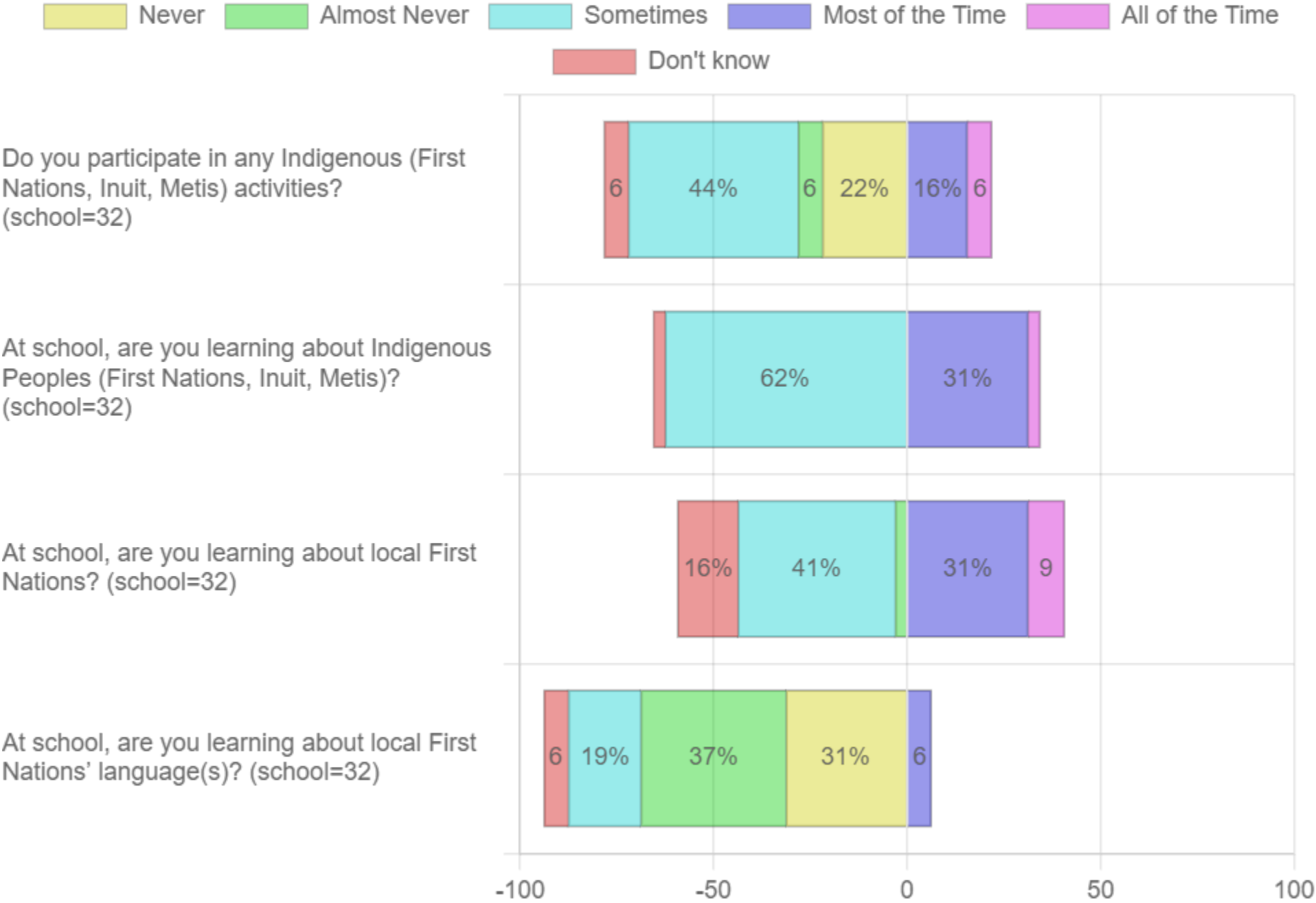
DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	<ul style="list-style-type: none"> Optimize innovative practices and learning opportunities. 	<ul style="list-style-type: none"> 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	As a school community how do we assess achievement in reading, writing, speaking, and listening with a focus on decoding, reading comprehension and critical thinking skills.	How do we take the First Peoples Principles of Learning off the poster and into the classroom?	To provide the staff and students the opportunity to grow as environmental ambassadors by putting into practice and expanding the Miracle Beach Sustainability Plan.	To develop a positive school culture and climate where students, staff and parents feel valued, cared, and respected in our everchanging world.
RATIONALE FOR SCHOOL GOALS	<ul style="list-style-type: none"> Moving beyond Bench marking. For the past 3 years all grades in the school have bench marked their students three times a school year. June Data has been collected. Staff felt that we needed to look beyond Bench marking (decoding skills) and seek other assessments that will give a more holistic view of literacy. 	<ul style="list-style-type: none"> Encouraging and supporting staff to integrate authentic and relevant indigenous resources and activities into their daily classroom practice. We need to move past the why into the how. 	<ul style="list-style-type: none"> To educate and empower students to embrace an environmentally healthy and socially just lifestyle To reduce the schools' carbon footprint in the short term and achieve carbon neutrality in the long term 	<p><u>Physical Health</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> Staff, students, and parents have worked hard to ensure Miracle Beach 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 during a COVID pandemic.</p>
ACTION PLAN	<ul style="list-style-type: none"> FMP Bench Marking FSA LETRS Spelling Screener- K-7 Non-Fiction Reading Assessment 	<ul style="list-style-type: none"> Orange Shirt Day 10 Days of Truth Remember Me Downy Wenjack February Pro-D Day Moose Hide Campaign Metis Week Indigenous Day Water Song- Clear Flo 	<ul style="list-style-type: none"> Implement Environmental Sustainability Plan created Pre-Covid Farm to School Grant- \$3000 application Farm to Cafeteria Grant- Salad Bar Fruit Trees School Garden 	<p><u>Physical Health</u> To provide staff the opportunity to enhance knowledge related to Physical Literacy.</p> <ul style="list-style-type: none"> 8 Sessions with Jina Taylor working on Physical Literacy in the gym, classroom, hallway, and playground <p><u>Mental Well Being</u> Sense of Belonging- How are staff making the school environment welcoming and safe for students and families?</p>
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> \$2100 LRC reading resources (Whole Phonics) Core Knowledge Decodable Readers 	<ul style="list-style-type: none"> \$500 was provided to each school to fund indigenous Day activities for the school 	<p><u>Gardening Supplies- \$3000</u></p> <ul style="list-style-type: none"> Will seek PAC funding Will seek district funding Grow tents, lights, racks, fans, Seed trays, seeds, soil, fertilizer, mister, watering cans, totes, gloves, wood, hose, and nozzle Fencing in an area for a school garden Developing a school garden plan 	<p><u>Physical Health</u> 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 have prioritized the equipment list and allocated \$500 from school budget and \$1000 for the PAC equipment budget.</p>

			Fruit Trees Working with grounds to determine what and where Fruit Trees can be planted	Mental Well Being Purchase of the SPACE Program by Eli Lebowitz-Supporting Parenting for Anxious Childhood Emotions. It is a parent-based treatment program, helping parents to understand the role they play in their child's anxiety/OCD. This is important, of course, because things like anxiety and OCD don't develop in a silo. The first link is an online aide to understanding the program (a program about a program, I think) and the second link is the actual program. Start with link 1, as it has a great video that explains the program better. https://atparentingsurvivalschool.com/p/space-program https://www.spacetreatment.net/
EVIDENCE AND DATA	FMP Bench Marking -students decoding at 95% accuracy of grade level material in June 2022- No comprehension tested <ul style="list-style-type: none"> K- 100% meeting benchmarks Gr. 1- 85% meeting benchmarks Gr.2- 85% meeting benchmarks Gr.3- 86% meeting benchmarks Gr.4- 95% meeting benchmarks Gr.5- 84% meeting benchmarks Gr. 6- 82% meeting benchmarks Gr. 7- 72% meeting benchmarks FSA October 2021 <ul style="list-style-type: none"> Results Grade 4 Literacy -75% of students are On Track or Exceeding Grade 7 Literacy -60% of students are On Track or Exceeding LETRS Spelling Screener- K-7 BASIC SCREENER (K-3) <ul style="list-style-type: none"> Diagraphs/trigraphs- approximately 50% of students demonstrated success in spelling diagraphs and trigraphs by grade 4. Vowel team diphthongs -Grade 4 average was 45% Inflections -Grade 4 average was 48% Advanced Screener (3+)-spelling patterns to continue to work on: <ul style="list-style-type: none"> -(Below 75% average success) <ul style="list-style-type: none"> Diagraphs and trigraphs 	<ul style="list-style-type: none"> See Appendix A 	Creation of a "Green Team" <ul style="list-style-type: none"> Admin, 2 class teachers, 1 EA, 1 PAC member and the Grade 7 Leadership Team. Energy Conservation <ul style="list-style-type: none"> Turning off monitors, lights, etc... when not in use. Commitment to embracing suggestions and plans led by the District/IT/Maintenance Waste Reduction-Reduce, Reuse, Recycle <ul style="list-style-type: none"> Reduce <ul style="list-style-type: none"> Bulk purchases of supplies which often means less packaging Printers set to double-side as default Emailing notices/newsletters Purchase condiments in bulk Phasing out single use items (especially plastic cutlery) Encourage waste-free lunches Plan to sew library bags for primaries Education: classes to do a 'waste analysis' of school garbage Reuse <ul style="list-style-type: none"> Reuse the other side of paper – photocopier mistakes, etc, extra worksheets, etc, to be used in class or handed down to Kinders as 'art centre' paper. Donating used equipment and Materials – classroom games and activities, unclaimed lost and found items, books taken out of rotation, etc... 	Physical Health <ul style="list-style-type: none"> See Appendix B Mental Well Being <ul style="list-style-type: none"> See Appendix C

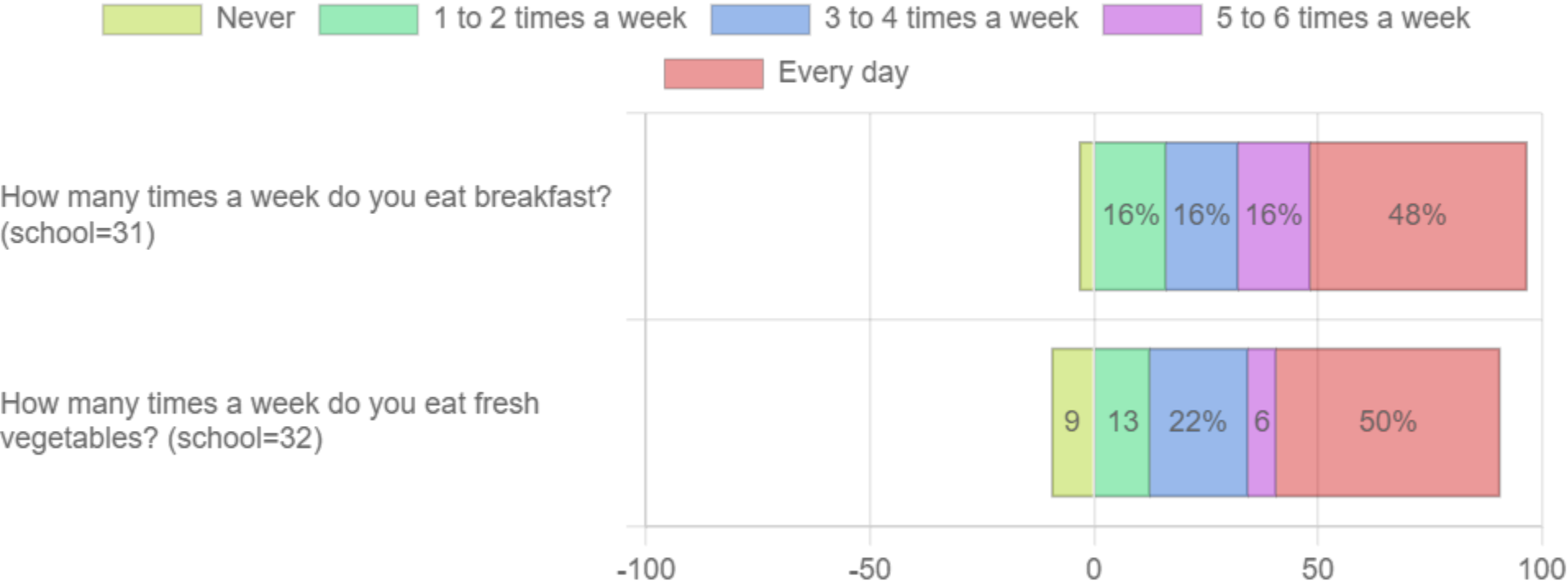
	<ul style="list-style-type: none"> -Complex consonants <ul style="list-style-type: none"> - Syllable junctures - Unaccented syllables -Derivational suffixes <p><u>Non- Fiction Reading Assessment- Intermediate</u> Students were assessed on their abilities to Determine, Importance, Extracting Information, 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</p>		<ul style="list-style-type: none"> Annual Primary Jumble Sale – students bring no-longer-used toys from home to sell to their peers – teaching kids to value buying things second hand and to resell/gift items rather than send them to the landfill Recycle School recycling program that includes paper, glass, plastics, cans, etc... Composting organic waster – food waste to be taken home daily by a local family to provide feed for pigs (project led by Grade 7 leadership students) Recycle ink and toner products <p>Water Conservation</p> <ul style="list-style-type: none"> Run school appliances only when full and using the energy-efficient cycle Drink tap-water. We have water-fountains with water bottle taps which eliminate the need for plastic water bottles. Making the refilling of reusable water bottles so easy has increased the use of reusable water bottles. Planning to collect rainwater for the school garden in the spring Participation in shoreline clean-ups Admin to have ongoing discussions with Maintenance about concerns about watering of the fields and inconsistent/ineffective timing systems <p>Sustainable School Grounds</p> <ul style="list-style-type: none"> School Garden plan Planting of school garden in the spring School forest area – maintenance of trails, outdoor classroom, signage for local plants and trees <p>Sustainable Transportation</p> <ul style="list-style-type: none"> Approx... 80% of students currently take a bus to school Bike racks are available District riding program taught annually to develop biking safety and skills 	
REFLECTION	Is the current data being collected effective and relevant to the current learning culture of the school?	<ul style="list-style-type: none"> How do we weave reconciliation and create long lasting change that goes beyond one day events? Last part of 2020-21 we had a Ni’noxsola assigned to Miracle Beach. Not having 		<p><u>Physical Health</u></p> <ul style="list-style-type: none"> Having Jina Taylor at the beginning of the school year really changed how teachers looked at Physical Education and Health instruction.

