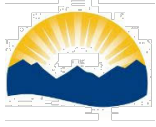




School Name: Likely Elementary



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 or diverse abilities.



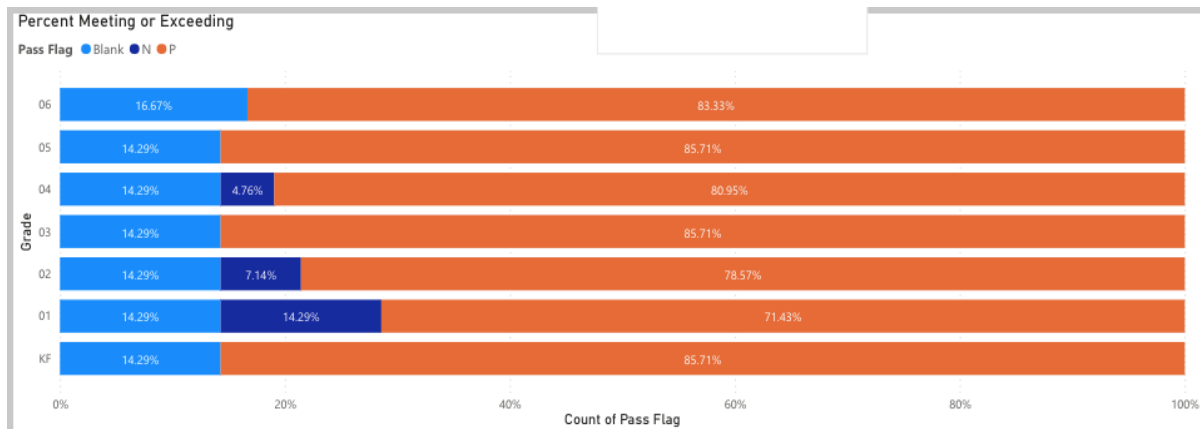
Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

Intellectual Development

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

2022 Results:

- Percentage of students meeting or exceeding literacy expectations:



2022-2023 Goals and Focus Areas: *Observations in September have revealed that many students are reluctant writers. Observations also confirmed last spring’s plan for this year needed to include a focus on student mindset towards writing with intent to increase output and expansion of ideas. To change student mindset for and see themselves as ‘authors’:*

Strategies and Structures:

Actions for Enhancing Student Learning and Experience

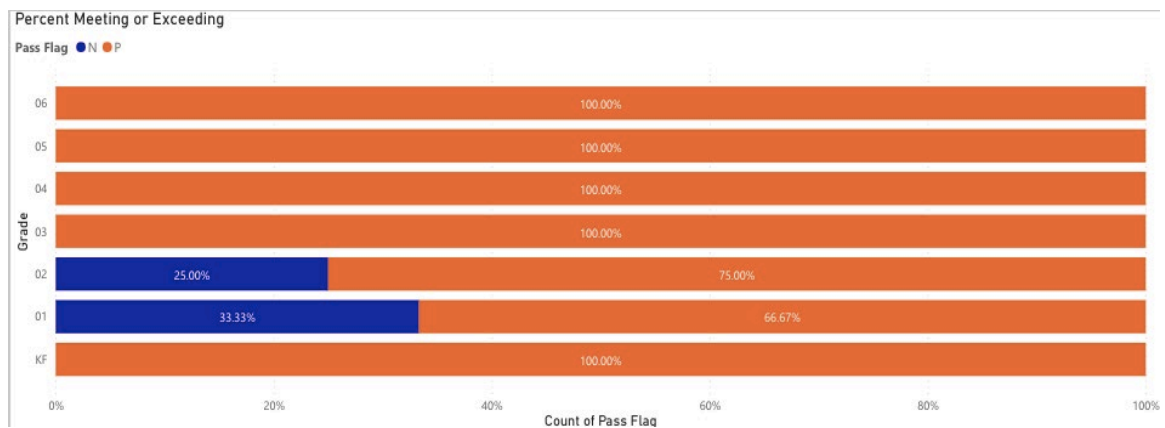
- daily focus on process over a week to encourage sense of completion/success
- start week with ‘hook’ (visual/hands on activity or read aloud) to heighten interests
- small group rotations will be used to ‘chunk’ process to manageable stages and to target students needs individually
- use of rubrics to increase sense of ownership and to set clear manageable expectations
- end of week ‘Author’s Chair’ to increase sense of purpose and help students see themselves as ‘authors’

