



School Name: 100 Mile 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

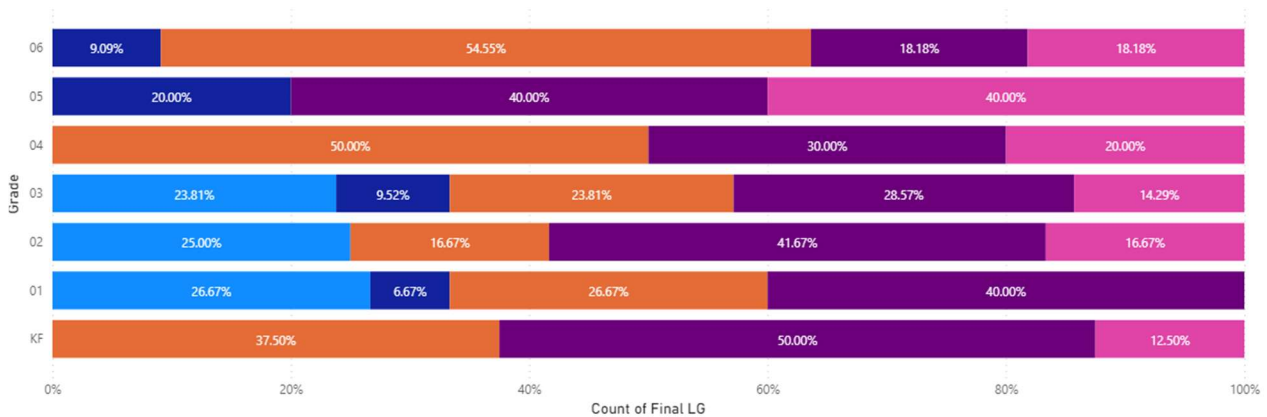
Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level

2020-2021 Results:

- Percentage of students meeting (PRF or EXT) and not yet meeting (DEV or EMG) literacy expectations
- Percentage of students on track based on 2020-21 DART / EPRA
- Percentage of student on track based on 2020-21 School Wide Write

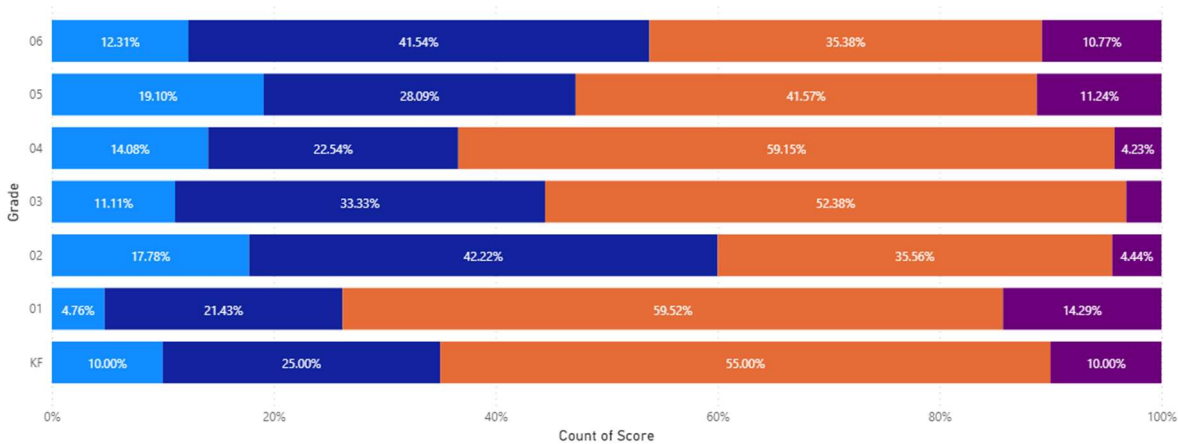


2020-21 Proficiency Scale - Literacy Snapshot from the June 2021 End of Year Report Card



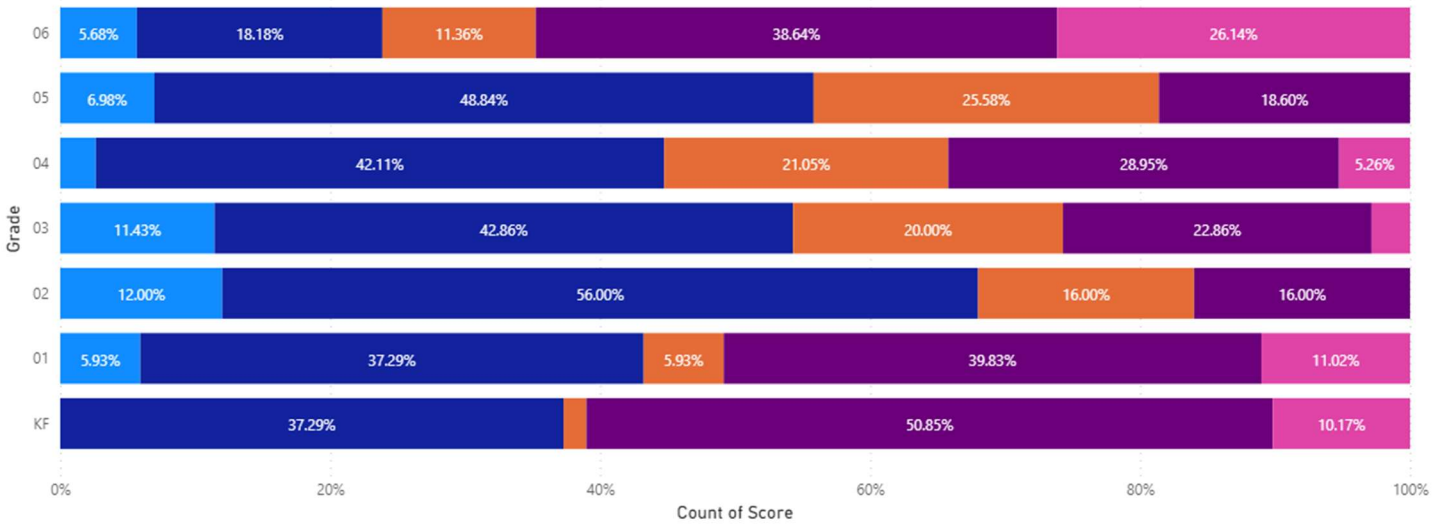
*French Immersion students do not receive an English Language mark in the Primary grade levels and therefore shows up as "Blank" in the chart