	How are multiple forms of assessment used to inform instruction, decision making and student learning?	one this year was a loss to our students and staff		<ul style="list-style-type: none"> Teachers started to look at skill development rather than games-based instruction With outdoor classroom set to be ready for September 2022 staff can focus on outdoor education and life long physical activities <p><u>Mental Well Being</u></p> <ul style="list-style-type: none"> Last 3 PAC meeting focused on Mental Health and what we are doing as a school 2022-23 PAC has made a commitment to support the school by advocating at DPAC for more Mental Health resources and initiatives at the school level.
NEXT STEPS	<p>Build curriculum and resources to support our assessments/literacy goals.</p> <p>Hard copies of the following:</p> <ul style="list-style-type: none"> Teacher binders for grade level screeners/phonics progression charts Grade 4-7 reading comprehension teacher binders Orton Gillingham photocopied phonics skills student booklets A start to reading comprehension skills and strategies lessons (mini units) for intermediate. Main Ideas and important details and context clues will be ready by January for interested teachers. SD 71 grade 1-3 screener packages Orton Gillingham phonics booklets/worksheets Decodable books Phonics progression charts Grades 4-7 Non-fiction reading assessments Grades 1-3 monthly curriculum maps CST has had a strong impact on teachers and reflective practice. Has the same impact been seen with student performance? 	<ul style="list-style-type: none"> Continue water song teachings Continue exploring Reconciliation and what it looks like at the Beach Advocate for a Ni’noxola 	<p><u>Farm to School Grant</u></p> <ul style="list-style-type: none"> \$3000 application was unsuccessful Re-evaluate with Green Team and resubmit in 2022-23 school year <p><u>Farm to Cafeteria Grant- Salad Bar</u></p> <ul style="list-style-type: none"> Was not able to meet the grant deadline Continue to work on grant proposal and submit in 2022-23 <p><u>Fruit Trees</u></p> <ul style="list-style-type: none"> Continue to work with PAC, Community and Grounds to plan and plant fruit trees <p><u>School Garden</u></p> <ul style="list-style-type: none"> See Appendix D <p><u>Outdoor Learning Space</u></p> <ul style="list-style-type: none"> Being built summer of 2022 Develop Outdoor Curriculum K-7 	<p><u>Physical Health</u></p> <p>After the 8 sessions 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</p> <p><u>Mental Health</u></p> <ul style="list-style-type: none"> Post Covid how do we get out of our silos and work to becoming a community? 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? What supports are needed at the school level and or district?

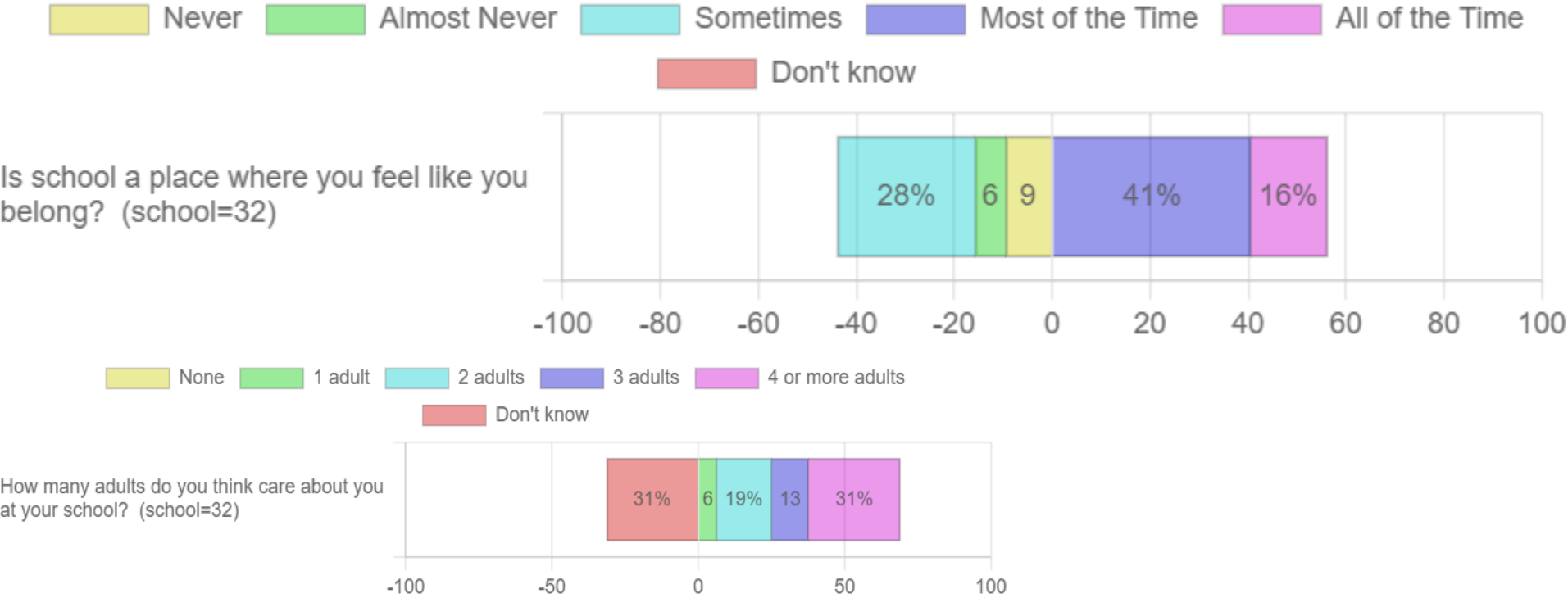
Appendix A- Student Learning Survey Results Grade 4 (Indigenous Education)

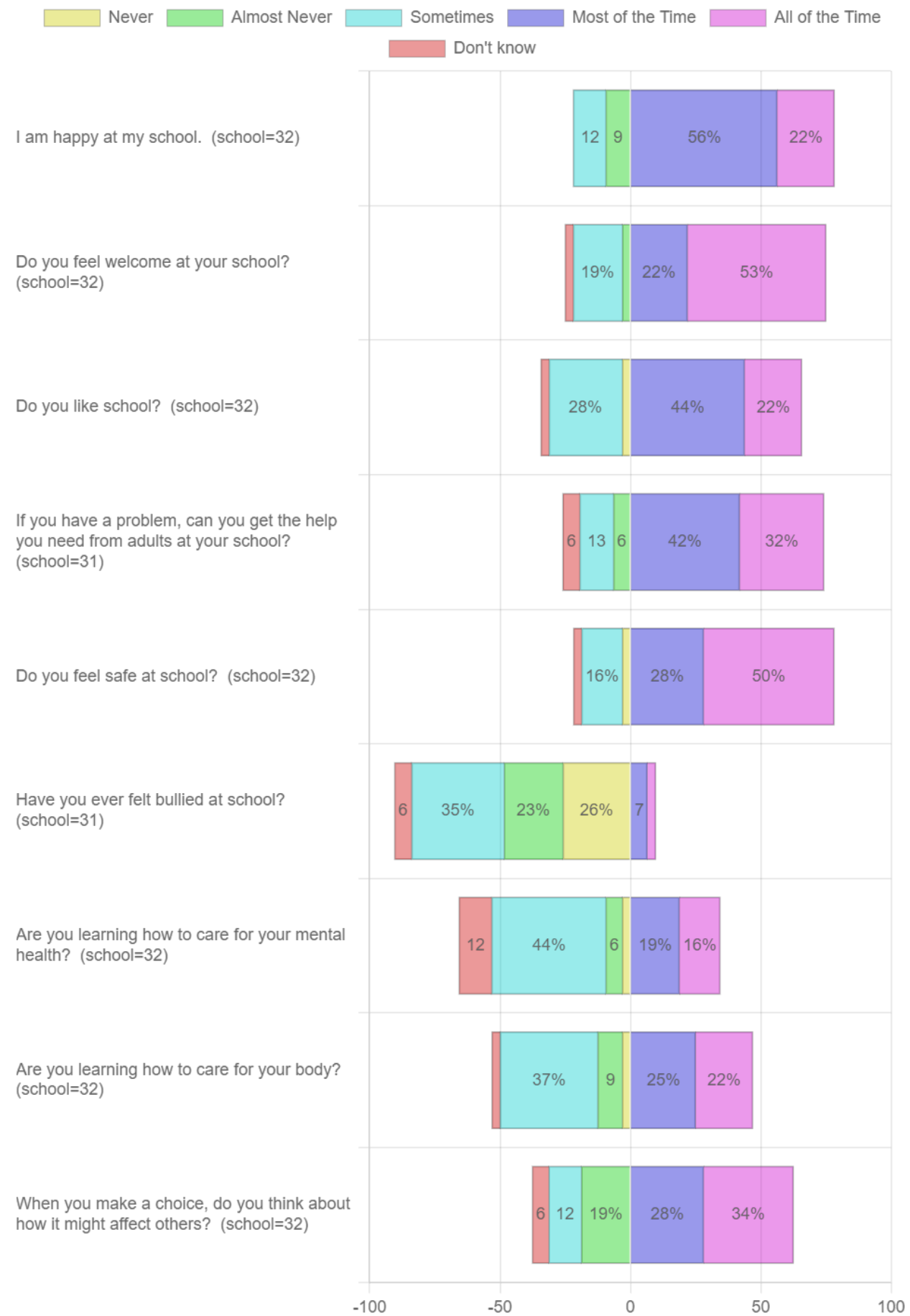


Appendix B- Student Learning Survey Grade 4 (Physical Health)



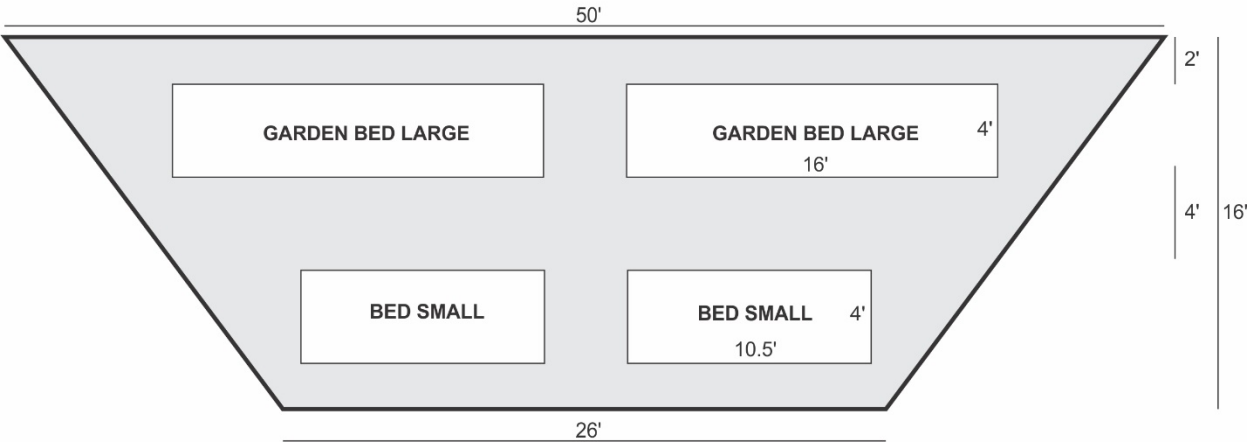
Appendix C- Student Learning Survey Grade 4 (Mental Health)





MIRACLE BEACH GARDEN PLAN

Spring 2022



- Connect with lan
- Clear area
- Build fence
- Build garden beds- Parents will be donating wood and labour

Ecole Puntledge Park School Goals 2021-2022

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"> At Puntledge we work to encourage and support staff with the development of innovative practices that support and develop Literacy strategies for our students. 	<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. At Puntledge we included Indigenous knowledge and perspectives into daily teaching and learning experiences. 	<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. We are working with our community partners and PAC to build a garden for the school 	<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"> 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. Nutrition and food stability are important to learn from a young age. Besides the natural environment we also want students to learn about the cultivated environment. 	<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"> All Reading level scores are recorded to create a baseline. Literacy is identified as a goal based on results. School Based Pro-D Sept 2. 3 out of 5 groups focus on literacy and establish goals and action items for the Professional Development side. All teachers are given class-based results Class reviews change format to focus on those needing the most supports. Move to Assess, observe, communicate twice a year with a clear simple and consistent snapshot. Clear grade level breakdowns fast activities that are laid out easy Continuity of sounds Beginning of the year assessments as baselines 	<ul style="list-style-type: none"> Moccasin Trail Food Bank Walk Arden Creek Restoration Cross-Country Run Lake Trail Leadership students come to help Puntledge students Puntledge students visit Lake Trail for speakers. Puntledge created a book walk and displays in the community forest. Pro-D opportunity in February to support all staff. Working with ISWs to learn some words in Kwak'wala Indigenous plants and uses specifically for Morrison creek. Learning about the different nations in Bc/Canada Elder visits when possible Use of the LRC and indigenous kits. 	<ul style="list-style-type: none"> Regular use of the Outdoor classroom Lush Valley 2 classes spend the first hour outside every morning. School garden Committee including PAC input created. District consulted on the location of the garden and the resources needed to create a fenced area. Grant obtained to help support the building of the planter boxes Work order for fencing approved in consultation with the garden committee. Continue our learning about the Arden creek restoration work. Garden built and connection with the trades program at Vanier to build the garden beds. Earth week. Garden finished and fully planted. 	<ul style="list-style-type: none"> Social thinking group created. Leadership for peer support Increased outside time to improve mental health. Ease delivered by teachers and the school counselor Sharing circles for younger students and trusted adults for older students. Check-ins during staff meetings to see where needs are and create supports Multiple staff initiatives to feel connect when we have had to stay apart for a significant portion of the year. Support for inner explore and the use in schools. The stability of the staff has also created an interwoven support network. Without the previous relationships we would have had a much harder time weathering the storms.

