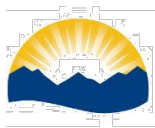




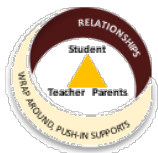
### Chilcotin Road Elementary



**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

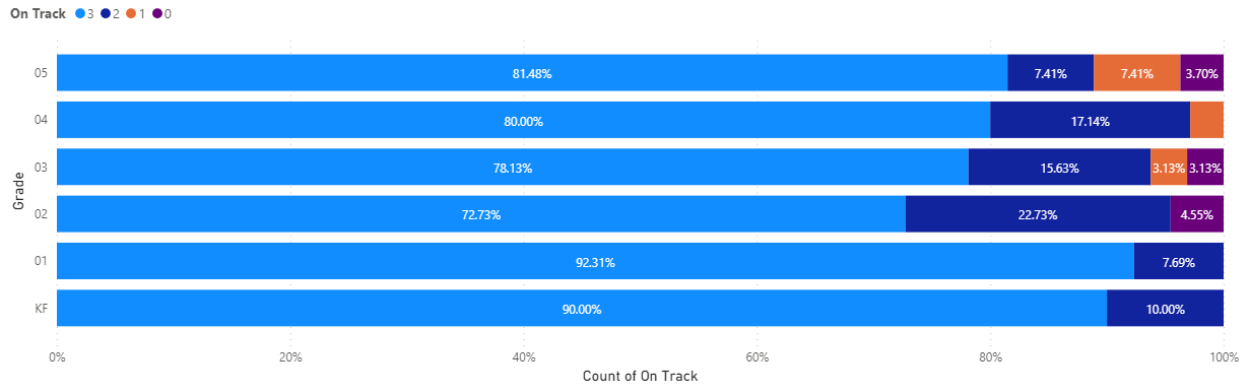
**Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level**

[2021-2022 Results: Results from June shown](#)

### Intellectual Development

#### Overall Snapshot

Percent On Track by Grade



Percent On Track Entire School

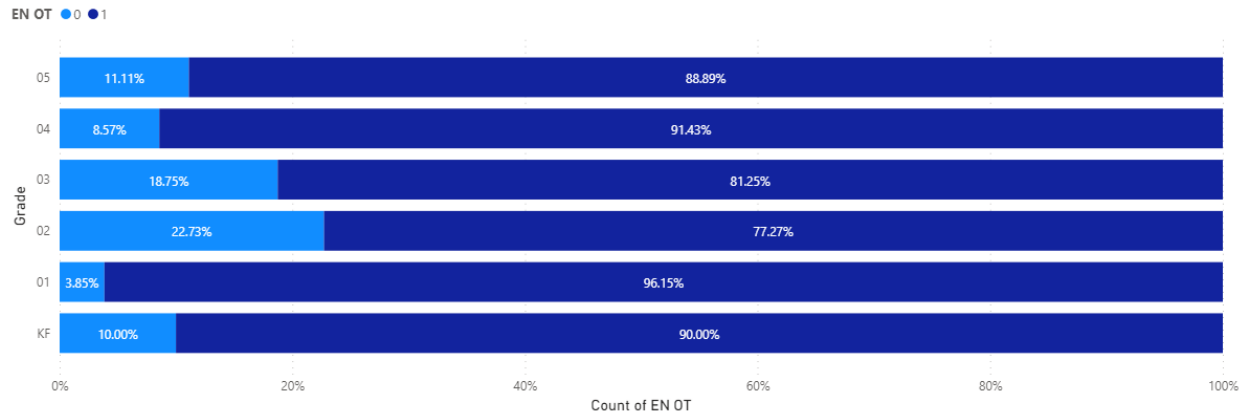


**Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level**

2020-2021 Results:

- Percentage of students meeting or exceeding *literacy expectations*:
- 2021-2022 Goals and Focus Areas:

On Track EN - Percent Passing



- Create a greater phonological awareness to enhance reading
- Improve students writing and reading skills (analyze and interpret Epra/Dart, PM benchmarks and School Wide Write)
- Commitment to a greater understanding and appreciation of Indigenous culture through a dedicated focus on Local Enhancement Agreements and by creating a calendar for Monthly focus. For example, September was a focus Salmon through our Salmon Festival and October is hunting and gathering.

- We have also connected with Roxanne Jim to have our intermediate classes prepare Bear Grease Medicine
- Norm Diablo



- was kind enough to come in and talk to our students about the importance of salmon and how to catch them. He also brought dried and cooked salmon for students to try.
- Martin Kruus also has come to talk about Salmon science and provide a fish to do Salmon prints







- We have plans to work with Norm Diablo and to travel to Toosey to tan deer hides with our grade 6 class. Norm will then guide the class in making drum kits using these hides.
- We are also recognizing year end school award winners with animals representing the sacred teachings

#### Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - Focus on the 3 Cueing points of Reading Recovery: Meaning (pictures), Structure (language), and Visual Cues (words)
  - Utilize a Daily 3 approach (reading, writing and word work)
  - Friday journals
  - Free write days (lists, lyrics, jokes, poems and letters to name a few)
  - Word work and word walls
  - Guided emergent reading (phonemes). Focus on letters and sounds.
  - Educational Assistants pull to administer one on one rhyming work with students (Chipper Chat)
  - Reading and writing conferences regularly
- Actions for Enhancing Staff Capacity & Learning
  - Shelley Moore class visits and watching her IEP video series monthly. Nine part series.
  - Staff meeting share outs by each staff member regarding successes and stretches
  - Pro D sharing at staff meetings