Spring 2021 EPRA / DART – Last Year's Data



Spring 2021 School Wide Write Data

Score ● 1 ● 2 ● 2.5 ● 3 ● 4



**Students On Track
Reading & Writing Data
June 2021 EPRA / DART & SWW School Snapshot**

*Table shows student proficiency when entering the 2021-2022 school year (i.e last year’s Kindergarten data is used to inform where the student is in the beginning of grade one)

Grade	Reading – On Track (June 2021)	Writing – On Track (June 2021)
1	65%	63%
2	74%	57%
3	40%	32%
4	56%	46%
5	63%	55%
6	53%	45%
7	47%	76%

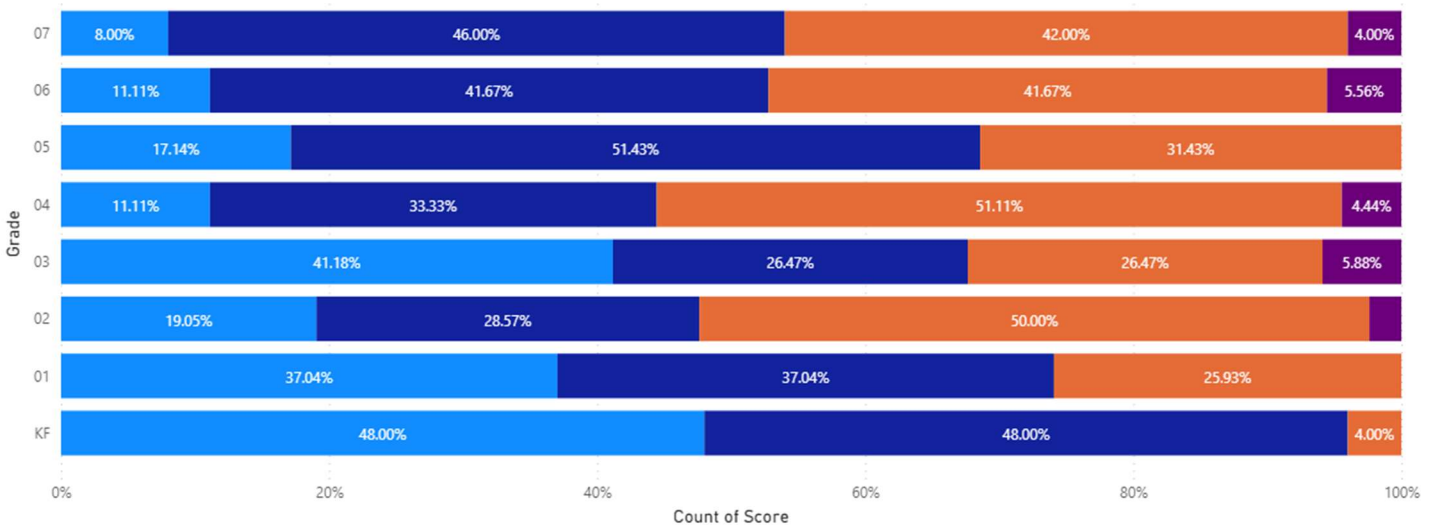
Current School Year

2021-2022 Results:

- Percentage of students on track based on Fall 2021-22 DART / EPRA
- Percentage of student on track based on Fall 2021-22 School Wide Write

