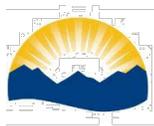


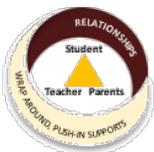
### Forest Grove Elementary



**Ministry of Education Framework:** A shared commitment to **improve** student success, equity and inclusivity of learning **outcomes for all students** with a particular focus on Indigenous students, children and youth in care, and students with disabilities and diverse abilities.



**District Plan for Learner Success:** School Plans for Learner Success are aligned with the goals and focus areas for improvement of the District plan. Unique priorities, needs, and strengths of the school community are reflected in the school-specific plans.



**SD 27 Framework for Collective Responsibility:** support for students is the responsibility of everyone in the district. It is guided by a framework which includes common information, effective team structures and processes, strategic responses, and collaborative relationships.



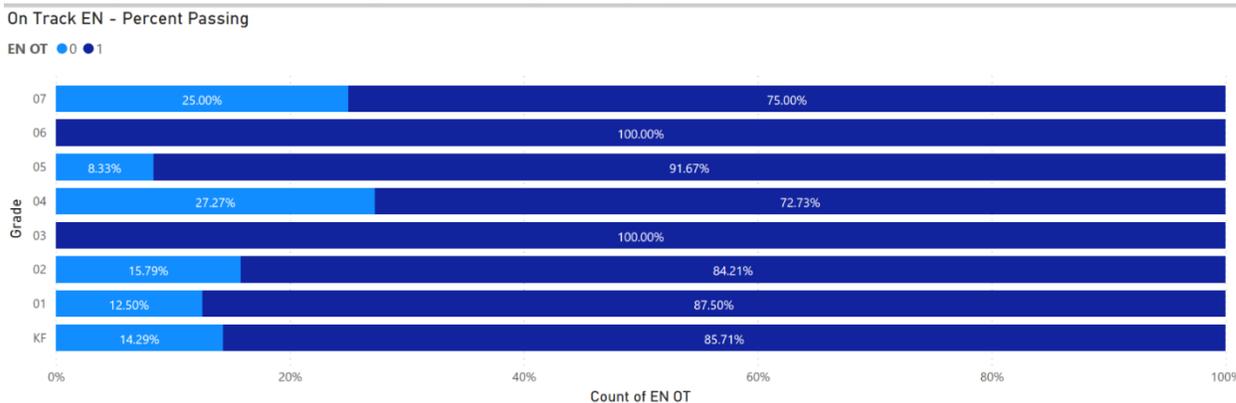
**Circle of Courage:** (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

## Intellectual Development

### Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level

#### 2021-2022 Results:

- Percentage of students meeting or exceeding literacy expectations:



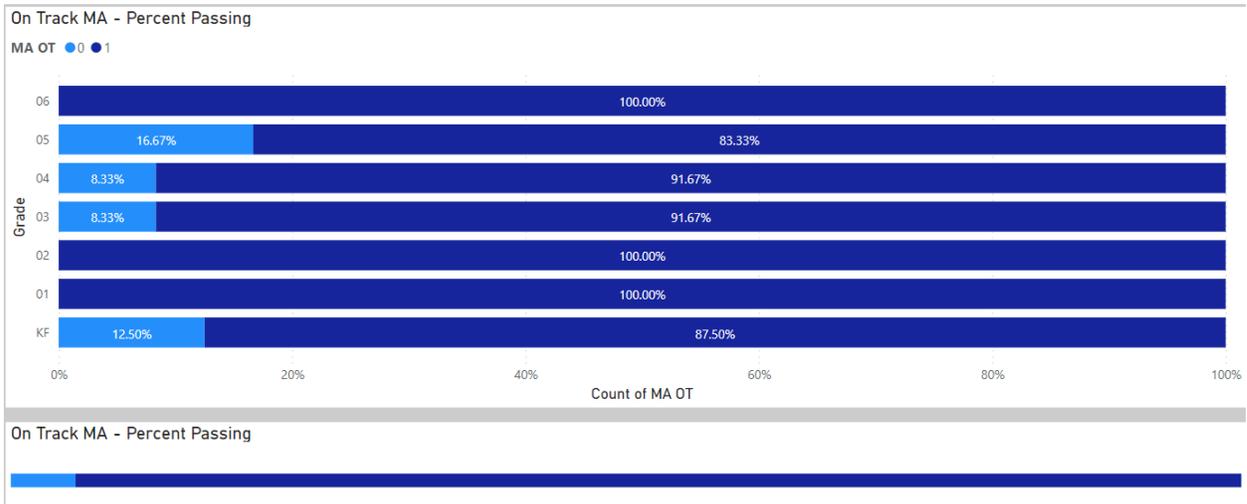
#### 2022-2023 Goals and Focus Areas:

- Improve the number and percentage of students grades K-7 with “proficient” or “extending” grades in literacy.
- Improve the number and percentage of Indigenous students grades K-7 with “proficient” or “extending” grades in literacy.
- Strategies and Structures:
- Actions for Enhancing Student Learning and Experience
  - School wide focus on explicitly teaching reading strategies using data collected from our reading and writing assessments.
  - Supplemental reading support (teacher, EA, LST) for targeted students
  - Promote silent reading time in classes
  - Highlight and make visible the First Nations Principles of Learning in all of our classes
  - Use reading groups to support peer teaching and cooperation
  - Formal and informal SBT meetings to address our most vulnerable learners
- Actions for Enhancing Staff Capacity & Learning
  - Teaching staff review of ELA curriculum and provincial standards through collaboration.
  - Staff sharing Pro-D at staff meetings and through informal discussions.
  - Open communication about best practice in Literacy
  - Use the data gathered from School-Wide Writes and DART/EPRA assessments to guide our instruction

**Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level**

2021-2022 Results:

- Percentage of students meeting or exceeding numeracy expectations:



2022-2023 Goals and Focus Areas:

- Continue to improve the number and percentage of students grades K-7 achieving at the “proficient” or “extending” levels in numeracy
- Improve upon the number and percentage of Indigenous students grades K-7 achieving at the “proficient” or “extending” levels in numeracy

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience

- Utilize Peter Liljedahl’s Thinking Classrooms practices including the use of vertical surfaces to encourage student collaboration.
- Make use of AFL practices to support struggling students with individual, small group or large interventions
- Formal and informal SBT meetings to address our most vulnerable learners
- Provide a variety of assessments address the needs of all learners, including our diverse learners
- Making use of technology, as appropriate for each grade level, to enhance the student learning experience
- Actions for Enhancing Staff Capacity & Learning
  - Collect and analyze the information from our grade 4 and 7 FSA’s along with report card marks to see if there are specific areas of focus requiring further support, especially for Indigenous students.
  - Explore First Peoples Principles of learning in practice for math
  - Using input from our EA’s to help identify student strengths and weaknesses
  - We will build on the work we began last year with Peter Liljedahl’s sessions and continue sharing out this work with others
  - Explore Carole Fullerton’s work and implementation to compliment math. Especially in the primary classes.

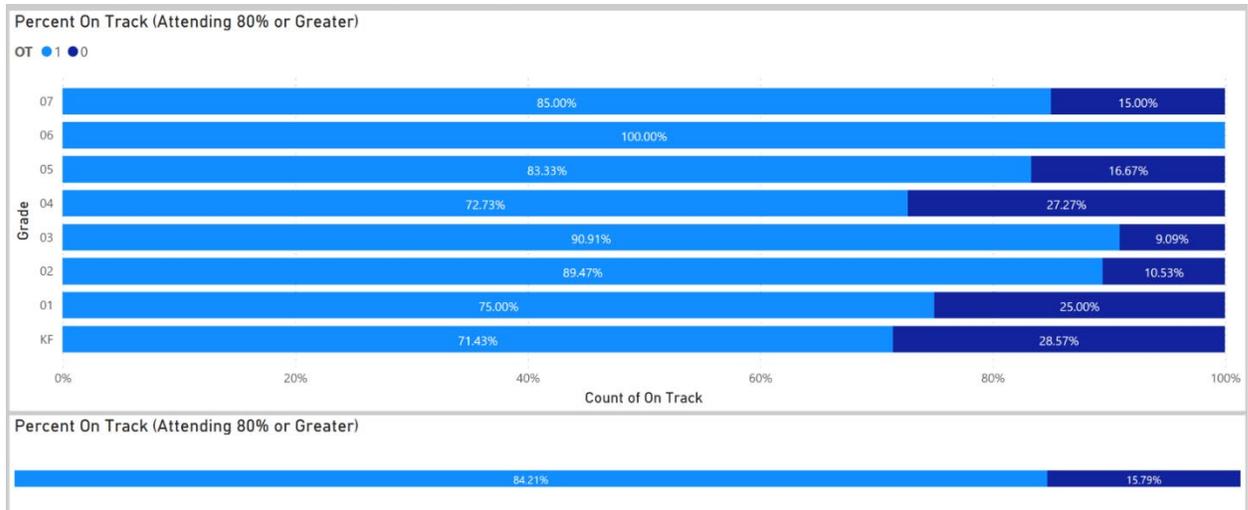
## Human and Social Development

### Educational Outcome 3: Students will feel welcome, safe and connected to their school

#### 3.1 Attendance

##### 2021-2022 Results:

- Percentage of students attending 80% or greater end of June 2022:

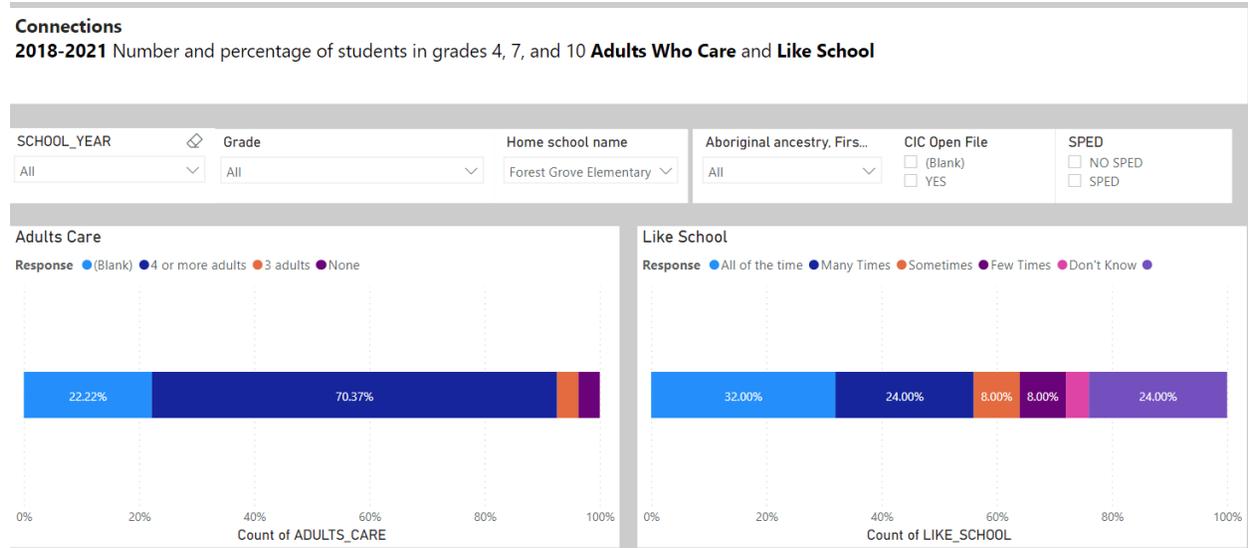


##### 2022-2023 Goals and Focus Areas:

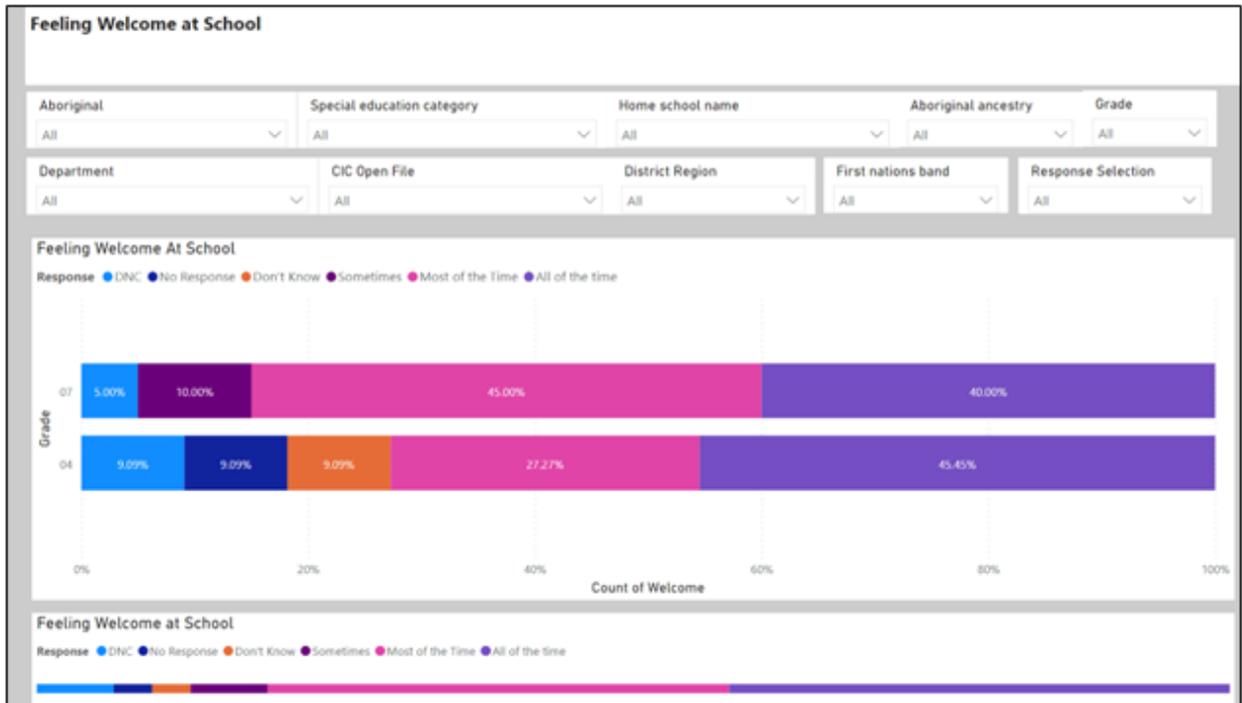
- 100% of students attending 80% or greater end of June 2023

