



Big Lake Elementary – Fall 2023



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.

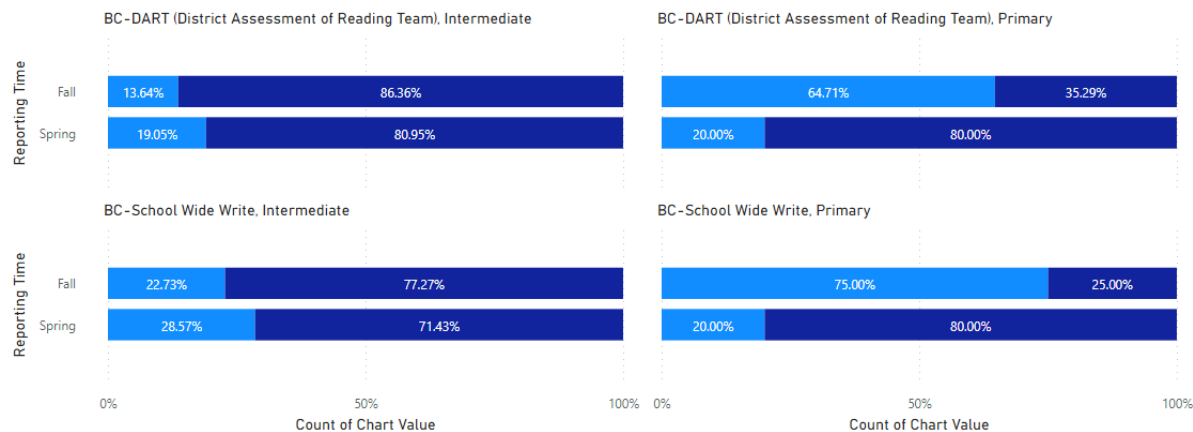
Intellectual Development

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

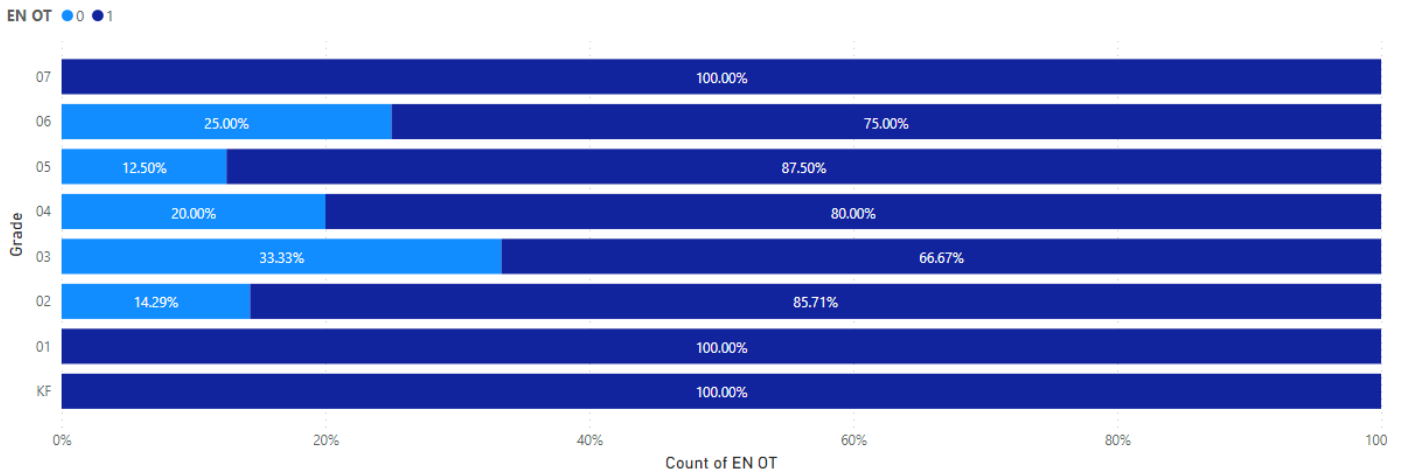
2022-2023 Results:

District Assessment Scores (Whole School)