	<ul style="list-style-type: none"> • Same snapshots assessments starting K up same format • Child appropriate word lists for sounds • Intense Reading support program involving a whole school support work to support and target the grade 2/3 levels in English and the grade 2 in Immersion 	<ul style="list-style-type: none"> • Work to build and create authentic resources in French • Backpack Buddies - food bundles for vulnerable students to bring home. Weekly frequency • BC Fruit and Vegetable Program - fruit and vegetable program for all students - monthly frequency • Glacier Newcomers Alliance - food and money donation supporting vulnerable learners 		<ul style="list-style-type: none"> • The extra time outside (admin) has allowed many social conflict issues to be resolved without missed class time.
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none"> • Continue to fund the Je Lis program to support immersion students at school and at home. • Purchase more guided reading books as students are having more time to read with adults • Funds to support the afterschool reading program run by EAs (English and French) 	<ul style="list-style-type: none"> • Allocate some of the Federal French budget to building local resources. 	<ul style="list-style-type: none"> • PAC has fundraised for the garden. • Grants obtained • Continued district support to maintain the momentum. 	<ul style="list-style-type: none"> • We have been able to fully use the Youth and Family Support Worker and the 0.2FTE increase in counselling effectively.
EVIDENCE AND DATA	<ul style="list-style-type: none"> • Student achievement Spread Sheet 	<ul style="list-style-type: none"> • Most of our Action items are also the evidence. For example, the food bank walk for Wenjack was planned and executed. 	<ul style="list-style-type: none"> • Most of our Action items are also the evidence. The garden and the work being done. 	<ul style="list-style-type: none"> • Fewer suspensions and behavioural referrals.
REFLECTION	<ul style="list-style-type: none"> • Allowed everyone to feel invested in the success of the students • All students made significant gains over what would have been expected as baseline improvement. 	<ul style="list-style-type: none"> • With school resources stretched we need to continue to connect with community partners to support not only the child but the family as well. • The use of our Youth and Family Support worker has helped tremendously. 	<ul style="list-style-type: none"> • The natural environment is less intensive way to enjoy the outdoors. • The garden will need full school buy in in order for it to be maintained and further developed over the years • With the garden we are concerned about vandalism (so far not an issue) • We have created a community-based watering system and VP has been working with after school “visitors”, so they are aware of the hard work. 	
NEXT STEPS	<ul style="list-style-type: none"> • Continue next year and try to expand beyond the targeted grade level. 	<ul style="list-style-type: none"> • We want to continue to do what we do and to incorporate the first peoples principals of learning into our school goals. • We also want to continue to develop authentic local resources in French. 	<ul style="list-style-type: none"> • Include the school community in some of the decisions as we continue to move forward so it feels like a whole school project from start to finish. 	<ul style="list-style-type: none"> • We will have the supports of the counsellor and the YFSW next year. • After surveying staff, we also will once again run the double recess creating more space and time for students.

Queneesh School Goals 2021-2022

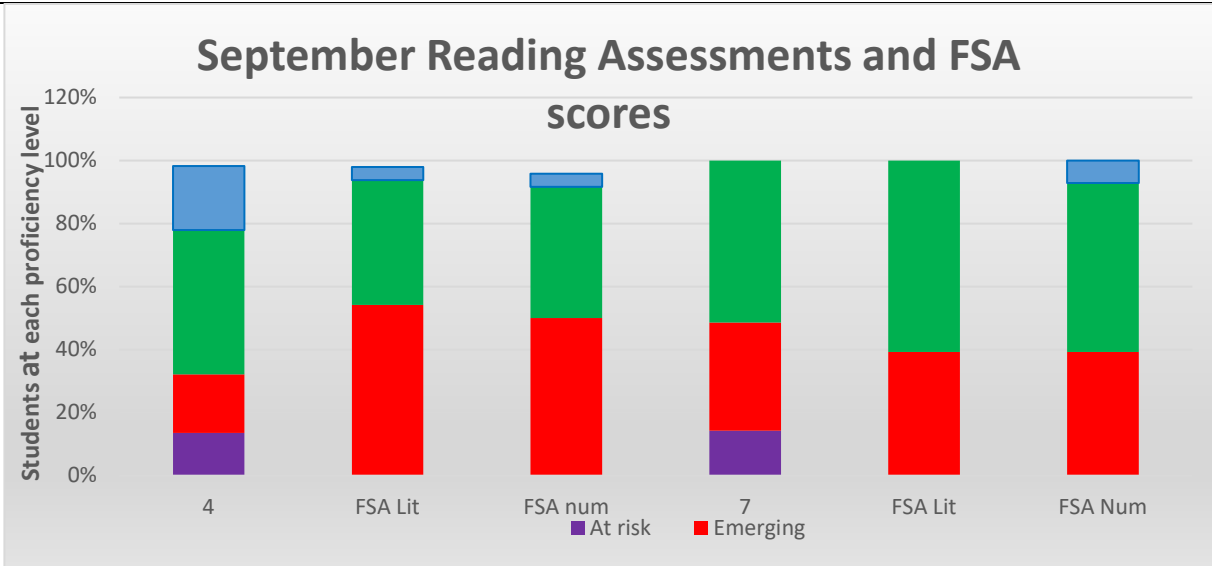
DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	Optimize innovative practices and learning opportunities.	Deepen integration of Indigenous ways of knowing. Foster relationships 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	To develop student literacy skills to increase overall student success and emotional regulation	<p><i>Note: not a specified school goal but actions, resources, reflection, and next steps are listed below</i></p>		To develop emotional regulation to increase overall student success and student literacy skills
RATIONALE FOR SCHOOL GOALS	<p>Our Fall literacy assessments show many students at risk at emerging in literacy, neighbourhood classes are especially low.</p> <p>See Appendix A below for details</p>			<p>We see a need to support student emotional regulation at Queneesh. We have many students who struggle dealing with conflicts, or when the academic tasks are too challenging.</p> <p>In these situations, the students make poor choices often leading to escalation of challenges</p> <p>See Appendix B below for details</p>
ACTION PLAN	See appendix A for details	<p>Continue our teacher-led “Community Connections” team to plan and implement events designed to bring the community (parents and students) together</p> <p>School events: Fundraisers (Terry Fox, Hampers, JRFH) Community builders (treasure sale,</p>	<p>Continue to improve our environmental and outdoor learning through:</p> <ul style="list-style-type: none"> • Student led environmental projects • Garden-based learning • Trips into the community • Use of our garden • Increased outdoor play time 	See appendix B for details
RESOURCES NEEDED (INCLUDING BUDGET)	See appendix A for details	Vancouver Sun “adopt a school” grant for \$2500, Community LINK fund for \$12000	None – just district lead teacher time	See appendix B for details
EVIDENCE AND DATA				
REFLECTION		<p>We have made significant connections to community through after school programs and community connections group. Our community LINK money has supported vulnerable learners efficiently and we have provided meals and support for many students and families. We have also started the “backpack buddies” program to supply food for families over the weekend.</p>	<p>Despite not being a formal school goal we feel that progress is being made in the environmental awareness of students. Our student leaders in recycling have made an impact and our teachers are finding sustainable ways to interact with the community – using transit and the district bikes for field trips.</p>	
NEXT STEPS		<p>Increase our efforts and collaboration around the following issues:</p> <ul style="list-style-type: none"> • Supporting indigenous learners and indigenous ways of knowing 	<ul style="list-style-type: none"> • Garden pilot project • Continue to use bikes and transit as transportation • Increase use of outdoor classroom and shelter 	

		<ul style="list-style-type: none">Supporting our vulnerable families through food, resources, and connectionsBringing families back into school life – especially supporting families with helping kids build literacy skills	<ul style="list-style-type: none">Increase connection to outdoors	
--	--	--	---	--

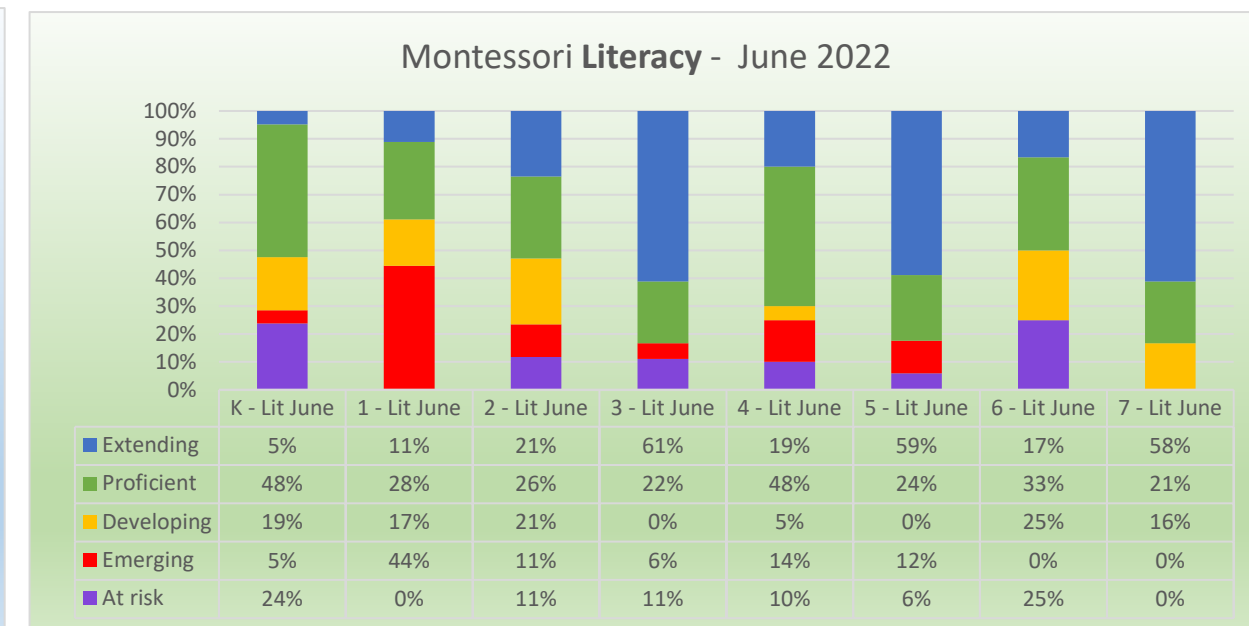
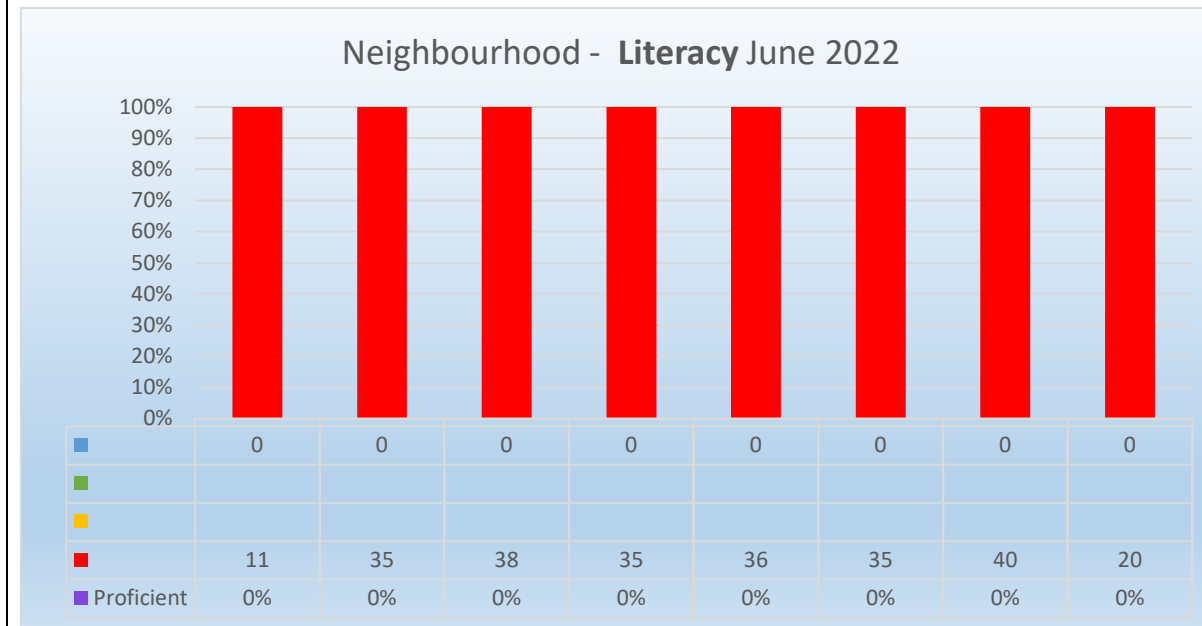
Queneesh Elementary School Learning Plan - **Appendix A** - Details for Goal #1