### 3.2 Connection to School

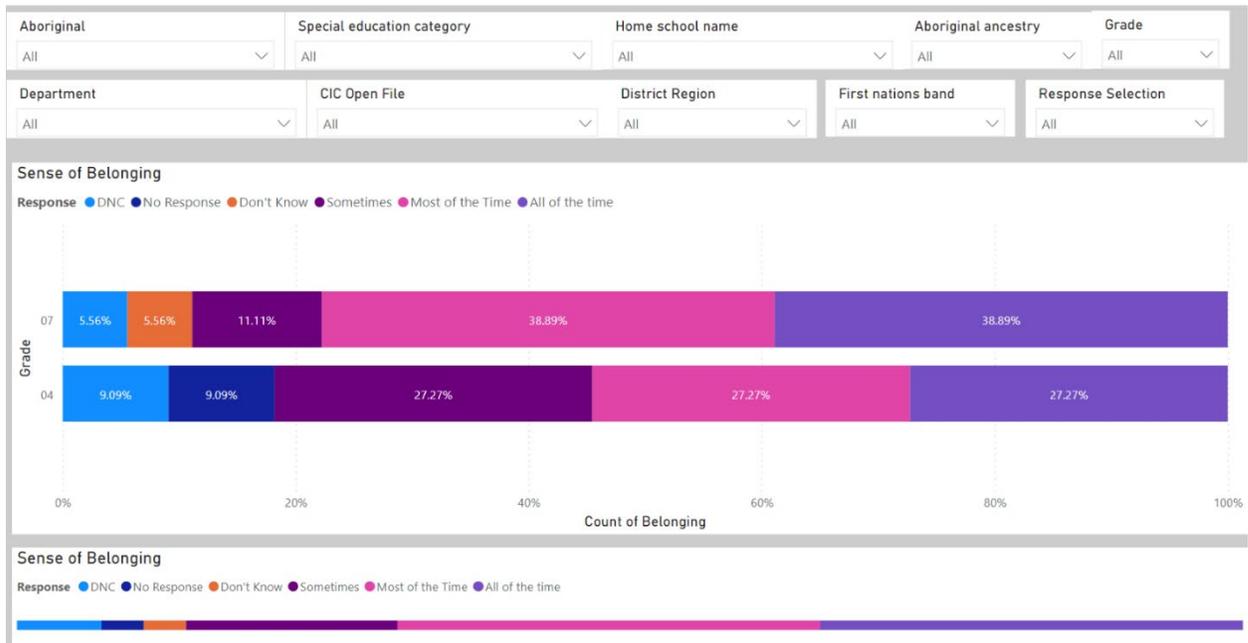
#### 2021-2022 Results



- Percentage of students in grades 4, 7, 10 who report feeling welcome in their school during 2021-2022



- Percentage of students in grades 4, 7, 10 who report having a sense of belonging in their school during 2021-2022:  
Sense of Belonging