Chart Value ● Emerging ● On Track



On Track EN - Percent Passing



June Reflection

- Topic choice needs to be well thought-out
 - connect to students
 - the first SWW topic was challenge for most students
 - more in-sync with respective instruction or discussion topics (not a random topic/too broad – for example “super power”)
- Direct instruction
 - we notice targeting instruction to specific writing traits (hooks, paragraphs, juicy words, form, style, voice etc) is reflected in the student writing samples – growth in these areas
 - Informed by student work and assessment
- Spring SWW
 - students were more familiar with the process, better connection to topic (special place), choice of graphic organizers that they familiar with, practiced editing process.
 - overall – improvement in form and meaning
- Reading – improvement in overall reading comprehension, connections, and reading for meaning
 - through Lit. Circles and discussion groups students had the opportunity to share reflections, share questions/wonders, practice summarizing, and make some inferences
 - increased opportunities to read out loud

Areas of Strength

- Reading
 - enjoyment, fluency, making connections, reflecting, and understanding
 - increase in the variety of genres and taking risks
 - confidence and drive to read more
- Writing
 - imagery and detail
 - consider themselves as an author who cares about their readers
 - improvement in conventions, paragraphing etc.
 - stamina
 - collaborative writes
 - primary engagement – story workshop, authors chair

Areas for Growth

- accepting feedback and making changes to improve
- quality over quantity
 - Digging deeper into literacy (less competition)
- conventions and grammar

Next Steps

- schedule writing conferences
- continue with lit. groups and small group instruction
- update book sets
- ProD

2022-2023 Goals and Focus Areas

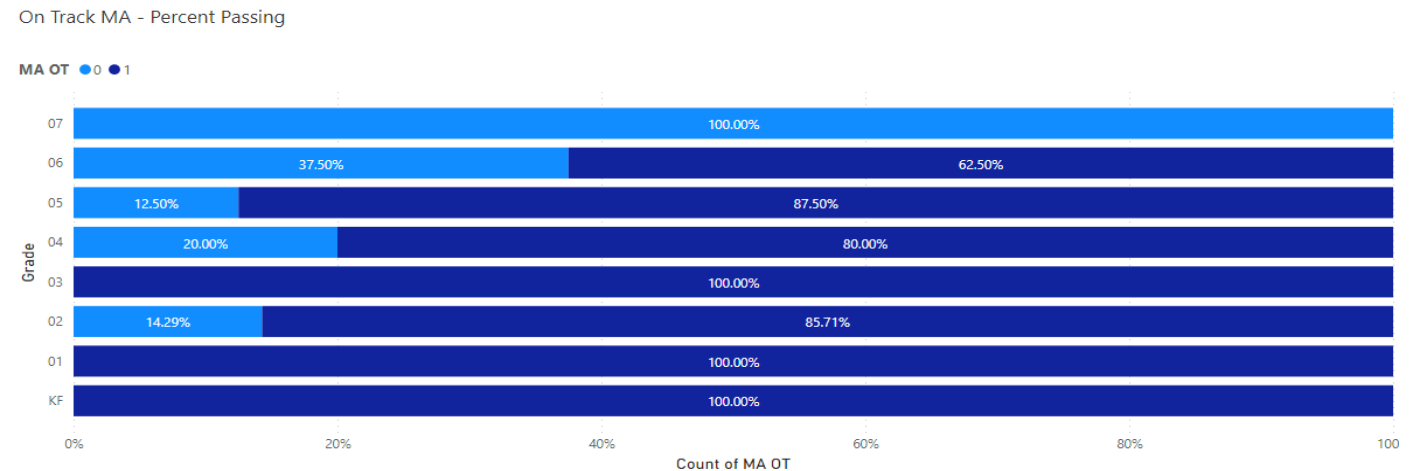
- improve meaning by adding more interesting details
 - direct instruction and modeling:
 - how to hook your reader
 - invite your audience/reader to make connections/visualize/voice
- improve organization (paragraphing/form)
 - provide choice of interesting topics
 - more time for writing; use of graphic organizers for brainstorm and organization of ideas
 - practice effective paragraphing

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - continue to provide opportunities for feedback (peer/teacher)
 - individual writing goals/conferencing
- Actions for Enhancing Staff Capacity & Learning
 - collaborative marking and planning
 - staff meeting – regular discussions
 - Adrienne Gear – “Writing/Reading Power” and “Powerful Writing Structures”
 - ProD - Faye Brownlie
 - “It’s All About Thinking: Collaborating to Support All Learners” – Brownlie/Schnellert