2021-2022

SCHOOL GOAL	To develop student literacy skills to increase overall student success and emotional regulation																																																																															
RATIONALE FOR SCHOOL GOAL	Our fall literacy assessments showed some clear trends on student proficiency levels. In past years Queneesh has had a focus on social emotional learning and less on academic success. We believe that literacy leads to regulation and regulation leads to literacy.																																																																															
	The chart below shows a great need at grade 2, 1, and 6, 7. These are based on phonological awareness assessments, and benchmarking for older students.																																																																															
	We believe that the greatest need is at grade 2 due to the challenges of the last 2 years of pandemic. Grade 2 students missed out on the last few months of kindergarten and had other challenges last year that interrupted their academic learning progress.																																																																															
	<div><div><p>September Reading Assessments - NEIGHBOURHOOD</p><table><caption>September Reading Assessments - NEIGHBOURHOOD</caption><tr><th>Grade</th><th>At risk</th><th>Emerging</th><th>Developing</th><th>Proficient</th></tr><tr><td>1</td><td>22%</td><td>40%</td><td>15%</td><td>23%</td></tr><tr><td>2</td><td>68%</td><td>2%</td><td>2%</td><td>28%</td></tr><tr><td>3</td><td>38%</td><td>8%</td><td>5%</td><td>49%</td></tr><tr><td>4</td><td>18%</td><td>15%</td><td>2%</td><td>65%</td></tr><tr><td>5</td><td>30%</td><td>20%</td><td>5%</td><td>45%</td></tr><tr><td>6</td><td>8%</td><td>55%</td><td>22%</td><td>15%</td></tr><tr><td>7</td><td>28%</td><td>50%</td><td>2%</td><td>20%</td></tr></table></div><div><p>September Reading assessments - MONTESSORI</p><table><caption>September Reading assessments - MONTESSORI</caption><tr><th>Grade</th><th>At risk</th><th>Emerging</th><th>Developing</th><th>Proficient</th></tr><tr><td>1 - Lit Sept</td><td>10%</td><td>30%</td><td>20%</td><td>40%</td></tr><tr><td>2 - Lit Sept</td><td>10%</td><td>15%</td><td>5%</td><td>70%</td></tr><tr><td>3 - Lit Sept</td><td>5%</td><td>15%</td><td>10%</td><td>70%</td></tr><tr><td>4 - SR Sept</td><td>0%</td><td>38%</td><td>0%</td><td>62%</td></tr><tr><td>5 - Lit Sept</td><td>18%</td><td>5%</td><td>5%</td><td>72%</td></tr><tr><td>6 - Lit Sept</td><td>25%</td><td>10%</td><td>10%</td><td>55%</td></tr><tr><td>7 - Lit Sept</td><td>5%</td><td>25%</td><td>0%</td><td>70%</td></tr></table></div></div>	Grade	At risk	Emerging	Developing	Proficient	1	22%	40%	15%	23%	2	68%	2%	2%	28%	3	38%	8%	5%	49%	4	18%	15%	2%	65%	5	30%	20%	5%	45%	6	8%	55%	22%	15%	7	28%	50%	2%	20%	Grade	At risk	Emerging	Developing	Proficient	1 - Lit Sept	10%	30%	20%	40%	2 - Lit Sept	10%	15%	5%	70%	3 - Lit Sept	5%	15%	10%	70%	4 - SR Sept	0%	38%	0%	62%	5 - Lit Sept	18%	5%	5%	72%	6 - Lit Sept	25%	10%	10%	55%	7 - Lit Sept	5%	25%	0%
Grade	At risk	Emerging	Developing	Proficient																																																																												
1	22%	40%	15%	23%																																																																												
2	68%	2%	2%	28%																																																																												
3	38%	8%	5%	49%																																																																												
4	18%	15%	2%	65%																																																																												
5	30%	20%	5%	45%																																																																												
6	8%	55%	22%	15%																																																																												
7	28%	50%	2%	20%																																																																												
Grade	At risk	Emerging	Developing	Proficient																																																																												
1 - Lit Sept	10%	30%	20%	40%																																																																												
2 - Lit Sept	10%	15%	5%	70%																																																																												
3 - Lit Sept	5%	15%	10%	70%																																																																												
4 - SR Sept	0%	38%	0%	62%																																																																												
5 - Lit Sept	18%	5%	5%	72%																																																																												
6 - Lit Sept	25%	10%	10%	55%																																																																												
7 - Lit Sept	5%	25%	0%	70%																																																																												

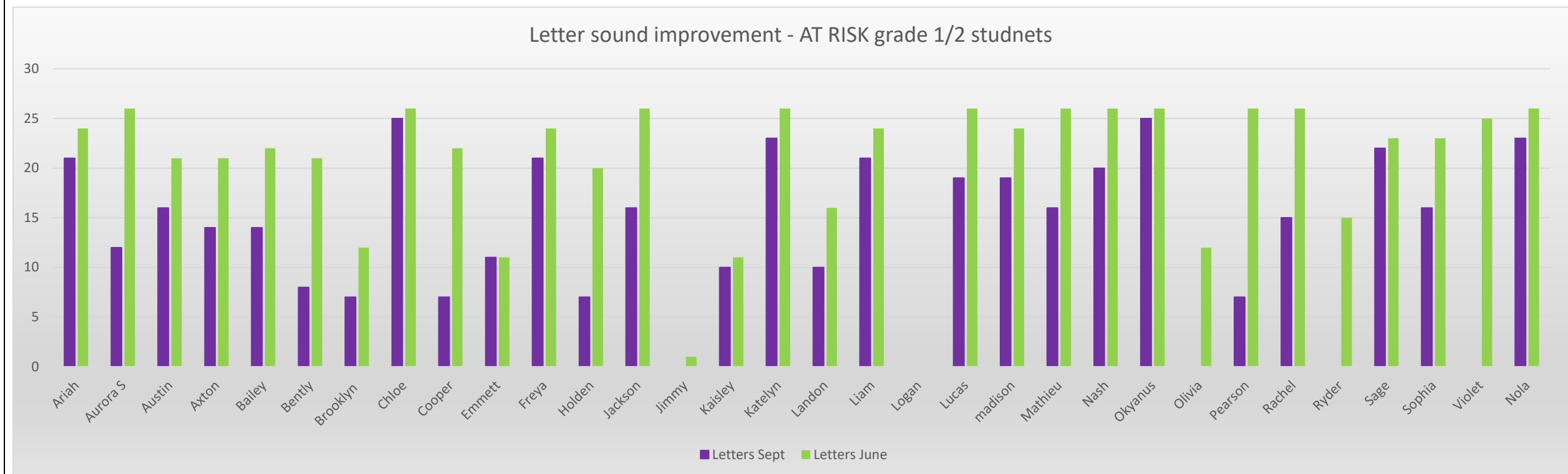
	<div><div>The chart TO THE RIGHT shows the grade 4 and 7 literacy scores compared to the FSA data collected this year.</div><div>Our FSA scores declined from past years, which indicates the difficulties faced in the prior years of learning leading up to FSA. When looked at separately this year the neighbourhood vs. Montessori classes show a significant difference</div></div> <div><div>September Reading Assessments and FSA scores</div></div>				
ACTION PLAN	<div>Baseline assessments</div> <div>With the guidance of our CSTs and Heather Willms, the district reading intervention teacher, we supported each teacher in doing baseline assessments of literacy. Thee assessments are meant to both be a snapshot of our school progress and to give teachers information to help guide their teaching iand interventions</div>	<div>Small group interventions</div> <div>For our most at risk learners (purple and red above) , we are using our CST and LST support time to do individual and small group targeted instruction in literacy.</div>	<div>Class-wide interventions</div> <div>Our prep teaching time is dedicated to literacy, with our CSTs able to plan activities to support whole-class needs</div>	<div>Teacher collaborative learning</div> <div>Every month we are dedicating our first staff meeting to collaborative time on literacy. All staff will work in grade level groups to analyze assessment data and build instructional plans to support the needs found.</div>	<div>School-wide processes</div> <div>We will have an increased focus on data and evidence-based literacy interventions though teacher pro-d and collaborative sessions. This systematic approach will bring more quality and consistency to literacy development .</div>
RESOURCES NEEDED (INCLUDING BUDGET)	<div>Baseline assessments</div> <div>Teacher release: One afternoon each to do assessments and one day for each CST to look at the data gathered by each teacher and develop a plan.</div> <div>(\$4000)</div>	<div>Small group interventions</div> <div>CST staffing and support from district specialists. The addition of a 0.5 LST has helped us reduce the “case management” load of LSTs and allow them some time to support more learners.</div>	<div>Class-wide interventions</div> <div>We are focusing our supplies to build the reading libraries in our classrooms, offices, and leasrning support rooms</div>	<div>Teacher collaborative learning</div> <div>Teachers will be given an afternoon of release time to collaborate and work with district lead-teachers on improving their reading teaching.</div> <div>(\$4000)</div>	<div>School-wide processes</div> <div>Teachers need time to do year-end assessments and share the data. This is one release afternoon for each teacher</div> <div>(\$4000)</div>
	<div>Literacy results</div> <div>In the two graphs below you can see some improvements in the reading assessments (PM and F&P benchmarks) from September to June, but we still have a lot of work to do The greatest improvements are in grade 6/7 neighbourhood where we see only 19 and 12% of kids at risk or emerging.</div>				
	<div>In June, teachers completed assessments on student reading levels.</div> <div><ul style="list-style-type: none">Kindergarten did phonological awarenessGrade 1-3 did PM benchmarksGrade 4-7 did The “Nanaimo literacy assessment” and F&P Benchmarks for student below grade level.</div> <div>We have defined AT RISK to be 2 grades below benchmark levels</div>				

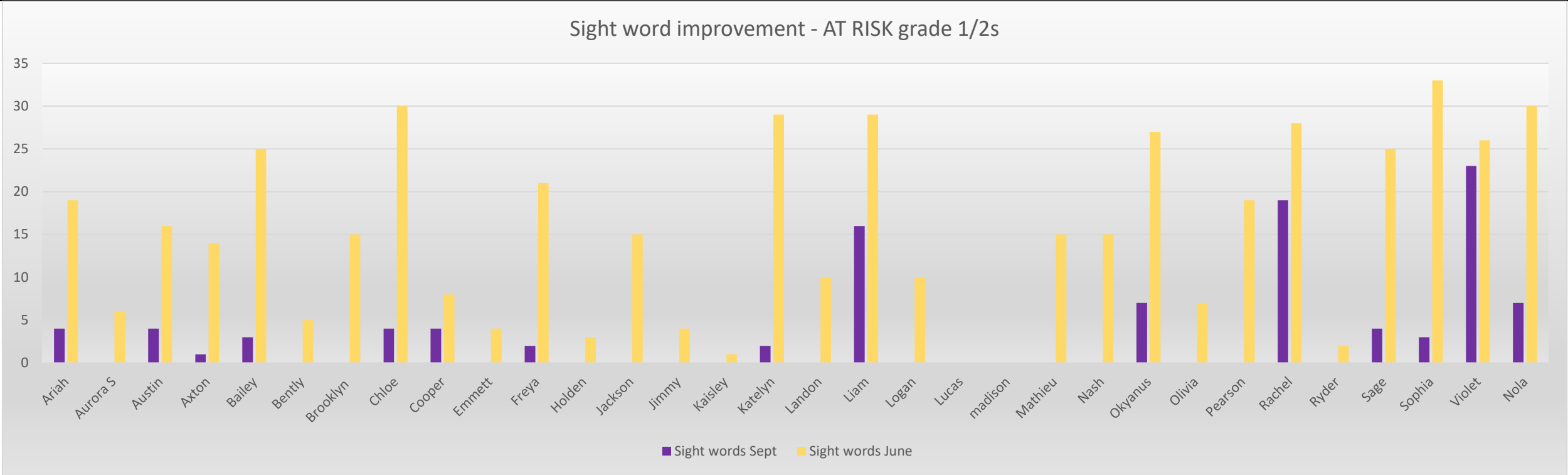
EVIDENCE AND DATA



Looking closer at the “at risk” students in Grade 1 and 2 we can see significant growth in their letter and sound knowledge, sight word recognition, which are indicators of growth for students who are not yet at grade level for benchmarks:

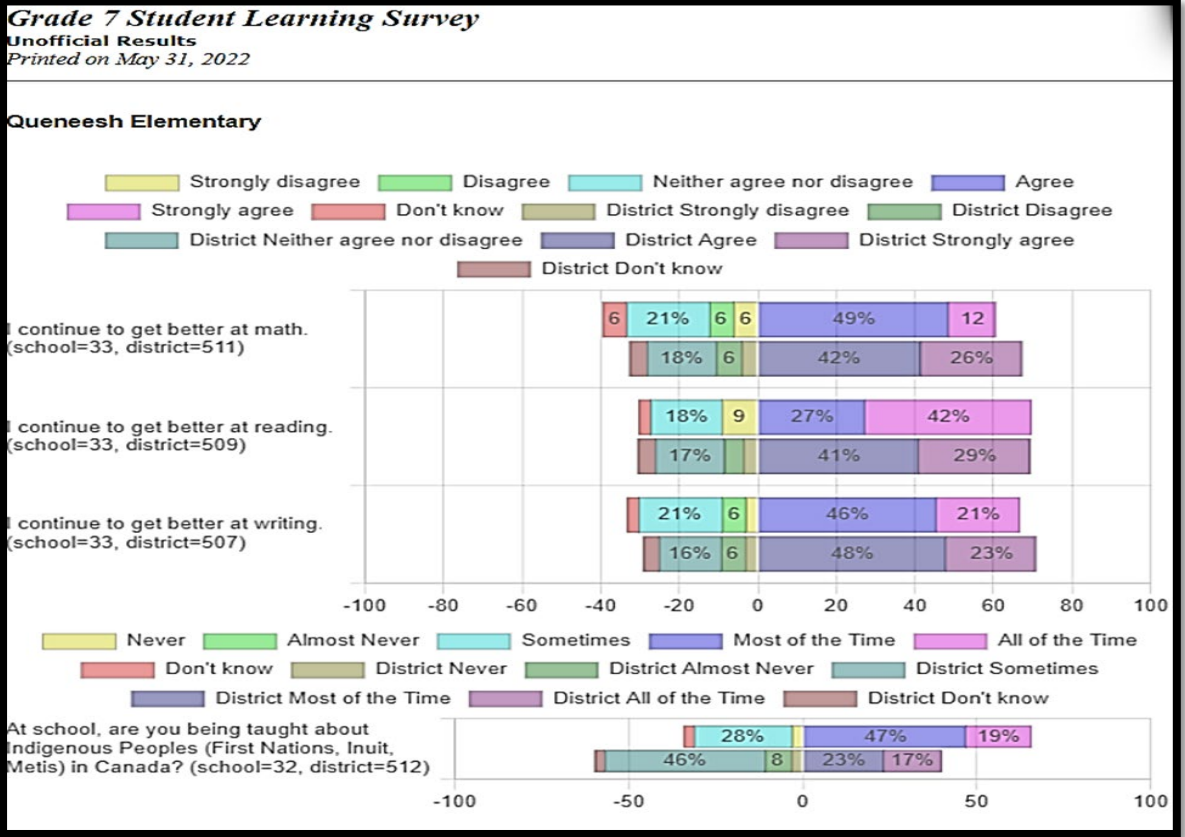
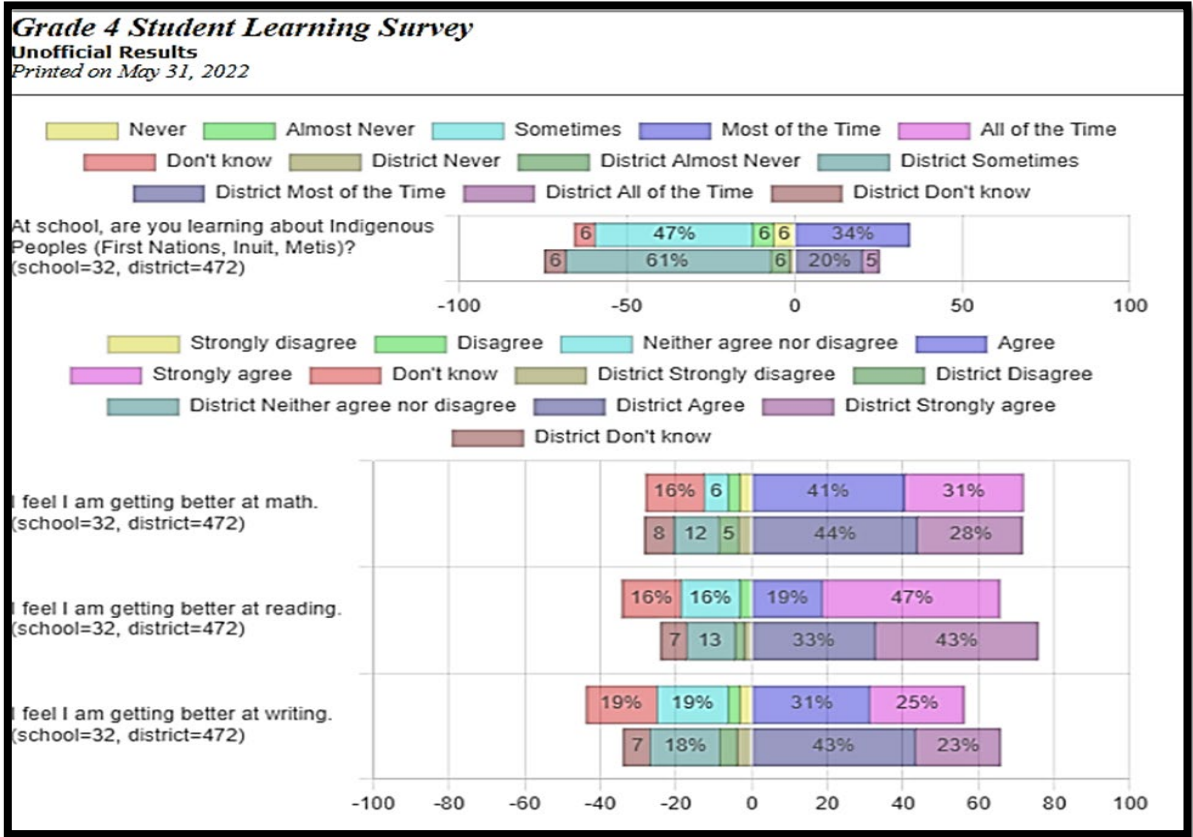
EVIDENCE AND DATA





Student learning survey:

Our student are reporting that they are getting better at reading (46% of grade 7s and 47% of grade 4s)



REFLECTION	
NEXT STEPS	<p>With a continued focus on evidence-informed literacy instruction and the “science of reading” we hope to have every child moving towards literacy. We will continue our early intervention and also find more ways to support our intermediate students in their reading, comprehension, and literacy skills. Aligning our staff with a fulltime teacher-librarian and a CST who is available each morning will allow us to build a team to come in and support each class. They will focus their work on 2 classes at a time, then move on to focus on two other classes.</p> <p>Overall, we are excited about the learning we have accomplished this year and look forward to more. The quote that drives me is “One of the tricks of transformation is to combine urgency and passion with courageous patience” and we now need to be courageous and patient to keep our work going.</p>

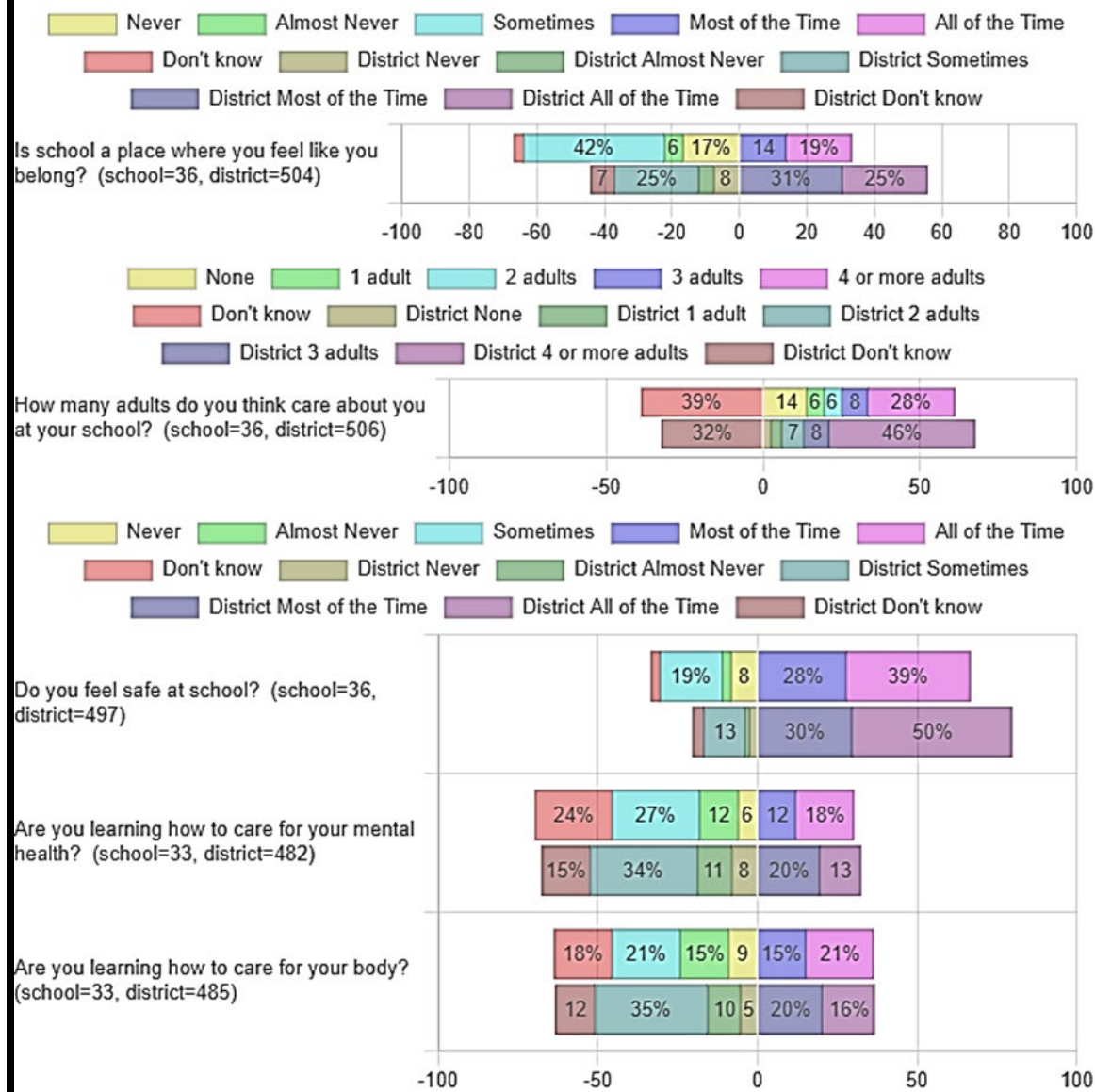
Queneesh Elementary School Learning Plan - **Appendix A** - Details for Goal #1

SCHOOL GOAL	To develop emotional regulation to increase overall student success																				
RATIONALE FOR SCHOOL GOALS	<p>We see a need to support student emotional regulation at Queneesh. We have many students who struggle dealing with conflicts, or when the academic tasks are too challenging. In these situations the students make poor choices often leading to escalation of challenges</p> <p>The chart below is the teacher assessment of their students for “self-regulation” in September. This shows a lack of ability for kids to self-regulate. Teachers report the greatest challenges with small groups (possibly because there isn’t a teacher directly with a group and students need to manage their interactions with each other) and calming down after being dysregulated (they need to learn specific skills and strategies). The strengths are in working in class without conflict (again maybe because an adult is supervising) and at recess (because teachers aren’t supervising there maybe this data is skewed)</p> <div><p>Self-regulation snapshot (October)</p><table><thead><tr><th>Category</th><th>Score</th></tr></thead><tbody><tr><td>AVERAGE</td><td>2.1</td></tr><tr><td>PLAYING/WORK IN CLASS WITHOUT CONFLICT:</td><td>2.5</td></tr><tr><td>PLAYING DURING RECESS TIMES WITHOUT CONFLICT:</td><td>2.4</td></tr><tr><td>PARTICIPATING IN WHOLE-CLASS LESSONS:</td><td>2.1</td></tr><tr><td>WORKING IN SMALL GROUPS (2-6 STUDENTS):</td><td>1.8</td></tr><tr><td>CALMING DOWN AFTER BEING DYSREGULATED:</td><td>1.8</td></tr><tr><td>MANAGING TRANSITIONS:</td><td>2.0</td></tr><tr><td>ABILITY TO STAY CALM DURING CURRICULAR WORK TIME:</td><td>2.2</td></tr><tr><td>ABILITY TO RESPOND TO REDIRECTION:</td><td>2.0</td></tr></tbody></table></div>	Category	Score	AVERAGE	2.1	PLAYING/WORK IN CLASS WITHOUT CONFLICT:	2.5	PLAYING DURING RECESS TIMES WITHOUT CONFLICT:	2.4	PARTICIPATING IN WHOLE-CLASS LESSONS:	2.1	WORKING IN SMALL GROUPS (2-6 STUDENTS):	1.8	CALMING DOWN AFTER BEING DYSREGULATED:	1.8	MANAGING TRANSITIONS:	2.0	ABILITY TO STAY CALM DURING CURRICULAR WORK TIME:	2.2	ABILITY TO RESPOND TO REDIRECTION:	2.0
Category	Score																				
AVERAGE	2.1																				
PLAYING/WORK IN CLASS WITHOUT CONFLICT:	2.5																				
PLAYING DURING RECESS TIMES WITHOUT CONFLICT:	2.4																				
PARTICIPATING IN WHOLE-CLASS LESSONS:	2.1																				
WORKING IN SMALL GROUPS (2-6 STUDENTS):	1.8																				
CALMING DOWN AFTER BEING DYSREGULATED:	1.8																				
MANAGING TRANSITIONS:	2.0																				
ABILITY TO STAY CALM DURING CURRICULAR WORK TIME:	2.2																				
ABILITY TO RESPOND TO REDIRECTION:	2.0																				
ACTION PLAN	<ul style="list-style-type: none">• Celebrating success through positive stories and (awesome things) on the daily announcements – sharing what kids are doing well• Teacher collaborative learning – Monthly meetings with district lead guests: ADHD with Courtney Edgar, Trauma-informed interventions with Tara Ryan, Anxiety with Adrea Flesher, and SOGI policy and support with Kelsey Lochhead• Build consistent approaches to student regulation, problem solving, and conflict resolution																				