Actions for Enhancing Staff Capacity & Learning

- Staff collaboration time to learn and implement Adrienne Gear's 'hooks', prompts, rubrics, and how to connect readers to 'authors'
- Staff collaboration to apply effective conferencing methods
- Staff collaboration to take 'hooks' outside
- Staff collaboration to implement Indigenous 7 Principles of Learning, reflecting, oral sharing
- Staff meetings used for check-ins on goal
- Collaborate and introduce new 'class plan' for EA's, teachers and replacement staff to follow ('class plan' is based on Catherine Vandermark's 'stickee' method)

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

2022 Results:



2022-2023 Goals and Focus Areas: *Observations in September have revealed that many students have undeveloped 'tenness', number sense and basic computational skills for their grade level. Observations also confirmed last spring's plan for this year to include a focus on basic computational skills with the intent to lower frustrations and have students see themselves as 'problem solvers'.*

Strategies and Structures:

Actions for Enhancing Student Learning and Experience

- Guided Math system –small ability-based groups rotating through hands on activities to deepen understanding and mastery of number sense, 'tenness' and basic skills/games to encourage a more positive attitude towards math in general/ teacher time to target students' needs individually/Mathletics to apply knowledge in new ways and practice independent problem solving
- Youtube videos and songs to see math from a different, more positive perspective

Actions for Enhancing Staff Capacity & Learning

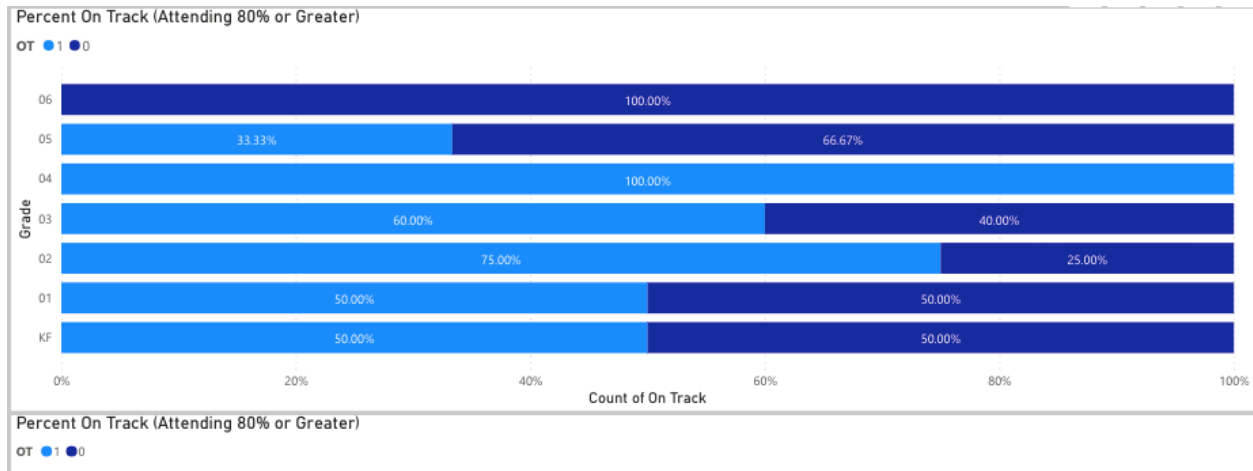
- Staff collaboration to take lessons outside, create math checks for on-going more timely assessments through out math units
- Staff collaboration to implement Indigenous 7 Principles of Learning, reflecting, oral sharing

- Staff collaboration to share knowledge and experience with AFL strategies and ‘Thinking Classrooms’
- Collaborate and introduce new ‘class plan’ for EA’s, teachers and replacement staff to follow (‘class plan’ is based on Catherine Vandermark’s stickee method)
- Staff meetings used for check-ins on goals

Human and Social Development

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

2022 Results: Attendance



Likely Elementary staff spends much time planning for and maintaining student feelings of safety, connection and sense of belonging. Most families struggle with meeting emotional needs of their children: they experience dysfunction within their immediate family and/or extended family unit. Our attendance data from 2022 supports our success in contributing to students’ sense of belonging.