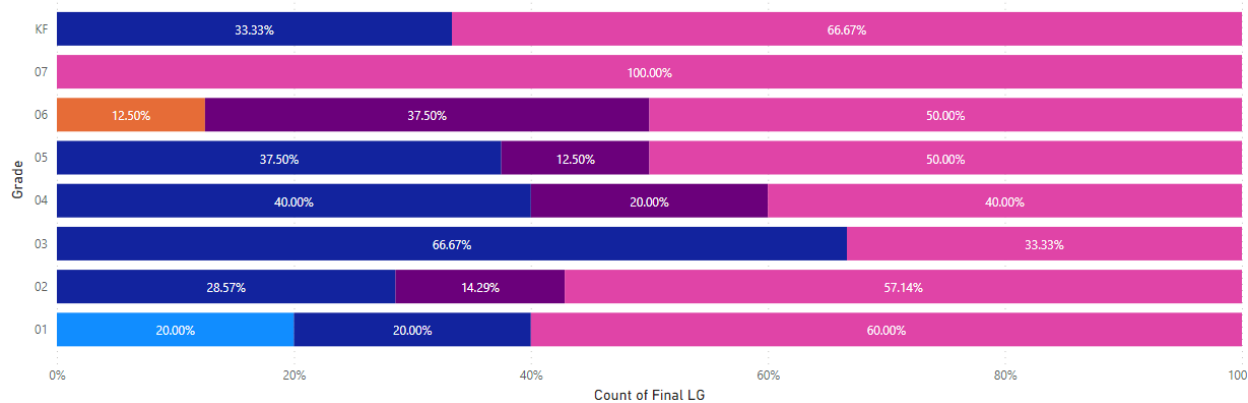
Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level

2022-2023 Results:



Percent Passing

Final LG ● W ● PRF ● EXT ● EMG ● DEV



Numeracy Reflection

- overall, students are excited and engaged to learn Math. The Fullerton and Liljedahl strategies allow more opportunities for students to dig into problems, verbalize their thinking, and justify their reasoning. Students are familiar with the expectation of sharing their thinking, providing a response, and contributing to the group.
- growth in students' knowledge of math facts, computational skills, and problem solving
- continued to implement "Thinking Classroom" strategies (P. Liljedahl) in the intermediate class
- focus on providing students with good questions
- Number Talks to improve subitizing skills and the ability to verbalize math thinking
- Fullerton math strategies – continued in the primary class; more implemented with small groups in the intermediate class (increased conceptual understanding)
- all staff participated in at least one of the Fullerton ProD learning sessions; committed to more staff learning next year
- continued to provide opportunities for outdoor math and "Messy Maths"
- based on Fall assessments and quick mini assessments, we implemented small groups to focus on Number Sense and associated Computational Strategies. These were mixed-age groupings.

2022-2023 Goals and Focus Areas

- improve printing of digits and understanding of place value concepts
- improve computation skills (basic facts)
- improve mental math strategies and ability to communicate/explain math thinking and the ability to justify their response

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - continue to use vertical surfaces and provide time for collaborative math
- Actions for Enhancing Staff Capacity & Learning
 - ProD – attend Fullerton sessions (all staff)
 - regular agenda item at staff meetings

Next Steps

- trial Numeracy Assessments (Fullerton – new) in the Fall of 2023
- small group instruction
- collaborative groups

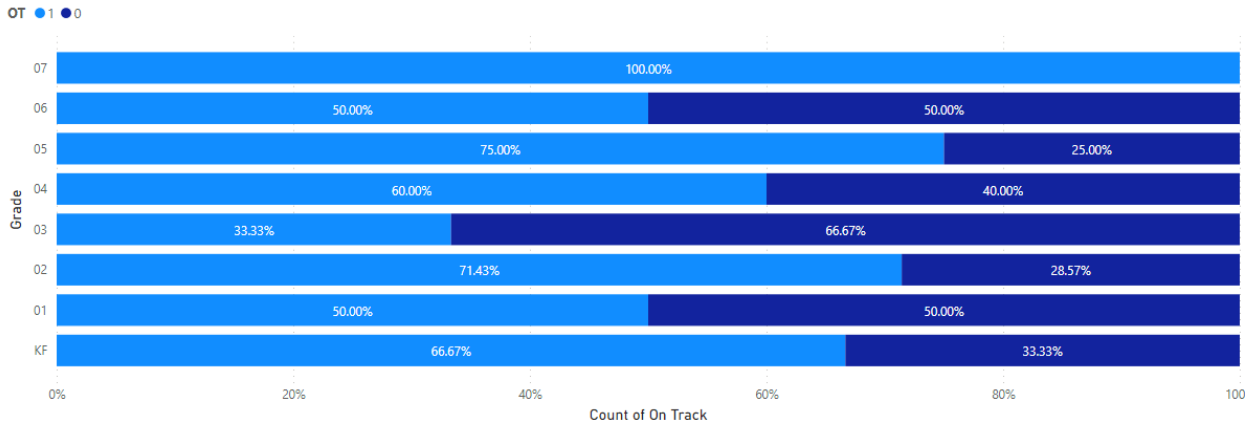
Human and Social Development

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

3.1 Attendance

2022-2023 Results:

Percent On Track (Attending 80% or Greater)



Percent On Track (Attending 80% or Greater)



2022-2023 Goals and Focus Areas:

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

Reflection

- Attendance is a concern
 - post-covid cautious
 - family trauma
 - increase in anxiety
 - employment demographics (more parents working from home?)
 - early morning bus

Next steps

- daily breakfast program
- morning incentives (rotating flexible time)
- more SEL, EASE learning
- implement inclusion plan
- look at transition times, communication between adults, schedules

3.2 Connection to School

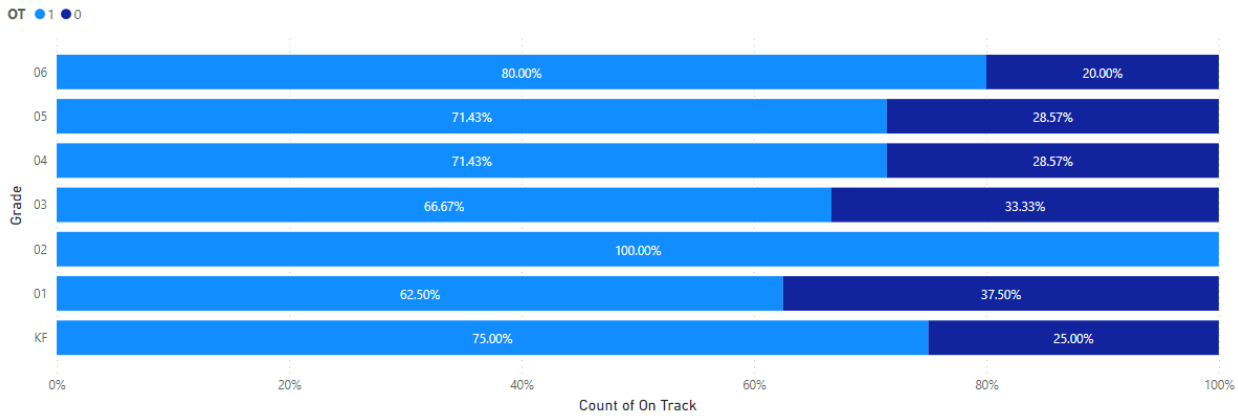
2022-2023 Results

Human and Social Development

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

June 2022 My Ed. BC Data Attendance – On Track

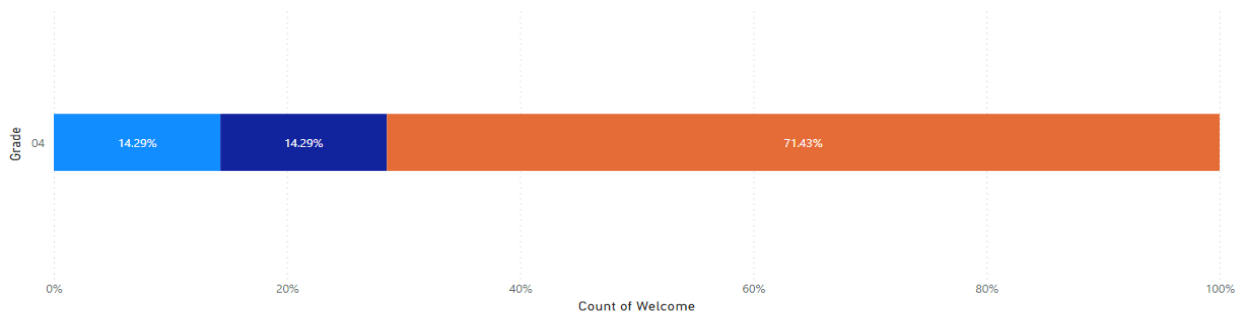
Percent On Track (Attending 80% or Greater)