### Goals and Focus Areas

- Our goal is to improve upon the percentage of students who feel welcome in our school.
- Our goal is also to improve upon the percentage of students who feel a sense of belonging in our school.
- Our goal is to have more students “like school” and build upon our growth in having students feel that “adults in the building care about them.”
- Raise awareness of career opportunities

### Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - We will spend time teaching our students to understand what it is to feel welcome and to feel a sense of belonging in our school.
  - Classroom teachers will give students opportunities to share feelings, experiences and special events through classroom discussion, journal writing, etc.
  - We will make First Nations culture more visible in our school by displaying more First Nations artwork and acknowledging First Nations culture throughout the school year (our aim is to do something to acknowledge the T&R Commission calls to action every month of the school year, not just on September 30<sup>th</sup> and June 21<sup>st</sup>.)
  - Incorporate First Nations Language and Culture in our classrooms on a regular basis Some examples might be using common greetings, such as “good morning”, “good afternoon”, and “thank you”. Other examples might be names of animals and learning the Secwépemc alphabet.)
  - Acknowledge First Nations Culture by inviting guests
  - Utilize the Careers district resources in our classrooms as students explore possible paths for future directions.
- Actions for Enhancing Staff Capacity & Learning

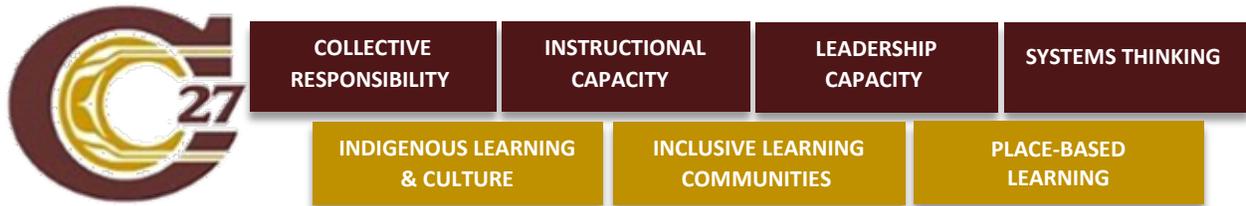
- We will review the data collected from our Ministry Satisfaction Surveys as well as our custom questions that have been included.
- 

## Career Development

**Educational Outcome 4: Students will have the core competencies to achieve their career and life goals**

- Core competencies are worked on daily through discussion and a variety of activities.
- Core competencies will be referenced in each class and reflected on in terms of student growth
- Connections between careers and the development of core competencies will be highlighted when using the district kits

## Other Focus Area(s) Aligned with District Plan for Learner Success



### Place Based Learning

- Forest Grove will utilize the outdoors and surrounding community as much as possible to enable authentic learning experiences for our students.
- Students will engage in learning through curling at the community hall, skating at the local rink, and outdoor education in the surrounding area.

### Indigenous Learning and Culture

- Staff and students will continue to enhance connections with our local Indigenous community with a focus on First Peoples Principles of Learning and a concentrated effort to highlight connections in all school events.
- Local Indigenous community members will share in our learning and the school will make at least one trip out to the local Indigenous community.

## School Team Planning Cycle

Sep-Nov: Introduce updated school planning model. Review results from 2021-2022 school year and fall assessments as a staff. Identify student focus groups and strategies and document in school plan.

Dec: Review term 1 report card data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

Jan-Feb: FSA testing to take place in January. We will look at this data and compare it to our report card marks. Review report card marks and assessments. Celebrate successes and adjust strategies as required.

Mar-Apr: Review term 2 report data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required. Assess focus on outdoor learning.

May-Jun: Complete district assessments including EPRA/DART and School Wide Write. Review results and compare alignment with report card data collected for term 2. Review student learning survey results.

June: Review all available data for school for 2022-2023 school year.

Ongoing:

- School Plan for Learner Success as standing item on staff meeting agenda
- Monthly SBT review of attendance.
- School tracking of outdoor learning experiences

## **Glossary**

LA – English Language Arts

EPRA / DART –Performance-based reading assessments, designed in British Columbia, by cohorts of British Columbia educators, in response to teachers’ questions about how best to use assessment information to guide their reading instruction.

FESL – Framework for Enhancing Student Learning: Ministry framework for ensuring shared commitment to improve student success, equity and inclusivity of learning outcomes for all students.

FSA – Foundation Skills Assessment: Provincial assessment at the grades 4 and 7 level for Reading, Writing, and Numeracy.

SBT – School Based Team: A team led by the principal that assists classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students.