2022-2023 Goals and Focus Areas: Given our family dynamics our goal is to develop and implement a year-round program that focuses on student Social and Emotional Learning and educates parents on the importance of SEL: facts about brain function, role of emotions on learning, ownership of emotions and mindset ‘shifts’.

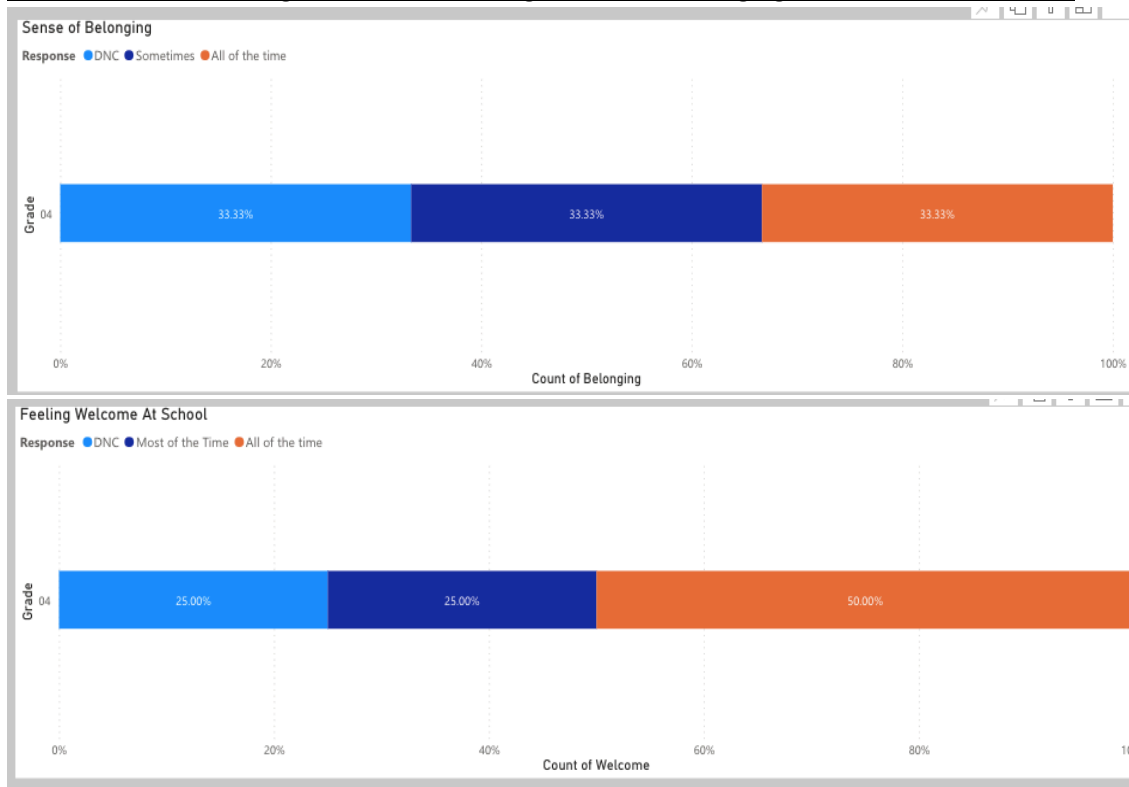
Strategies and Structures:

- ‘Six Cedar Tree’ program developed at school that aligns with Core Competencies as well as mini-units to improve SEL knowledge and practice
- ‘Buds n’ Buddies’ learning times for lessons delivery, activities and acknowledgement of successes
- monthly newsletter section to highlight individual students participating in SEL activities, reflections on ‘Six Cedar Tree’ lessons and increase sense of ownership of individual strengths
- monthly assemblies for same reason for students to be in ‘Limelight’ with parents, families and peers as audience to celebrate individual strengths and successes

Actions for Enhancing Staff Capacity & Learning

- Staff collaboration and inclusion in all lessons, activities so everyone learning together and using same language to achieve shared goal

- Staff collaboration and standing staff meeting section to plan each month's 'Six Cedar Tree' animal leader/SEL connection as well as to check in regarding goal
- Collaborate and introduce new 'class plan' for EA's, teachers and replacement staff to follow ('class plan' is based on Catherine Vandermark's stickee method)
- 2022 Results: Percentage of students feeling a sense of belonging and welcome at school.