Student Learning Survey Data 2022

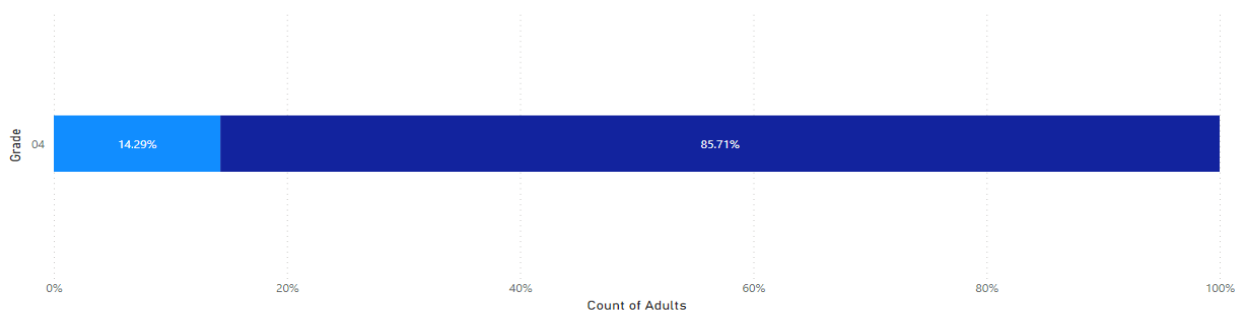
Feeling Welcome At School

Response ● Sometimes ● Most of the Time ● All of the time



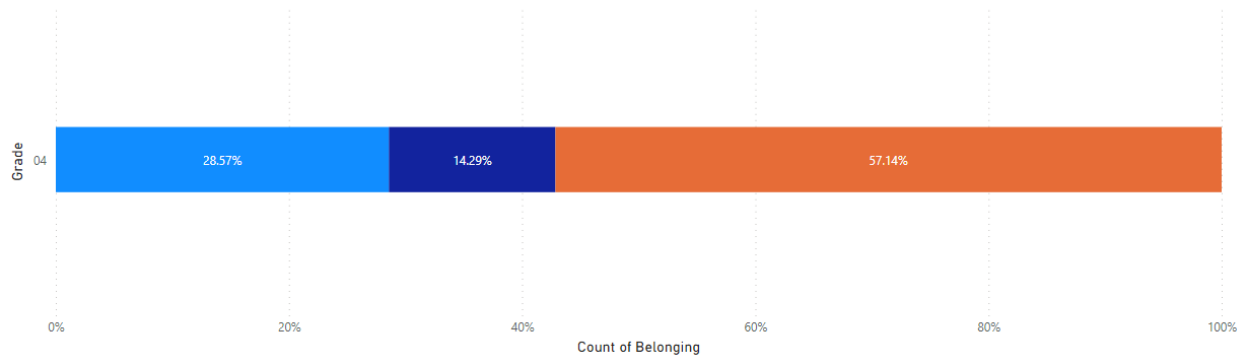
Adults Who Care

Response ● Don't Know ● 4 or more adults



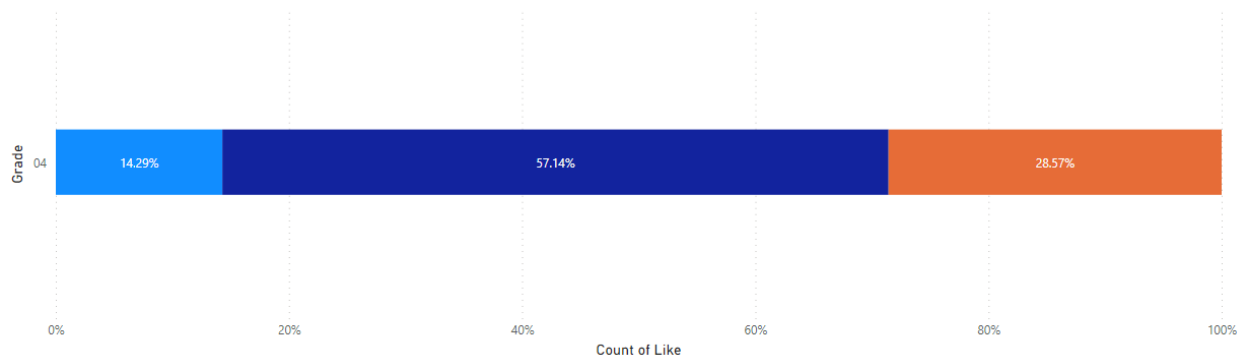
Sense of Belonging

Response ● Sometimes ● Most of the Time ● All of the time



Like School

Response ● Sometimes ● Most of the Time ● All of the time



Sense of Belonging/School Connectedness Reflection

- Big Lake Elementary School has a positive school culture and strong sense of belonging
- majority of poor attendance was due to covid related illness or symptoms
- next steps: expand breakfast snack program (currently only on Fridays and is very popular)
- nature of “competitive” behaviour