● (Blank) ● EXT ● PRF ● DEV ● EMG

Fall 2021-2022 EPRA / DART



Spring 2021-2022 EPRA / DART

● (Blank) ● EXT ● PRF ● DEV ● EMG

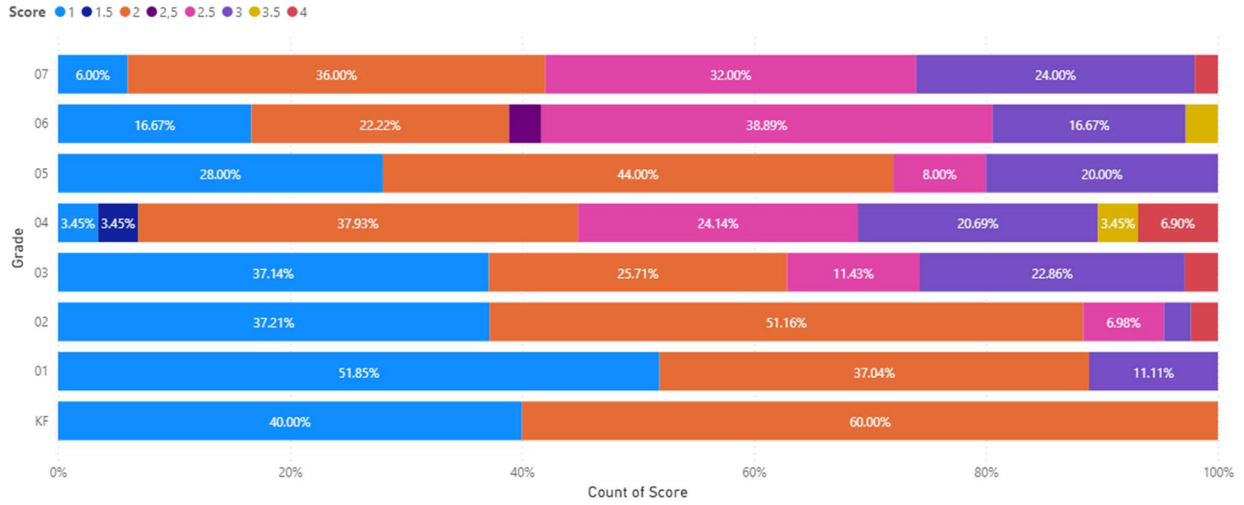
District Assessment Scores



Fall 2021-2022 School Wide Write

Score ● 1 ● 2 ● 2.5 ● 3 ● 4

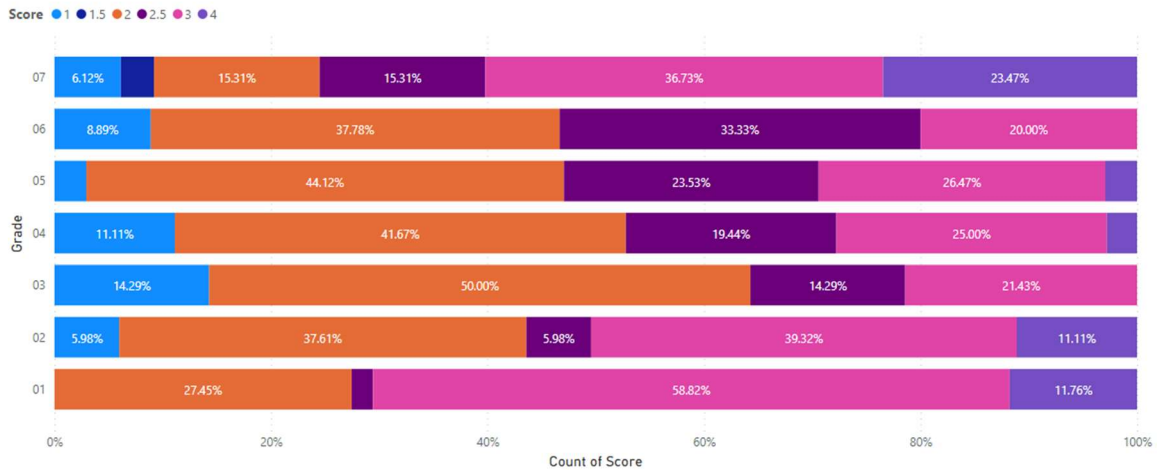
District Assessment Scores



Spring 2021-2022 School Wide Write

Score ● 1 ● 2 ● 2.5 ● 3 ● 4

District Assessment Scores

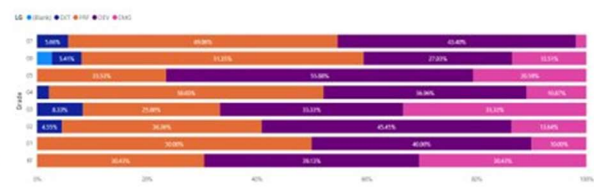
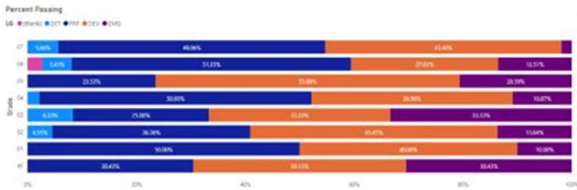


*A number of teachers utilized the help of Mr. Don Kinasewich to increase their knowledge in early literacy and specifically phonics and phonemic awareness. Other pro-d activities to be added.

English Language Arts Data (Term 1 Report Card)

Results of All Students

Results of Indigenous Students



Term 1 Report Card Data:

FSA Data – Fall 2021

	ALL		INDIGENOUS	
	% PRF / EXT	% DEV or EMG	% PRF / EXT	% DEV / EMG
K	30	70	0	100
1	50	50	40	60
2	41	59	29	71
3	33	67	33	67
4	52	48	42	58
5	61	39	11	89
6	58	42	17	83
7	55	45	50	50

Literacy	
% OT	% NOT
65	35

Literacy	
% OT	% NOT
73	27

2021-2022 Goals and Focus Areas:

- Actions for Enhancing Student Learning and Experience
 - School wide focus on explicitly teaching reading strategies (identified from EPRA/DART as a need)
 - Reading intervention from LST for targeted students
 - In class support from Learning Support Team during literacy time
 - Common literacy times with partner classrooms to maximize a literacy center approach where students receive small group focused instruction with an educator
 - School Wide Focus on using the writing process throughout the year to develop writing skills and written communication
 - Incorporating Indigenous resources and First Peoples Principles of Learning into literacy
- Actions for Enhancing Staff Capacity & Learning
 - Staff using the 4-point scale to collect, organize and prioritize instructional needs per reading and writing
 - Whole staff review of Language Arts curriculum and provincial standards to identify scope and sequence K-7 to anchor differentiated learning strategies
 - Whole staff review of EPRA/DART & SWW results
 - Collaborations and sharing at staff meetings regarding instructional strategies to enhance ability to independently use reading strategies
 - Teacher literacy lead to share information, resources, and strategies with colleagues (Faye Brownlie)
 - Utilize 7 Sacred Teachings in primary classes and Speaking Our Truth in intermediate classes to ensure Indigenous focus and cultural awareness

Educational Outcome 2: Numeracy

Students will meet or exceed numeracy expectations for each grade level

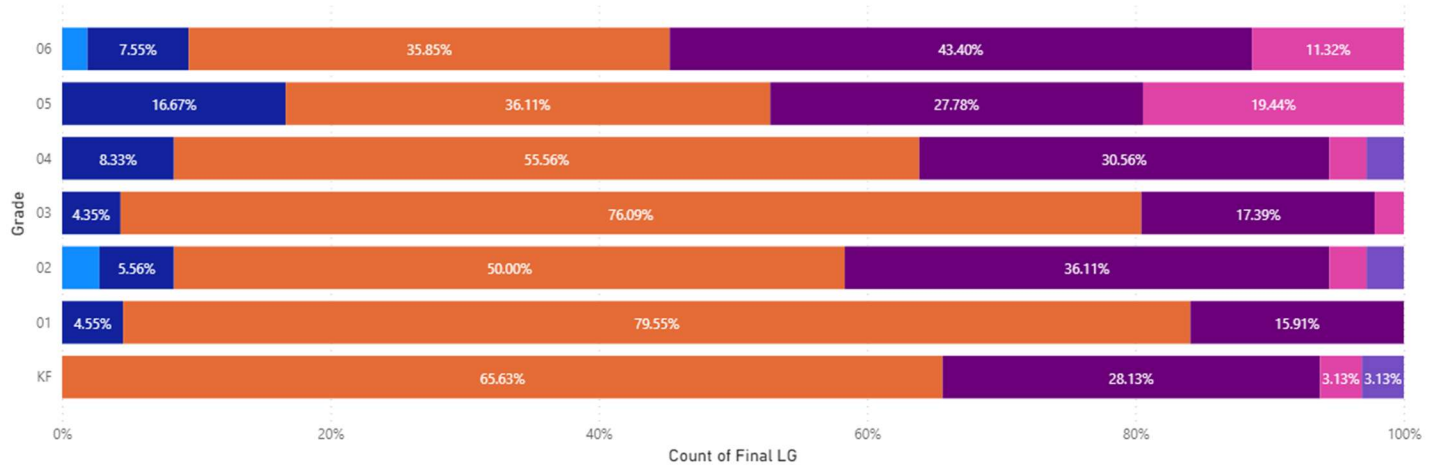
2020-2021 Results:

- Percentage of students Proficient or Extending in numeracy expectations
- Percentage of Indigenous students Proficient or Extending in numeracy expectations

Whole School Snapshot of percentage of students meeting or exceeding numeracy expectations

Percent Passing

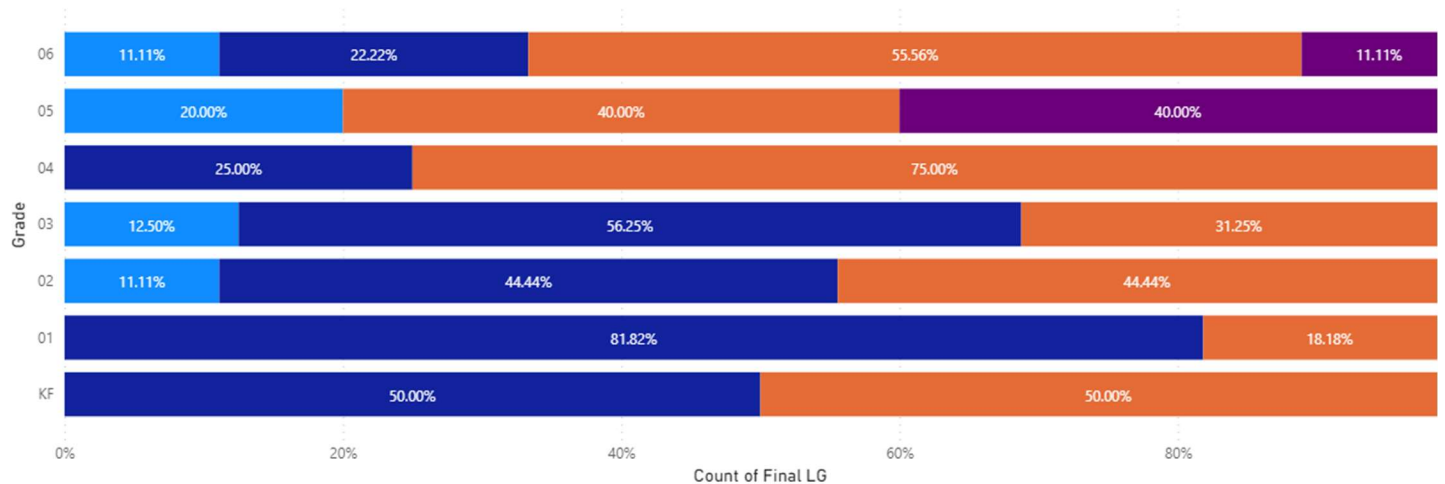
LG (Blank) EXT PRF DEV EMG W



Indigenous Learner Numeracy Snapshot of percentage of students meeting or exceeding numeracy expectations

Percent Passing

LG EXT PRF DEV EMG



Numeracy Data From The June 2021 Year End Report Card

*Table shows student proficiency when entering the 2021-2022 school year (i.e last year's Kindergarten data is used to inform where the student is in the beginning of grade one)

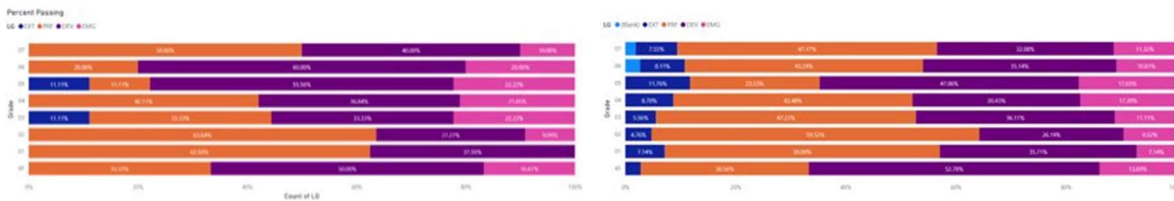
Grade	% On Track in 2020-21 (PRF or EXT)		% Not Yet On Track in 2020- 21(DEV or EMG)	
	Whole School	Indigenous Learners	Whole School	Indigenous Learners
<u>1</u>	68 %	50%	32%	50 %
<u>2</u>	84%	82%	16	18%
<u>3</u>	59%	55%	41%	45%
<u>4</u>	80%	69%	20%	31%
<u>5</u>	64%	25%	36%	75%
<u>6</u>	53%	20%	47%	80%
<u>7</u>	33%	33%	67%	67%

Math Data (Term 1 Report Card)

Results of All Students

Results of Indigenous Students

(Blank) EXT PRF DEV EMG



Term 1 Report Card Summary Table

FSA Data – Grade 4 & 7 (Fall 2021)

	ALL		INDIGENOUS	
	% PRF or EXT	% DEV or EMG	% PRF or EXT	% DEV or EMG
K	33	67	33	67
1	43	57	63	37
2	36	64	64	36
3	47	53	44	56
4	48	52	42	58
5	65	35	22	78
6	47	53	80	20
7	44	56	50	50

Numeracy	
% OT	% NOT
46	54

Numeracy	
% OT	% NOT
61	39

2021-2022 Goals and Focus Areas:

- Improve the number of students grades K-7 proficient or extending in grade level expectations in numeracy
- Improve the number of Indigenous students grades 1-7 proficient or extending expectations in numeracy

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Primary students participating in math lessons guided by open-ended and hands on approach to learning
 - Use of Guided Math and Manipulatives
- Actions for Enhancing Staff Capacity & Learning
 - Explore Math First Peoples Teacher Resource Guide at staff meetings
 - School numeracy lead attending Peter Liljedahl and Carole Fullerton Pro-D and sharing with staff (Maria Telford, Donri Helmer, Josslyn Poggenpohl, Ashley Posnikoff, Nicole Ross, Tammi Varney)
 - Opportunities for teachers to observe math in action

Throughout the school year many teachers engaged with the professional development offered by Carole Fullerton and Peter Liljedahl. Carole visited our school twice and collaborated with many staff (pre and post lesson). Enthusiasm and engagement has increased. With final report card data we will be able to see more of the results.