	<ul style="list-style-type: none">Help students be more successful in class so they are able to stay more regulated																																																																																																																																																
RESOURCES NEEDED (INCLUDING BUDGET)	<ul style="list-style-type: none">Baseline assessments – SR snapshot below, RTI triangles for SBT in October and MaySmall group interventions – Office support, counsellor support, LST supportClass-wide interventions – Classroom strategiesSupport for vulnerable learners – Community LINK support, Adopt-a-School grant, other outside support																																																																																																																																																
EVIDENCE AND DATA	<p>Teachers categorized all students into TIERS OF INTERVENTION in the Fall and in June. The overall ratings are below.</p> <div><div><p>Neighbourhood - Self-regulation Fall 2021</p><table><tr><th></th><th>K - SR Sept</th><th>1 - SR Sept</th><th>2 - SR Sept</th><th>3 - SR Sept</th><th>4 - SR Sept</th><th>5 - SR Sept</th><th>6 - SR Sept</th><th>7 - SR Sept</th></tr><tr><td>Proficient</td><td>30%</td><td>0%</td><td>25%</td><td>55%</td><td>56%</td><td>41%</td><td>61%</td><td>44%</td></tr><tr><td>Developing</td><td>40%</td><td>20%</td><td>36%</td><td>29%</td><td>28%</td><td>21%</td><td>25%</td><td>33%</td></tr><tr><td>Emerging</td><td>30%</td><td>67%</td><td>39%</td><td>16%</td><td>16%</td><td>35%</td><td>14%</td><td>22%</td></tr></table></div><div><p>Montessori Self-regulation - Fall 2022</p><table><tr><th></th><th>K - SR Sept</th><th>1 - SR Sept</th><th>2 - SR Sept</th><th>3 - SR Sept</th><th>4 - SR Sept</th><th>5 - SR Sept</th><th>6 - SR Sept</th><th>7 - SR Sept</th></tr><tr><td>Proficient</td><td>62%</td><td>50%</td><td>50%</td><td>75%</td><td>63%</td><td>89%</td><td>67%</td><td>61%</td></tr><tr><td>Developing</td><td>15%</td><td>17%</td><td>36%</td><td>25%</td><td>0%</td><td>0%</td><td>8%</td><td>39%</td></tr><tr><td>Emerging</td><td>23%</td><td>33%</td><td>14%</td><td>0%</td><td>38%</td><td>11%</td><td>25%</td><td>0%</td></tr></table></div><div><p>Neighbourhood - Self-regulation June 2022</p><table><tr><th></th><th>K - SR June</th><th>1 - SR June</th><th>2 - SR June</th><th>3 - SR June</th><th>4 - SR June</th><th>5 - Lit June</th><th>6 - SR June</th><th>7 - SR June</th></tr><tr><td>Proficient</td><td>32%</td><td>34%</td><td>43%</td><td>58%</td><td>76%</td><td>32%</td><td>51%</td><td>63%</td></tr><tr><td>Developing</td><td>47%</td><td>37%</td><td>31%</td><td>29%</td><td>12%</td><td>13%</td><td>24%</td><td>13%</td></tr><tr><td>Emerging</td><td>21%</td><td>24%</td><td>26%</td><td>13%</td><td>12%</td><td>13%</td><td>24%</td><td>25%</td></tr></table></div><div><p>Montessori Self-regulation - June 2022</p><table><tr><th></th><th>K - SR June</th><th>1 - SR June</th><th>2 - SR June</th><th>3 - SR June</th><th>4 - SR June</th><th>5 - SR June</th><th>6 - SR June</th><th>7 - SR June</th></tr><tr><td>Proficient</td><td>56%</td><td>33%</td><td>55%</td><td>67%</td><td>35%</td><td>76%</td><td>50%</td><td>72%</td></tr><tr><td>Developing</td><td>15%</td><td>28%</td><td>20%</td><td>28%</td><td>55%</td><td>24%</td><td>33%</td><td>0%</td></tr><tr><td>Emerging</td><td>30%</td><td>39%</td><td>25%</td><td>6%</td><td>10%</td><td>0%</td><td>17%</td><td>28%</td></tr></table></div><p>Neighbourhood: We have improved from 39% to 48% of kids in the “proficient” category</p></div>		K - SR Sept	1 - SR Sept	2 - SR Sept	3 - SR Sept	4 - SR Sept	5 - SR Sept	6 - SR Sept	7 - SR Sept	Proficient	30%	0%	25%	55%	56%	41%	61%	44%	Developing	40%	20%	36%	29%	28%	21%	25%	33%	Emerging	30%	67%	39%	16%	16%	35%	14%	22%		K - SR Sept	1 - SR Sept	2 - SR Sept	3 - SR Sept	4 - SR Sept	5 - SR Sept	6 - SR Sept	7 - SR Sept	Proficient	62%	50%	50%	75%	63%	89%	67%	61%	Developing	15%	17%	36%	25%	0%	0%	8%	39%	Emerging	23%	33%	14%	0%	38%	11%	25%	0%		K - SR June	1 - SR June	2 - SR June	3 - SR June	4 - SR June	5 - Lit June	6 - SR June	7 - SR June	Proficient	32%	34%	43%	58%	76%	32%	51%	63%	Developing	47%	37%	31%	29%	12%	13%	24%	13%	Emerging	21%	24%	26%	13%	12%	13%	24%	25%		K - SR June	1 - SR June	2 - SR June	3 - SR June	4 - SR June	5 - SR June	6 - SR June	7 - SR June	Proficient	56%	33%	55%	67%	35%	76%	50%	72%	Developing	15%	28%	20%	28%	55%	24%	33%	0%	Emerging	30%	39%	25%	6%	10%	0%	17%	28%
	K - SR Sept	1 - SR Sept	2 - SR Sept	3 - SR Sept	4 - SR Sept	5 - SR Sept	6 - SR Sept	7 - SR Sept																																																																																																																																									
Proficient	30%	0%	25%	55%	56%	41%	61%	44%																																																																																																																																									
Developing	40%	20%	36%	29%	28%	21%	25%	33%																																																																																																																																									
Emerging	30%	67%	39%	16%	16%	35%	14%	22%																																																																																																																																									
	K - SR Sept	1 - SR Sept	2 - SR Sept	3 - SR Sept	4 - SR Sept	5 - SR Sept	6 - SR Sept	7 - SR Sept																																																																																																																																									
Proficient	62%	50%	50%	75%	63%	89%	67%	61%																																																																																																																																									
Developing	15%	17%	36%	25%	0%	0%	8%	39%																																																																																																																																									
Emerging	23%	33%	14%	0%	38%	11%	25%	0%																																																																																																																																									
	K - SR June	1 - SR June	2 - SR June	3 - SR June	4 - SR June	5 - Lit June	6 - SR June	7 - SR June																																																																																																																																									
Proficient	32%	34%	43%	58%	76%	32%	51%	63%																																																																																																																																									
Developing	47%	37%	31%	29%	12%	13%	24%	13%																																																																																																																																									
Emerging	21%	24%	26%	13%	12%	13%	24%	25%																																																																																																																																									
	K - SR June	1 - SR June	2 - SR June	3 - SR June	4 - SR June	5 - SR June	6 - SR June	7 - SR June																																																																																																																																									
Proficient	56%	33%	55%	67%	35%	76%	50%	72%																																																																																																																																									
Developing	15%	28%	20%	28%	55%	24%	33%	0%																																																																																																																																									
Emerging	30%	39%	25%	6%	10%	0%	17%	28%																																																																																																																																									

Grade 4 Student Learning Survey

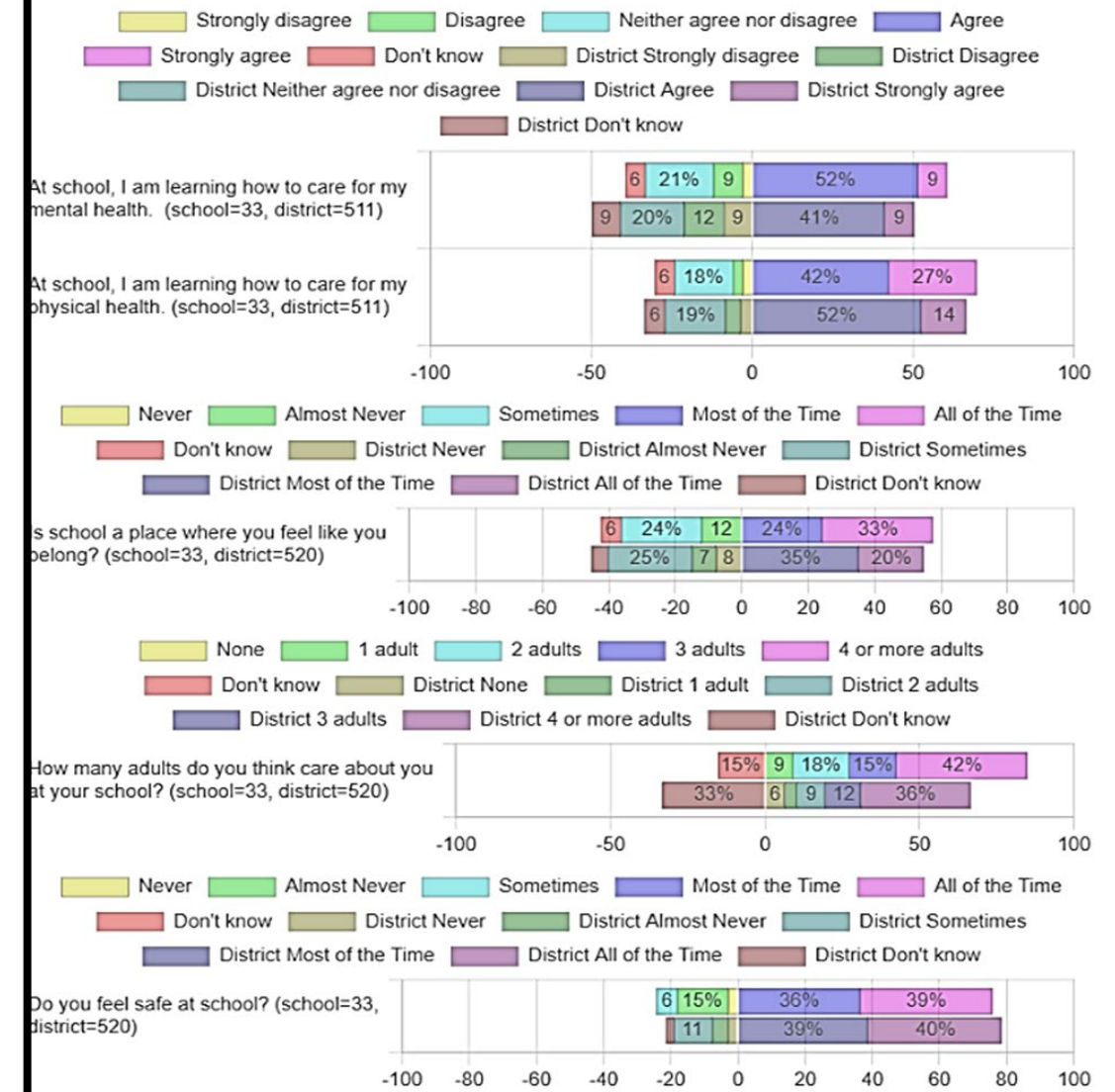
Unofficial Results
Printed on May 31, 2022



Grade 7 Student Learning Survey

Unofficial Results
Printed on May 31, 2022

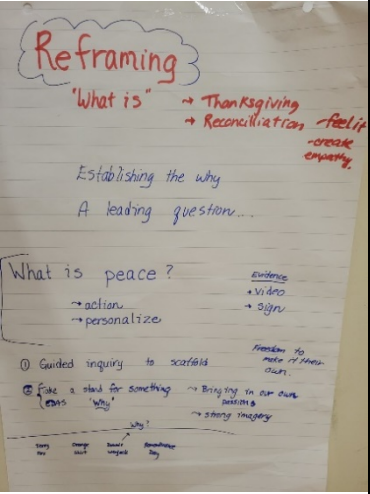
Queeneesh Elementary



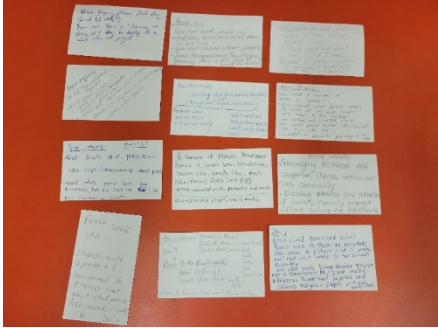
	<div><div>Self-Regulation Snapshot</div><table><tr><th>Category</th><th>September</th><th>May</th></tr><tr><td>Average</td><td>2.1</td><td>2.6</td></tr><tr><td>Playing/work IN CLASS without conflict:</td><td>2.5</td><td>2.9</td></tr><tr><td>Playing during RECESS TIMES without...</td><td>2.4</td><td>2.9</td></tr><tr><td>Participating in whole-class lessons:</td><td>2.1</td><td>2.6</td></tr><tr><td>Working in small groups (2-6 students):</td><td>1.8</td><td>2.4</td></tr><tr><td>Calming down after being dysregulated:</td><td>1.8</td><td>2.2</td></tr><tr><td>Ability to manage transitions:</td><td>2.0</td><td>2.6</td></tr><tr><td>Ability to stay calm during curricular work...</td><td>2.2</td><td>2.7</td></tr><tr><td>Ability to respond to redirection:</td><td>2.0</td><td>2.6</td></tr></table></div>	Category	September	May	Average	2.1	2.6	Playing/work IN CLASS without conflict:	2.5	2.9	Playing during RECESS TIMES without...	2.4	2.9	Participating in whole-class lessons:	2.1	2.6	Working in small groups (2-6 students):	1.8	2.4	Calming down after being dysregulated:	1.8	2.2	Ability to manage transitions:	2.0	2.6	Ability to stay calm during curricular work...	2.2	2.7	Ability to respond to redirection:	2.0	2.6
Category	September	May																													
Average	2.1	2.6																													
Playing/work IN CLASS without conflict:	2.5	2.9																													
Playing during RECESS TIMES without...	2.4	2.9																													
Participating in whole-class lessons:	2.1	2.6																													
Working in small groups (2-6 students):	1.8	2.4																													
Calming down after being dysregulated:	1.8	2.2																													
Ability to manage transitions:	2.0	2.6																													
Ability to stay calm during curricular work...	2.2	2.7																													
Ability to respond to redirection:	2.0	2.6																													
REFLECTION	<p>Our data above shows that we are making a difference in the emotional regulation skills of our students. We believe this is because of a number of factors including literacy, a cohesive and aligned year of staff learning and the “end” of challenging pandemic restrictions and protections. We have many success stories about kids that show anecdotal data.</p> <p>One student who stands out is a grade 6 student E. who has had many challenges in the past. His family has been through separation, substance abuse, and inconsistency, and he shows signs of trauma and neurodiversity. To begin this year E. was defensive and getting into conflicts on a regular basis because he felt he had to defend himself and his friends. In class he struggled with written output and staying focused on academic tasks. Through many conversations between E, his teacher, and his parents we built a feeling of trust in him, so that he can now come to us when a conflict arises. JFor example, on the last day of school a younger girl was throwing rocks and rather than throw rocks back, he was able to come to a supervisor and seek help. He could calmly talk through the situation and take responsibility for his actions. In class, he has learned that there are times to joke and be funny and other times to be respectful and focused. By helping him regulate, he has succeeded in academics.</p> <p>A second excellent example is a grade 2 girl, O. She comes from a home dealing with poverty, challenging older siblings, and parental separation. O spent much of last school year (and the beginning of this one) refusing to engage in any academics or following the basic rules of the school. She frequently told administrators that “I don’t do work” and “you’re not in charge of me”. We discovered through assessments that she didn’t even know any letter sounds or sight words through grade 1. She wanted to learn but wasn’t ready for it. We spent time building a trusting relationship, providing her with food and other essentials as needed, supporting her reading skills, and giving her breaks from the classroom when necessary. O was supported in class with work at her level and a safe calm, predictable environment. Over the course of the year, O had regular extra 1:1 reading support and small group instruction. She became proud of her learning and happy to show what she could read. She is still struggling as a learner (we suspect some short-term memory challenges and need to do more assessments as she gets older) but she is motivated and happy to be at school.</p> <p>We look forward to the continued growth of these and many other students!</p>																														
NEXT STEPS	<p>The addition of a Behaviour support teacher at Queneesh will help us to better align our school resources to this goal. Next year we hope to create a common approach to conflict resolution and regulation. For our most vulnerable learners our LST team is creating a “life skills” program in the afternoons. We will continue to track regulation data and be able to see a student’s long term growth: Reading assessments June 2022.xlsx Change takes time, and Queneesh is just one year into a long journey.</p>																														