Fall 2023

- continue Citizenship Group (grades 6/7) with Ms Chaffee
- continue with classroom/school jobs in the grade 4-7 classroom
- increase parent involvement in the school
- provide daily morning snack

Career Development

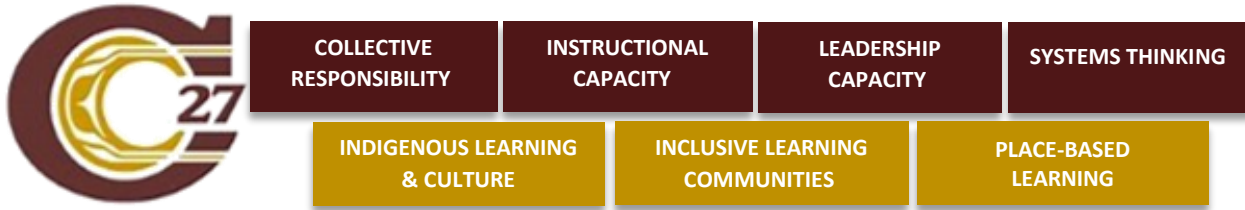
Educational Outcome 4: Students will have the core competencies to achieve their career and life goals

- student use of agendas (personal responsibility)
- classroom jobs
- Citizenship Group
- opportunities for critical thinking – collaborative activities, good questions (math), etc.

Next Steps:

- provide more opportunities to reflect on learning and make connections to Core Competencies
- Staff ProD on Core Competencies

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



Indigenous Learning and Culture

- continue to say weyt-kp and tscwinucw-k during the morning circle
- continue with land acknowledgements (student led) – at morning or gratitude circles, assemblies and events
- plan drum making
- project of the Heart (art project)
- attend Orange Shirt Day and National Indigenous Day celebrations in Williams Lake
- next steps – welcome signage, staff book study “Wahi Wah! Indigenous Pedagogies” – J. Chrona, collaboration with other schools, field trips to increase cultural opportunities

School Team Planning Cycle

School Team Meeting Schedule:

Sept. -Oct: Introduce updated school planning model. Review data from 2021-2022 school year and fall assessments as a staff. Identify student focus groups and strategies. Collaborate and document in School Plan for Learner Success.

Sept. - Dec: Staff meeting every second Wednesday. School Based Team meetings. During these meetings, discuss: successes, challenges and next steps. Identify strategies and target instruction for small groups (Literacy and Numeracy).

Jan-Feb: Review term 1 report card data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required. Review FSA data alongside report card marks and assessments (triangulation). Celebrate successes and adjust strategies as required.

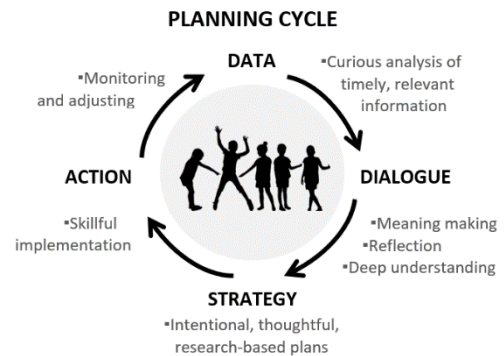
Mar-Apr: Review term 2 report data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required. Complete district assessments including EPRA/DART and School Wide Write. Review results and compare alignment with report card data collected for term 2.

May-Jun: Review student learning survey results and plan response.

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

Ongoing:

School Plan for Learner Success as standing item on staff meeting agenda



Glossary:

AFL – Assessment For Learning

ELA – 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 grade 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.

SPLS – School Plan for Learner Success

SWW - School Wide Write – A SD 27 school-wide writing assessment completed by grades 1-9 every Fall and Spring.

“Thinking Classrooms” (Peter Liljedahl) – A “Thinking Classroom” is a classroom or space that is inhabited by thinking individuals, who collectively learn together and constructing knowledge and understanding through activity and discussion.