Human and Social Development

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

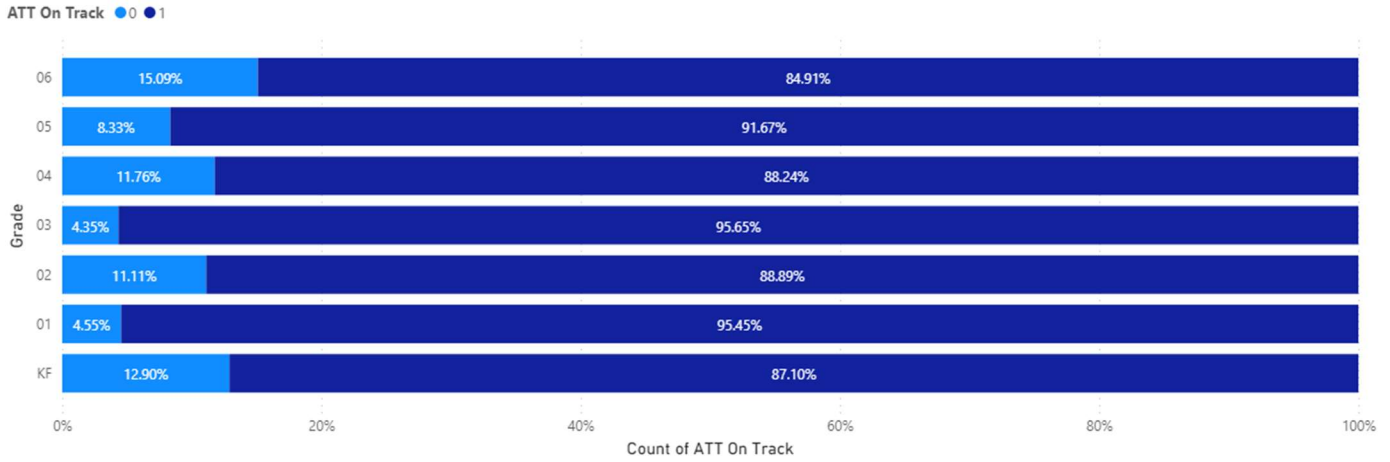
3.1 Attendance

2020-2021 Results:

- Percentage of students attending 80% or greater end of June 2020

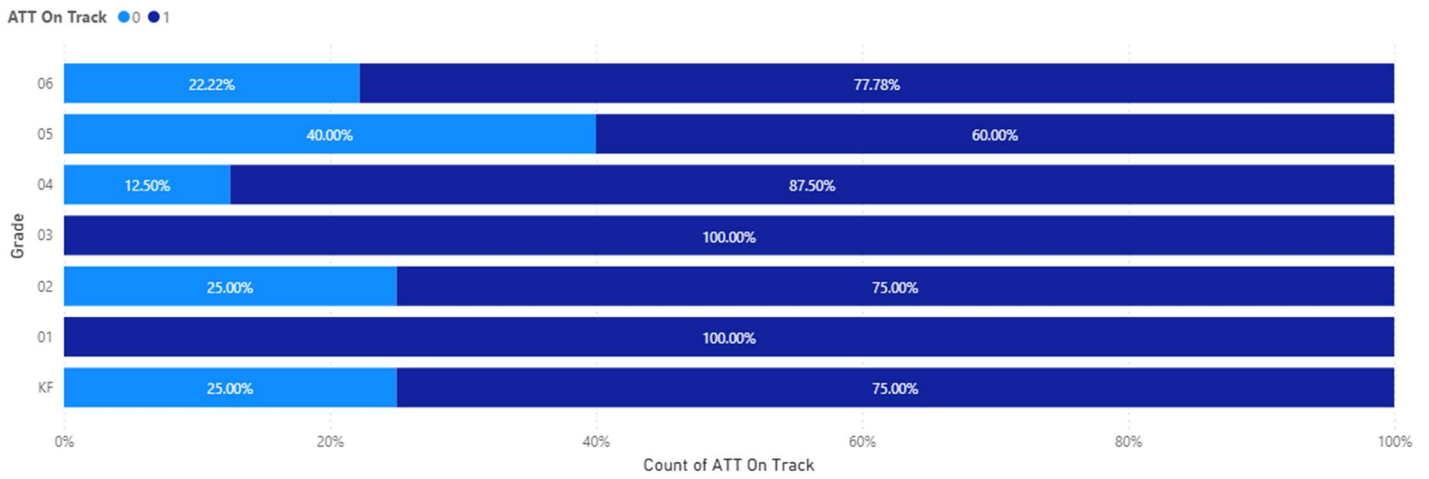
Students Attendance On Track in 2020-21 School Year

Percent On Track (Attending 80% or Greater)



Indigenous Students Attendance On Track in 2020-21 School Year

Percent On Track (Attending 80% or Greater)



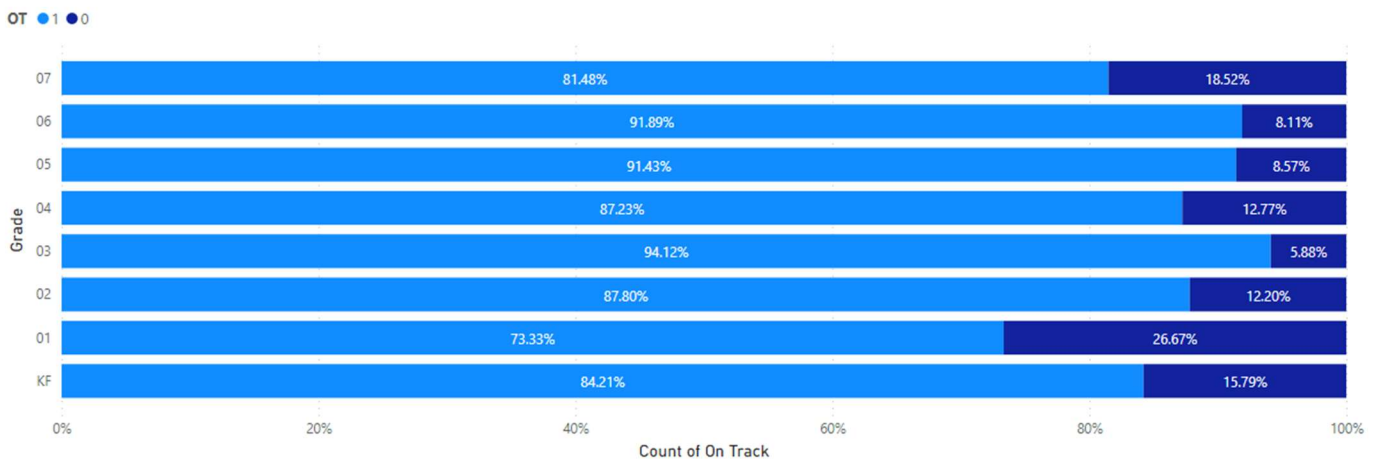
Teachers and staff at 100 Mile Elementary implemented a “Be Like Buffalo” check-in program that was inspired by Kevin Lamoreux’s professional development. Adult buffalo surround their young and protect them. Each staff member took on students who were vulnerable (due to attendance concerns, academic concerns, behavioural concerns, or socio-economic concerns). For some students, check-ins happened multiple times a day with more than one adult. The “Be Like Buffalo” check-in program was reviewed at staff meetings throughout the year.