Royston School Goals 2021-2022

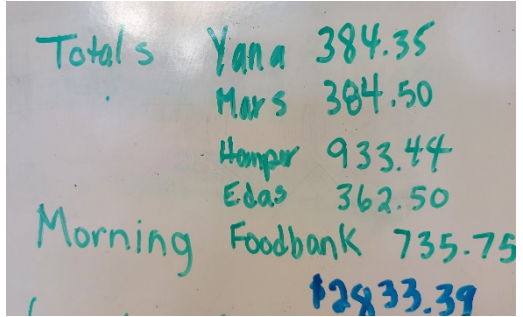
DISTRICT STRATEGIC PRIORITY	EDUCATIONAL EXCELLENCE	COMMUNITY ENGAGEMENT	ORGANIZATIONAL STABILITY & ENVIRONMENTAL STEWARDSHIP	PHYSICAL HEALTH & MENTAL WELL-BEING
DISTRICT GOALS	<ul style="list-style-type: none"> Optimize innovative practices and learning opportunities. 	<ul style="list-style-type: none"> Deepen integration of Indigenous ways and knowing Foster relationships with community, parents, and educational partners 	<ul style="list-style-type: none"> Foster environmental stewardship Optimize infrastructure to support learning 	<ul style="list-style-type: none"> Invest in the holistic well-being of our people
ROYSTON'S GOALS	How can we expand our success with the inquiry process to take action on issues that support the broader community (environment, reconciliation)?	Despite ongoing Covid restrictions, continue to provide opportunities to connect with parents and local community.	Provide opportunities for the school community to enhance, protect and retain the environmental splendor both locally and beyond.	Emotional Well-Being Goal: How can we further explore and celebrate Royston's Core Values? -Kindness and understanding -Respect and honesty -Belonging -Self-regulation -To enhance the emotional well-being of the school community.
ROYSTON'S ACTIONS	<ul style="list-style-type: none"> Develop inquiry skills with staff Staff focus at collaborative staff meetings each month Professional development opportunities 	<ul style="list-style-type: none"> Daily video announcements, linked on school website, student involvement Virtual celebration of success assemblies Events: <ul style="list-style-type: none"> Terry Fox Run, Downie Wenjack Legacy Project, Orange Shirt Day Pink Shirt Day (Unit-bullying awareness) Athletic opportunities at the district level School garden family involvement Volunteer opportunities Virtual PAC meetings Opportunities for family engagement 	<ul style="list-style-type: none"> Regular use of the Outdoor classroom, with plans for use and support of the planned outdoor structure Access of the Royston beach for weekly walks and curricular related activities Spring Garden Club Encourage the litter free lunches and recycling opportunities Super local, outdoor field opportunities 	School <ul style="list-style-type: none"> Support the breakfast and lunch programs Focus on belonging as our school start up goals Fall focus on self regulation, Jan. Feb for Kindness and late spring for Respect and Honesty Mindful placement of classrooms and teachers with collaboration an expectation Facilitate support for new students as well as those struggling to fit in Create a tie with the Royston Raven – sub committee work Heart Mind Professional Development focus group – staff meeting share out Classrooms <ul style="list-style-type: none"> Creating a safe space for sharing ideas and thoughts in a respectful manner Explicit teaching of classroom and school expectations, Code of Conduct Future Self-Identity projects
ROYSTON'S EVIDENCE	September/October	September/October <ul style="list-style-type: none"> Class Dojo to share class images Portfolio sharing of activities Monthly class newsletters November/December 	September/October Field Trips <ul style="list-style-type: none"> Comox Lake – 2 divisions Royston Beach – weekly, 3 divisions Fresh Air Fridays – 3 divisions 	September/October School Wide <ul style="list-style-type: none"> Fill a Bucket – raindrops of recognition and monthly prize draw

	<p>Staff Meeting minutes – Oct 19</p> <p>What do we need to get going in this?</p> <ul style="list-style-type: none"> - Reframing what we are doing to have an inquiry lens. Example: Thanksgiving – What are you grateful for? Reconciliation – we need to feel it to learn from it, create empathy <p>How can this tie into existing curriculum so it isn't an add on?</p> <ul style="list-style-type: none"> - Establishing the why?. Providing a leading question <p>A short term action?</p> <ul style="list-style-type: none"> - As a school, reframe our Remembrance Day teaching to focus on - 'What is peace?' Try to personalize for kids and help them see an action they can take towards this. <p>Suggestions for evidence of learning:</p> <ul style="list-style-type: none"> - video captures, art work, statements, tie in with video Remembrance Day (VdR) <p>Ideas for next steps?</p> <ul style="list-style-type: none"> - Need to do a guided inquiry (like the above) to scaffold learning for children who need support through this. - Encourage taking a stand for something, EDAS as an example - Bringing in our own passions, providing strong imagery, freedom to make it their own – important aspects to go beyond a research project. <p>November/December Reflection at Staff Meeting Nov. 16</p> <ul style="list-style-type: none"> - A simple question 'What is Peace?' - Had connection to the five sense - Inner peace focus for Remembrance Day which kept the discussions positive - Strong ties to our Emotional Well Being Goal 	 <ul style="list-style-type: none"> • Hybrid PAC meeting with in person and option for virtual attendance (positive feedback) • Book Fair – open to families • In person parent teacher views – Nov. 18 <p>January/February</p> <ul style="list-style-type: none"> • Good response to DPAC parent sessions • Through the Boundary Change process, engagement has been high with attendance at our PAC meeting in January at 25+ • Div 7, 8, 9 25 parents volunteered and independently drove to support the snowshoeing at Mount Washington <p>March/April</p> <ul style="list-style-type: none"> • Transition Team attended meeting at Courtenay EI to help support students attending this school next year due to Boundary Change process • In-person PAC meeting, with link provided for parents needing to attend virtually. • Sports: Cross Country events involving Grade 3-6 students, with family attendance, Basketball tournament <p>May/June</p> <ul style="list-style-type: none"> • -Track and Field Jamboree Meet for Grade 4-6 • -In-person PAC meetings • -Transition Event planned for Gr. 6 students to experience a smooth and positive experience attending Cumberland Community School next year • -Spirit Days with good participation levels (Cool Shoe Day and Tropical Day) • -Welcome to Kindergarten planned by the large WTK school committee for May 10th 3:00-4:30 p.m. for 40+ new Royston families, incorporating outside community members such as the Public Library and Public Health Nurse • -National Indigenous Day committee planning activities for June 21 	<p>November/December</p> <ul style="list-style-type: none"> • Put up the tents to encourage outdoor • Planning process for outdoor classroom • Student monitors at the loose parts shed <p>January/February</p> <ul style="list-style-type: none"> • Mount Washington Field trips (div 7, 8 and 9) • WIP climbing field trips (div. 12, 13 and 14) • Weekly beach walks and outdoor afternoons continue (7, 13) <p>March/April</p> <ul style="list-style-type: none"> • Earth Day and re-establish pack in and pack out • Various Earth Day presentations by the Comox Valley Waste Management and related classroom activities <p>May/June</p> <ul style="list-style-type: none"> • Organization of Garden Committee, offering support for teachers interested in participated in the school garden. • June: BC Public Transit Presentations for teachers interested-to help promote the increased use of public transportation and lessen our carbon footprints. 	<ul style="list-style-type: none"> • Purposeful morning connection and welcome <p>Classroom activities (noted at staff meeting Oct. 5th)</p> <ul style="list-style-type: none"> • Emphasizing knowing names with displays • Providing space for student work displays (I Am tree, Our Class is a Family) • Encouraging positive statements about peers and related picture books • Reading books with diverse characters • Creating a class identity • Frequent opportunities for play-based learning, co-operative activities and games • Establishing routines for opportunities for student check-ins • Morning meetings/carpet time with opportunities to share and get to know each other, student strengths, the class experts and student multiple intelligences • Co-constructing class rules and displaying • Anticipating teacher change and creating opportunities for connection with the teacher in advance • Using 'Responsive Classroom Practices' • Class based 'bucket filling' lessons and activities • Student of the week • Sharing of learning/play opportunities between classrooms • Writing notes to students • Field trips (walking and Watershed) <p>Oct. 19 – Collaboration Staff Meeting notes</p>
--	---	---	--	---

- Visual are effective, resources shared appreciated (lessons/tub of books in the library)
- This work had an entry point for all
- Show case video, public audience had a positive influence on this work



Next Steps/Inquiry
- How can we foster a spirit of generosity within our classrooms, school and community?



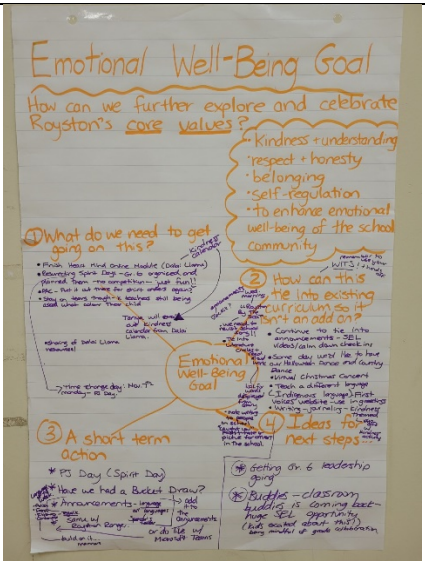
- Capture the little things, be a noticer
- Tied in with the Indigenous Circle of Courage

January/February
Reflection at Jan. 18 2022 Staff meeting on Dec.
Inquiry work
https://learn71-my.sharepoint.com/:w:/g/personal/christine_vanderr ee_sd71_bc_ca/EXmzrKNEhehLg19YQ_kfOPoBqfR4E92Gt99TGcG9ycx9TA?e=zkhifn



Feb. 1st, Staff Meeting - Planning
Planning for next steps: Embracing Diversity Inquiry
https://learn71-my.sharepoint.com/:w:/g/personal/christine_vanderr ee_sd71_bc_ca/EVWaq5eqoFRJlIDQUGaV-TQBj3ZBDrkop8ue_qEyASuvMA?e=3zHOPg

Parent engagement on the Black History month with family suggestions and share outs on the PAC Facebook Page

- Beach Day-collaboration between the PAC and school to plan a fun day at the beach in late June



- What do we need to get going in this?
- Finish the Heart Mind – online modules (Tanya to email out kindness calendar), share out with staff
 - Resurrect spirit days – not competitive, just fun (Gr. 6 Leadership?) - Pajama Day – Nov.8
 - PAC – Royston Raven shirts
- How can this tie into existing curriculum so it isn't an add on?
- Continue to tie into the announcements (calm down videos, hands off reminders, “Remember to use your WITS!”, etc.)
 - Multi-age activities
 - Future – Dance
 - Virtual Christmas Concert
 - Sharing of cultural languages on the announcement
 - Writing/journal to have a kindness theme, class activities
 - Royston By the Sea song – Wednesday morning song perhaps – check with Jackie or Allie
 - Tie in with lit circles and read aloud work, looking for words/connect to social emotional learning
 - Note writing to people in the school
- A short term action?
- Spirit Days

	<p>Literacy Focus – staff inquiry work into best practices and next steps to enhance reading in our school. (staff meeting minutes) https://learn71-my.sharepoint.com/:w:/g/personal/christine_vanderr_ee_sd71_bc_ca/EVWaq5eqoFRJIIDQUGaV-TQBj3ZBDrkop8ue_qEyASuvMA?e=ayHEcO</p> <p>March/April -Completion of school-wide inquiry on Diversity (see evidence below) shared out with families on the Royston PAC Facebook page and school website.</p>  <p>May/June -Earth Day activities and presentations completed as an informal classroom inquiry, completed by some classes (see evidence below), shared out on the Royston PAC Facebook and school website. Inquiries were both at a school and global level.</p>  <p>Classroom activities (noted at staff meeting May 3, 2022) -Ukrainian child refugees study -Peace Art project -Earth Day presentation with the Comox Waste Management presentation -Literacy focus on Earth Day -Inquiry-based project using Scratch Coding to create a storyboard or game -Lee and Cassandra: Biome Inquiry Projects -Inquiry on Owls, cedar qualities/characteristics, uses today/historical, wove with cedar -“Earth Day Everyday”: exploring the 6Rs of sustainable practice</p>			<ul style="list-style-type: none">• Advertise bucket draws and Royston Ranger draw ‘live’• Add language to morning announcements (Polish, French, Philipino-Tegalik, Cantonese) <p>Ideas for next steps?</p> <ul style="list-style-type: none">• Grade 6 leadership• Buddy classes/activities - as a SEL opportunity, be mindful of your grade collaboration <p>November/December Reflection:</p> <ul style="list-style-type: none">• Staff meeting: CHEQ survey reviewed with kindergarten data noted (85% of families participated): sleep difficulties (77%), challenges with independence, explicit teaching needed on some life skills, families are stressed (35% noted stress in the last year) This data reflects what is happening in many of our Royston homes, impact of supports and services noted.• School spirit seems up, excitement regarding house teams and upcoming events noted. (Pajama day – 47% participation)• Live feed bucket draw well received by primary students, drum roll excitement• Spirit Days planned and distributed to staff• Spirit Wear orders – with T-shirts provided free by PAC• Several classes have begun some emotional well being programs (EASE as well as Zones of Regulation) <p>What’s next? Increasing grade 5/6 participation - continue to work on ‘Belonging’</p> <ul style="list-style-type: none">• Self-regulation as part of the announcements, co-regulation etc.
--	--	--	--	--