Reflection on 2022 data revealed that the 2022 survey had only 1 question addressing feelings of belonging and safety. As well, only grade 4's were surveyed, which was not a fair measure of our student population. In response, a new survey will be created with 4 questions directly addressing student feelings of belonging and safety. The survey will be conducted in fall and spring for comparison sake to better guide our future initiatives and effort.

2022-2023 Goals and Focus Areas: To nurture and maintain a sense of belonging, feel safe and welcome for each student.

Strategies and Structures:

Actions for Enhancing Student Learning and Experience

- Survey will be create with 4 questions relevant to student feelings toward safety and sense of belonging.
- Survey will be complete by all students K-6 with staff conducting survey one-on-one and recording responses for each student

Actions for Enhancing Staff Capacity & Learning

- Staff involved in creating 4 questions, conducting survey and 'scoring ' results
- Staff meeting specifically to review results, assess level of success and discuss next steps

School Team Meeting Schedule:

Sept/Oct: Meet with new teacher and all staff to review and explain SPLS and last year's data

Meet and collaborate about year round school wide focus on SEL.

Create fall survey.

Collaborate and introduce new 'class plan' for EA's, teachers and replacement staff to follow ('class plan' is based on Catherine Vandermark's stickee method). The intent is that all staff and students will know the purpose of any given task/time /project/activity, understand group plan, as well as role of individual that contribute positively to group. This will help with individualization of needs for students, integrate IEP goals more effectively and inclusively, decrease time needed and frustration in communication between staff members and replacement staff, provide opportunity for more ownership/independence necessary for multi-grade groupings and classes, increase effectiveness of behaviour management as system will be school-wide supporting 'fluidity' of groupings in different classes and with different staff. Introduce expectation of daily check-ins at end of day for staff wellness and communication re: student information.

Include SPLS as standing staff meeting agenda item.

Review inclusion of SPLS Outcomes in planning each term with new teacher.

Sept-Dec Conduct fall assessments: Math, EPRA, DART, SWW

Conduct 4 Key Questions Survey to establish base line for students feeling welcome, safe and connected to their school.

Intro bi-weekly SBT's on Fridays to collaborate students' needs, staff needs and connect to SPLS.

Staff meetings: standing agenda item: SPLS check-ins/updates/ celebrations

Jan-Feb Meet to review and discuss letter grade data from Term 1 Reports- highlight successes, connect to SPLS and make plans to address areas in need of attention.

Review effectiveness of bi-weekly SBT's and adjust accordingly. Continue daily check-ins: adjust as needed.

Discuss FSA results

Conduct SLS for grade 4 & 7s'.

Mar-Apr Meet to review and discuss letter grade data from Term 2 Reports-highlight successes, connect to SPLS and make plans to address areas in need of attention.

Review SLS results for grade 4 & 7s' highlight successes, connect to SPLS and make plans to address areas in need of attention.

Conduct spring survey to compare to base line for Outcome 3: students feel welcome, safe and connected to their school.

May- Jun Review spring survey results (Outcome 3): highlight successes, connect to SPLS and make plans to address areas in need of attention.

Meet to review/discuss data from dashboard.

Glossary:

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.

FSA: Foundational Skills Assessments: Provincial assessment for grade 4 and 7 for Reading, Writing and Numeracy

Tenness: knowledge and comfort around patterns of numbers that make 10. This then is applied to making 20, 30-90 and 100 to increase mental math abilities.

SBT: School Based Team: A team lead by principals to assists classrooms teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students.

SEL : Social Emotional Learning

SLS: Student Learner Survey-an annual province-wide census of Grades 4, 7, 10 and 12 students, their parents, and staff in public schools.

SPLS: School Plan for Learner Success

SWW: A school district 27 school-wide writing assessment completed by grades 1-9 each fall and spring.