2021-2022 Goals and Focus Areas:

- 100% of students attending 80% or greater end of June 2022
- 100% of Indigenous students attending 80% or greater end of June 2022

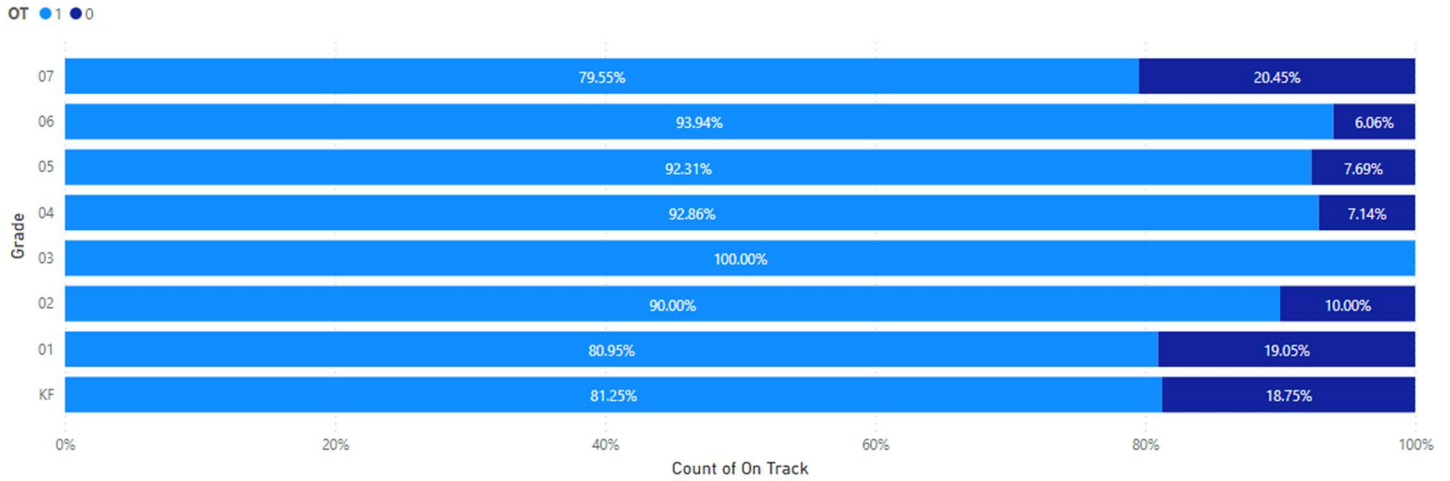
Students Attendance On Track in 2021-2022 School Year

Percent On Track (Attending 80% or Greater)



Indigenous Students Attendance On Track in 2021-2022 School Year

Percent On Track (Attending 80% or Greater)