	<p>-Rethink, Reuse, Reduce, Refuse, Recycle, Repair</p> <p>-Textile waste inquiry</p> <p>-Starting see growth comparison with flower and pumpkin seeds</p>			<ul style="list-style-type: none">• Interest in house challenges (sports/STEM/fun challenges)• Community building suggestions collected and to be sent to PAC• Door decoration contest? Wreath decorating contest <p>January/February</p> <ul style="list-style-type: none">• Buddy Bench focus, re-ignited understanding and use of the bench with daily examples of it in use (video involving Elder as a launch)• Loose Parts play, with the addition of LRC donation of large kit expanded Loose Parts multi-age, ADST play at the sand pit• High involvement of ‘infection’ - again, multi age, active play• Royston Rangers tickets and bucket filling focus with monthly draws and video draw.• Planning for Remote Learning included collaborative aspect and shared class responsibility <p>March/April</p> <ul style="list-style-type: none">• High attendance by primary teachers for the Early Learning Framework PD opportunity by Royston staff, focusing on outdoor, place-based learning, hosted by Jacqueline Anderson• Royston Rangers tickets and bucket filling focus with weekly draws and video draw, and daily acknowledgement.• CST delivered small group instruction around social skills, using the Social Thinking program, to teacher-selected students from all primary classes <p>May/June</p> <ul style="list-style-type: none">• Royston Rangers tickets and bucket filling focus with weekly draws and video draw, and daily acknowledgement.
--	--	--	--	--

				Classroom activities (noted at staff meeting May 3, 2022) <ul style="list-style-type: none">• Use of the LRC Self-Regulation Impulse Control Focus Kit in the classroom for the month• Discussion around bullying and Pink Shirt Day activities in classrooms• Use of Mindful Moments (breathing) before starting class (when needed)• SEL Emotions: recognize causes, teaching on how to manage• Nutrition learning: food and body needs• Ready,Do,Done-trying to help Div. 14 with executive functioning• Go Noodle wellness/self-regulation activities• Revisiting ways to solve problems• Personal Space storybook and lesson
--	--	--	--	---

Data of note for Emotional Well Being (November 2021)

At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills) (Grade 3/4 in 2016/17 and grades 7, 10, 12)

Are you learning how to care for your mental health? (Grade 3/4 from 2017/18)

2016/17	9	32	-25
2017/18	8	35	-3
2018/19	21	64	30
2019/20	15	37	6
2020/21	9	31	-3

When I am making a decision to do something, I stop to think about how it might affect other people. (Grade 3/4 in 2016/17 and grades 7, 10, 12)

When you make a choice, do you think about how it might affect others? (Grade 3/4 from 2017/18)

2016/17	10	37	-12
2017/18	13	59	-2
2018/19	19	59	3
2019/20	19	46	-7
2020/21	19	66	10

At school, I am learning how to solve problems in peaceful ways. (Grade 3/4 in 2016/17 and grades 7, 10,
 Are you learning how to solve problems in peaceful ways? (Grade 3/4 from 2017/18)

2016/17	21	78	8
2017/18	13	57	-2
2018/19	20	61	11
2019/20	20	49	0
2020/21	16	55	2

Is school a place where you feel like you belong?

2016/17	14	50	-5
2017/18	16	76	19
2018/19	19	58	-3
2019/20	27	66	9
2020/21	14	45	-13

My questions are valued and welcomed by the adults at my school. (I am heard)

2016/17	19	68	7
2017/18	17	74	4
2018/19	21	64	2
2019/20	27	66	3
2020/21	15	50	-17

Students Reporting "Many Times" or "All of the Time"

School Year	Grade 3/4 Students	
	#	%

Are your questions valued and welcomed by the adults at your school?

2016/17			
2017/18	17	74	4
2018/19	21	64	2
2019/20	27	66	3
2020/21	15	50	-17

Student Survey - Learning Environment: Support

School Year	Students Reporting "Many Times" or "All of the Time"	
	Grade 3/4 Students	
	#	%
At school, are you able to get the information and advice that you need (for example, from teachers or counsellors)? (Grade 3/4 in 2016/17 and grades 7, 10, 12)		
If you have a problem, can you get the help you need from adults at your school? (Grade 3/4 from 2017/18)		
2016/17	13	46 -8
2017/18	18	78 6
2018/19	18	55 -8
2019/20	22	54 -10
2020/21	15	50 -23

School Year	Students Reporting "Many Times" or "All of the Time"	
	Grade 3/4 Students	
	#	%
Does school make you feel stressed or anxious? (Grade 3/4 in 2016/17 and grades 7, 10, 12)		
Does school make you feel stressed or worried? (Grade 3/4 from 2017/18)		
2016/17	0	0 -15
2017/18	4	17 4
2018/19	4	13 -4
2019/20	6	15 0
2020/21	6	21 9
Do you feel good about yourself?		
2016/17	16	59 -8
2017/18	13	57 -16
2018/19	29	88 15
2019/20	31	78 7
2020/21	20	69 2

I am happy at my school.

2016/17			
2017/18	16	73	4
2018/19	21	66	-5
2019/20	28	70	3
2020/21	20	67	-5

Do you like school?

2016/17	10	36	-17
2017/18	18	78	15
2018/19	15	47	-16
2019/20	30	73	12
2020/21	18	62	-5

Valley View School Goals 2021-2022

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 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.
VALLEY VIEW'S GOALS	<ul style="list-style-type: none"> How can we improve student writing? How can we improve our students' numeracy skills? 			<ul style="list-style-type: none"> How can we continue to develop our We Thinking program to support Social Emotional Learning?
VALLEY VIEW'S ACTION ITEMS	<ul style="list-style-type: none"> Establish math and writing levels through assessments in September as a baseline. Reassess regularly during the year and at the end of the year. Provide clear criteria and exemplars for student writing – using a writing continuum or other examples. At K/1, teach letter sounds and add these sounds/ words to their stories. Use the District created Writing Rubrics from Learn 71 to assess student writing (available for grades 2 to 7). Use Story Grammar Marker at the younger grades and for older students that would benefit from this program. Use 6+1 Traits of Writing program to focus student writing Showcase student writing examples in eportfolios, paper portfolios and school bulletin boards/ windows throughout the year. Have our Teacher Librarian working with classroom teachers to co-create writing assignments. Use accessibility tools on iPads and computers for students who struggle with written output. Support intermediate students with Athletics site licences Provide small group boost instruction in math to struggling learners 	<ul style="list-style-type: none"> Have school wide events each term (ex. Terry Fox Run, My Passion School Wide Puzzle, etc.) Have school wide dress up days monthly and give the School Spirit Award monthly Continue monthly “Fill a Bucket” draws for student recognition Online PAC meetings to encourage more participation Videos to share “What’s Going on at Valley View” to share with students and families in lieu of our monthly assemblies in the gym Use our school windows as bulletin boards to display student work for our families to see from the outside More displays of Indigenous Art created by our students. Sharing circles used in classrooms. Continued learning and integration of Indigenous Ways of Knowing and Being in our lessons. Indigenous and ELL lunch and after school clubs. 	<ul style="list-style-type: none"> Engage student participation in outdoor education – Cross Country Ski Program, Cumberland Wilderness Society Programs, Fish Traps on the Estuary, etc. Pack it in Pack it out policy for student lunches. Purchase Valley View water bottles to encourage reusable containers Reusable cutlery dispensing at the office More teaching and learning in our forest Wacky Wheeling Wednesdays to encourage riding bikes and scooters to school Working with Tina at the Comox Valley Waste Management Centre to do lessons with our students – such as “The Classroom Garbage Audit”. 	<ul style="list-style-type: none"> Teach the We Thinker program to primary grades to promote inclusion and group thinking. Include We Thinking language in our daily announcements. Use the We Thinker language in the intermediate grades to remind them about inclusion and the importance of group thinking. Provide leadership opportunities for students in upper intermediate grades to practice We Thinker skills. Connect 2 adults per each vulnerable student to support. Provide movement breaks, fitness runs, daily forest walks with our students. Mind Up, Inner Explorer, and mindfulness activities in classrooms. Reintroduce and support interschool sports. Work with PE specialist, Jina Taylor to assess and improve student fitness levels. Provide Pro D time at staff meetings so groups can discuss Dr. Jody Carrington’s books, “Kids These Days” and “Teachers These Days”.
VALLEY VIEW'S BASELINE EVIDENCE (FALL)	<ul style="list-style-type: none"> Writing: In general, our students can write, but areas of growth include use of proper 			<ul style="list-style-type: none"> Most students' self assessed their own level of social responsibility accurately/ honestly

	<p>writing conventions, adding details and expanding their ideas.</p> <ul style="list-style-type: none"> • Numeracy: Many of our students have gaps in their math understanding, many students lack confidence in their math skills, and the range of math abilities is quite large in our classes. 			<ul style="list-style-type: none"> • Many students are We Thinkers with a small group in most classes needing to work on their We Thinking skills and self regulation.
EVIDENCE AND DATA	<ul style="list-style-type: none"> • Our grade 4 FSA results (Nov 2021) show: • 70% are on track in writing skills (none exceeding) • 91.6% of our students are on track or extending beyond in their numeracy skills. • Our grade 7 FSA results (Nov 2021) show: • 76% are on track or exceeding in writing • 84.3% are on track or exceeding in numeracy skills • June final marks show approximately 20% of students not fully meeting in numeracy. • Teachers notice students' abilities to organize their writing and writing conventions are weaker than their ability to generate ideas. • Teachers notice some students shut down more easily in math as the grade and content levels get higher. • Intermediate students who struggle most in math lack basic number sense which demonstrates gaps in their learning. • In the 2022 Student Learning Survey, most grade 4 and 7 students feel they are improving in their writing, reading and math at school. However, many grade 7 students see less improvements in their math than in reading and writing. 	<ul style="list-style-type: none"> • Students were happy to participate in school wide events – Community puzzle, school dress up days, Fun Day, Beach Day, Track and Field Meets, etc. • Our online PAC meetings witnessed higher participation rates. • Parents appreciated the video links sent home this year – Halloween, Remembrance Day, Winter Concert, Valley View News, Primary Assembly, Leaving Ceremony, Welcome to Kindergarten, etc. • Use our school windows as bulletin boards to display student work for our families to see from the outside • Sharing circles are used in more classrooms this year. • Indigenous and ELL lunch and after school clubs are well attended. 	<ul style="list-style-type: none"> • Some classes participated in Cumberland Wilderness Society Programs, Fish Traps on the Estuary, Sailing, etc. • Some classes worked with Tina at the Comox Valley Waste Management Centre to do lessons with our students – such as “The Classroom Garbage Audit”. • We brought in the Tsolum River Restoration Society to present information about our watershed to many classes. • BC transit did a presentation on public transportation to many of our classes. 	<ul style="list-style-type: none"> • We see growth in many of our students' ability to think about others. Some students require a higher level of intervention from their classroom teacher or school counsellor in this area. In the 2022 Student Learning Survey, most students stated when they make a choice, they think of how it affects others. • Our grade 6/7 students demonstrated good We Thinking skills in leadership roles such as lunch monitors and Fun Day station helpers. • Our vulnerable students were well connected with adults. In the 2022 Student Learning Survey, most students felt connected with 2 or more adults at our school. • Our school piloted the Big Brothers/ Sisters High School Mentorship program with Isfeld – matching a high school mentor with students that would most benefit from this program. • Our teachers gained much experience working with our PE specialist, Jina Taylor to assess and improve student fitness levels. • Provide Pro D time at staff meetings was limited due to covid restrictions during a large portion of the year. Towards the end of the year, the Pro D focus centered around the book, “Onward: Cultivating Emotional Resilience in Educators” because it was a very emotionally draining for our staff going through Covid for the third year.

REFLECTION	<ul style="list-style-type: none"> • Overall, our students’ writing improved over the year. Proper use of conventions remains an area in need of attention. Intermediate students with written output difficulties benefitted from the use of technology. • Using some of our CST time as a math boost position has helped many of our struggling students improve their numeracy skills. 		<ul style="list-style-type: none"> • Students enjoyed their class trips to the Cumberland Wilderness Society Programs, Fish Traps on the Estuary, Sailing, etc. • Students enjoyed learning about Waste Management, our watershed and the benefits of using public transportation. 	<ul style="list-style-type: none"> • There is a need to continue to teach the We Thinker program to primary grades to promote inclusion and group thinking and expand this to the intermediate grades. • Our intermediate students demonstrated excellent we Thinking skills as lunch monitors, leading events such as Fun Day stations and being Big Buddies once again. • Our more vulnerable students benefitted greatly by having a high school mentor connected to them and want to continue with the program next year. • Our students are more regulated in the classroom when they have ample fitness breaks, Mind Up activities, Inner Explorer, and nature walks in their day.
NEXT STEPS	<ul style="list-style-type: none"> • We will continue to focus on writing as a school goal. Beginning in September, we will have demo lessons using the Writing Trait Crates in the area of writing organization. • Continue to use technology to assist students in their writing. • Develop opportunities for students to take their written work to the publishing stage to improve their use of writing conventions. • We will continue to focus on number sense as a school goal. Continue to offer boost or LST support to students struggling with attaining basic number sense. • Continue to use Mathletics for extra numeracy practice at the intermediate level. • Work in primary and intermediate teams to develop a common scope and sequence for numeracy skills as students move up in grade levels. 	<ul style="list-style-type: none"> • Continue to expand our whole school community events next year • Continue with the online option for PAC meetings (a hybrid model) • Continue to make videos, where possible for parents unable to attend events in person • Invite parents into the school to see our hallway displays • Continue using Sharing Circles in classes and Indigenous/ ELL lunches and after school clubs • Plan a school wide Indigenous Art celebration – possibly tied to National Indigenous Day in June 	<ul style="list-style-type: none"> • Continue to offer these presentations to our classes (in the areas of wilderness studies, fish traps, sailing, waste management, watershed management, public transportation, etc. • Continue to have students pack it in pack it out lunches to encourage less lunch wrappers/ waste. • Continue to sell inexpensive Valley View reusable water bottles to encourage healthy eating and reduce waste. • Bring back Wacky Wheeling Wednesdays to encourage students to ride their bikes or scooters to school. 	<ul style="list-style-type: none"> • Expand leadership opportunities for students in upper intermediate grades to practice We Thinker skills. • Continue to connect 2 adults per each vulnerable student to support. Continue with the Big Brothers/ Sisters Mentorship program. • Continue to provide movement breaks, fitness runs, daily walks with our students. Mind Up and mindfulness activities in classrooms.