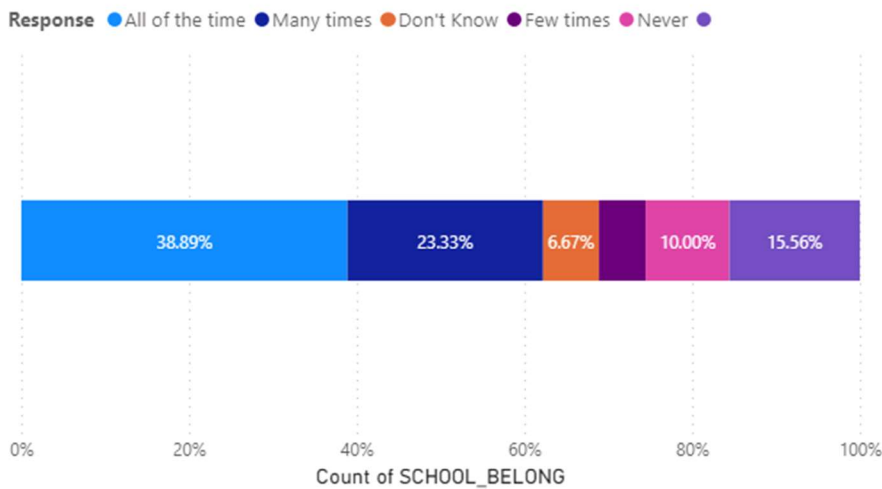


3.2 Connection to School

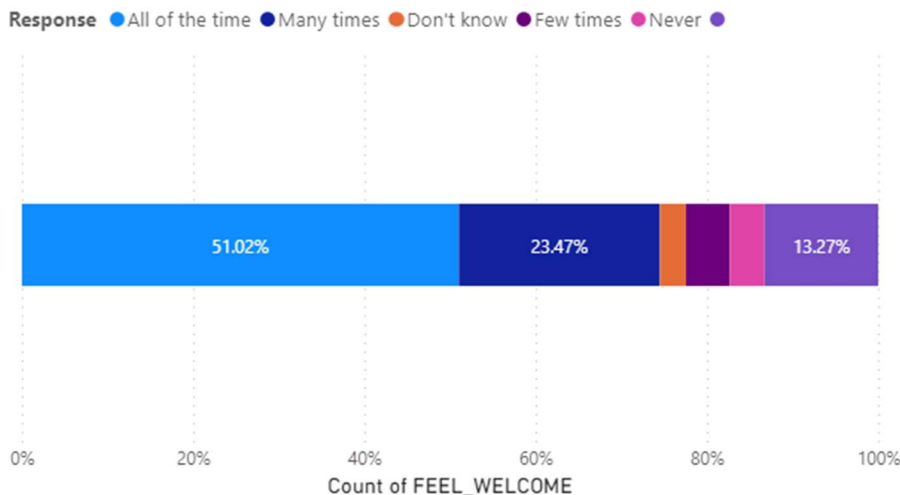
2020-2021 Results

- Percentage of students in grades 4 who report feeling welcome in their school during 2020-2021
- Percentage of students in grades 4 who report having a sense of belonging in their school during 2020-2021
- Percentage of grade 3-7 students who feel safe at school (school survey – Fall 2021)
- Percentage of grade 3-7 students who feel they are an important part of their school (school survey – Fall 2021)
- Percentage of grade 3-7 students who feel their culture and identity is embraced at school (school survey – Fall 2021)

Students With A Sense of Belonging



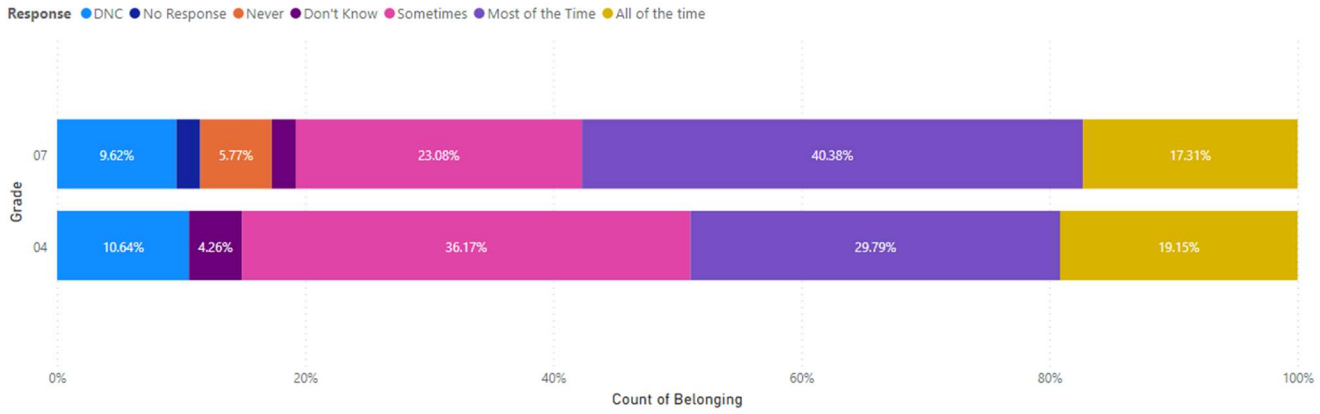
Students Feeling Welcome



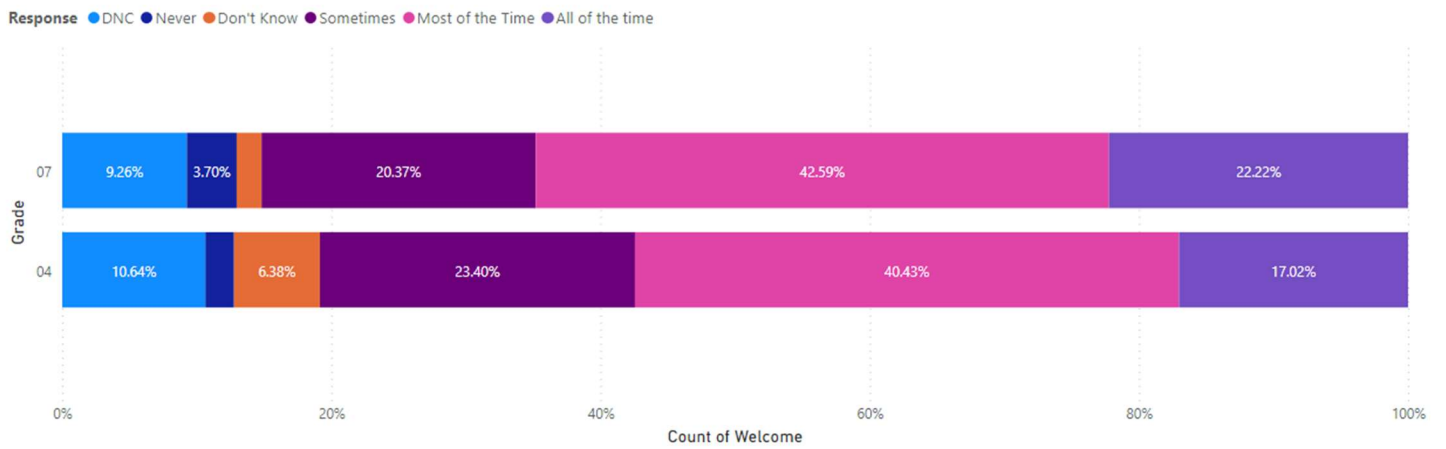
2021-2022 Results

- Percentage of students in grades 4 & 7 who report feeling welcome in their school during 2021-2022
- Percentage of students in grades 4 & 7 who report having a sense of belonging in their school during 2021-2022

Sense of Belonging



Feeling Welcome At School



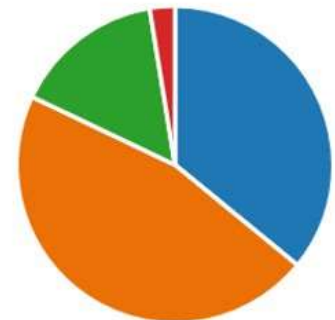
Throughout the 2021-2022 school year our staff engaged with Kevin Lamoreaux, Shelley More, and Monique Gray Smith. This helped teachers and staff engage in more inclusive practices. We also employed a “Be Like Buffalo” check-in process that encouraged teachers reach out to students who needed more adult connection. This “Be Like Buffalo” program was a focus at a variety of staff meetings throughout the school year.

Grade 3-7 Fall 2021 Survey Data

1. Do you feel safe at school?

[More Details](#)

● All the time	56
● Most of the time	72
● Sometimes	24
● Never	4



4. I feel that I am an important part of my school.

[More Details](#)

● Agree	69
● Disagree	16
● I don't know	71



6. My culture and/ or identity is embraced at school.

[More Details](#)

● Agree	82
● Disagree	20
● Not sure	54



Goals and Focus Areas

- 100% of students attending 80% or greater end of June 2021
- Increased attendance for Indigenous students K-7
- Increased number of students in grades 3-7 feeling safe at school
- Increased number of students in grades 3-7 who feel they are an important part of their school
- Increased number of students who feel their culture and identity is embraced at school
- Staff to commit to being more self-aware and notice when using gender-based language
- Our second goal is incorporating more visuals and books in our school and classrooms that celebrate diversity.
- We also have a standing agenda item at our staff meetings where our SOGI lead shares resources
-

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - Monthly review of student attendance with all staff with commitment for follow-up
 - Assign specific staff members to check in with students with attendance and sense of belonging concerns
 - Breakfast Club of Canada – daily breakfast table and option for soft start
 - Be Like Buffalo Student Check Ins
 - Standing SOGI agenda line at staff meetings
- Actions for Enhancing Staff Capacity & Learning
 - Review Shanker (misbehavior vs stress behavior, stress response, investigative tools, 5 domains, what and why now)
 - Staff training of Trauma Informed Schools
 - Sharing at staff meeting of recommended strategies from trauma informed schools (Maria Telford)
 - SOGI school lead sharing out at staff meetings
 - Binder with SOGI materials and resources in staff room
 - We Thinkers – developing social competencies with primary students

3.3 Careers and Core Competencies

Participate in Alana Myers ADST and Career development programs.

Planning Tool – A Snapshot of the Great Things We Are Doing

We are using the Framework for Enhanced Student Learning as a template to guide decisions at the school level that that our focus is aligned with district goals. We will be looking at one focus area at each staff meetings and reviewing our school goals regularly and adjusting plans as needed.

Framework For Enhancing Student Learning
Cariboo-Chilcotin School District No. 27 STRATEGIC PLAN FOR LEARNER SUCCESS A
Framework for School Planning
Ecole 100 Mile Elementary

Areas of Focus

Collective Responsibility	Instructional Capacity	Leadership Capacity	Systems Thinking
-School Goals -SBT (IEPs & ILPs) -Learner Support Meetings (LSM) -Local Education Agreements -Principal will monitor CYC -Open Communication with families -Strong Start (M-F) -Be Like Buffalo Daily Check-Ins -Sense of Belonging School Survey -FG Parent Survey	-Leaning Series -Sharing our ProD focus and encouraging collaboration -Including EA in learning opportunities -Access to In-class Supports <ul style="list-style-type: none"> <i>South-End Helping Teacher</i> <i>Inclusive Education Coordinator</i> <i>School LST team support with differentiated instruction</i> <i>District Mentorship</i> 	-Sharing out at staff meetings -Dinner meetings at school for focus groups, collaboration and team approach to enhancing instruction and classroom experience for all. Teacher leader: <ul style="list-style-type: none"> SOGI Monique Gray Smith – modules We Thinkers Outdoor Ed -	-School Planning Aligns with District Strategic Plan -Up-to-Date Resources <ul style="list-style-type: none"> <i>technology</i> <i>outdoor learning</i> <i>Indigenous Education</i> Staff Handbook -Training from district on how to use updated tech applications

Indigenous Learning & Culture	Inclusive Learning Communities	Place-Based Learning
Orange Shirt Day / Week Deconstructing Otherness Connection to Eliza Archie / Canim Lake Band School Wide Positive Recognition Culture & Language Teacher Medicinal Plants Enhanced visual representation in the classroom Healing Drumming Ceremony Welcome Back Drumming after breaks	Sense of Belonging School Survey “Be Like Buffalo” check ins Staff Support Network We Thinkers – Building Social Competencies Trauma Informed Approach SOGI Lead SBT & Learner Support Meetings ADST & STEM projects Clubs at lunch time (chess, colour & chill, sports)	Outdoor Learning – Take Me Outside Challenge Language and Culture Teacher Wild Schools Resources from previous years Invasive Species Presentation Salmonids in the classroom Bear Aware Presentation Story Walk in the park Seasonal Scout Island presentations
One of our goals is building capacity. To support a team approach, we ask that you willingly share your focus area for ProD days so that other colleagues may join you in your learning. For networking purposes, we will share learnings and resources together at staff meetings.		
Learning Opportunities & Collaborative Teams Kevin Lamoureux Monique Gray Smith – modules Monique Gray Smith – Speaking Our Truth	Learning Opportunities & Collaborative Teams Shelly Moore (inclusion) Carol Fullerton (math focus) Peter Liljehahl (math focus) Fay Brownlie (literacy focus) We Thinkers Vol. 1 & Vol. 2 Social Thinking Resources Trauma Informed Schools	Learning Opportunities & Collaborative Teams Leyton Schnellert Peter Liljedahl Take Me Outside Resources

School Team Meeting Schedule:

- We have a staff meeting on the second Wednesday of each month
- We have learner support meeting and SBT meetings before and after school as needed
- We have collaborative team meetings periodically after school, which include support staff, for enhanced communication and planning for student needs

Glossary:

(Please provide definitions for all terms, programs, services that would not be widely known and understood by people outside of education)

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 – 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.

SSW - School Wide Write – A SD 27 school-wide writing assessment completed by grades 1-9 every fall and spring.

Thinking Classrooms (Peter Liljedahl) – Dr. Peter Liljedahl is a Professor of Mathematics Education in the Faculty of Education and an associate member in the Department of Mathematics at Simon Fraser University in Vancouver, Canada. A “Thinking classroom” is a classroom that is not only conducive to thinking but also occasions thinking, a space that is inhabited by thinking individuals as well as individuals thinking collectively, learning together, and constructing knowledge and understanding through activity and discussion. It is a space wherein the teacher not only fosters thinking but also expects it, both implicitly and explicitly.

Carole Fullerton – mathematical thinking

We Thinkers – a resource from Social Thinking company that develops social competencies and essential life skills (targets ages 4-7). Designed for both typically developing children and those with social learning challenges.