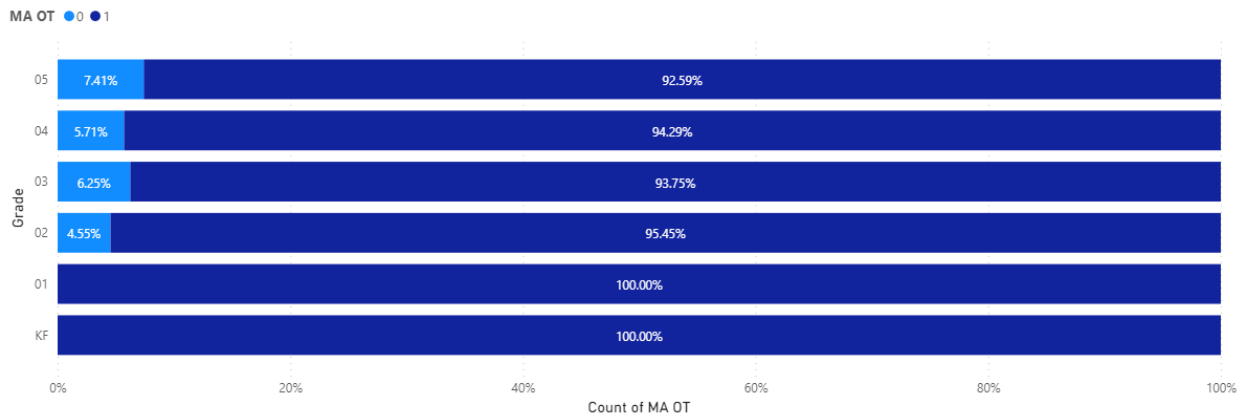
- LEA powerpoint along with discussions and planning focus on indigenous culture moving forward
- Utilize 7 Sacred Teachings to ensure Aboriginal Focus and Cultural Awareness.
- Student feedback

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

2020-2021 Results:

- Percentage of students meeting or exceeding numeracy expectations:

On Track MA - Percent Passing



On Track MA - Percent Passing



2021-2022 Goals and Focus Areas:

- Work on practice and understanding of Vancouver Island Math Assessment

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - Focus on basic facts for intermediate students
- Actions for Enhancing Staff Capacity & Learning
  - Intermediate discussion and think tank regarding strategies to understand the questions by interpreting text prior to the math computations
- Implement vertical learning through staff sharing as introduced by Peter Liljedahl

2022-2023 Goals and Focus Areas:

- Discussing sense of belonging with dedicated focus to ensure we engage new students and those who may be struggling (check -ins by staff)
- See above goals and focus.

**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: (Please include data set from School Plan dashboard (Final LG and MA On Track) and all other relevant data) \* Lagging Indicators

### 2022-2023 Goals and Focus Areas:

#### Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - Completing an outdoor play space with boards to use as a classroom, sport court and rink in the winter. Possible by a grant from Fortis B.C and a donation by Sigurdson Mill. Community engagement with parent work project to construct the play space. Students are very thankful for the space and the opportunity to use it.



- Having Shelley Moore work with classes to focus on strategies, focus and discussion regarding Inclusive Education. We are also watching Shelley Moore's IEP series monthly and on Pro D Days.
- Encourage staff to make positive phone calls home to increase student connectedness to school
- Connecting with families when students are away three consecutive days
- Welcome Service Dog to our school to assist with student regulation



## Human and Social Development

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

### 3.1 Attendance

2021-2022 Results:

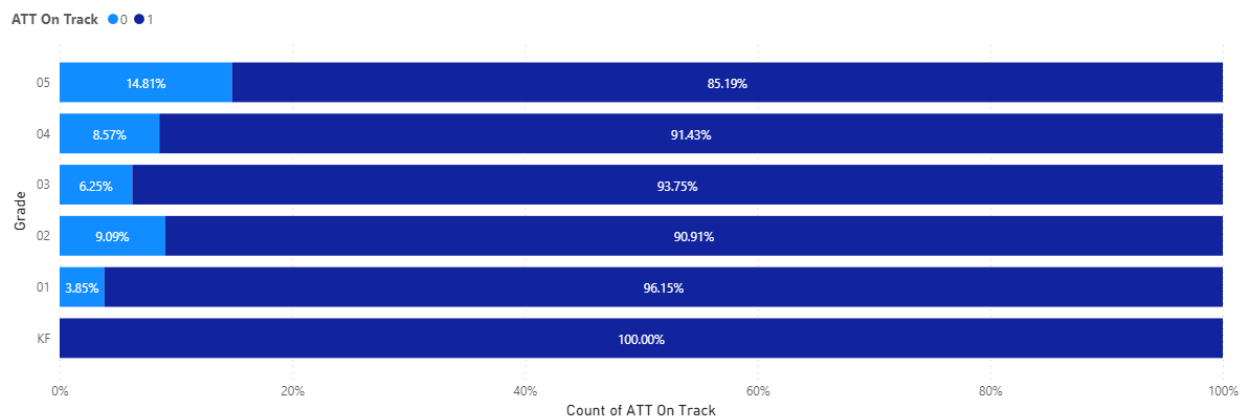
- Percentage of students attending 80% or greater end of June 2020:

### 3.1 Attendance

2020-2021 Results:

- Percentage of students attending 80% or greater end of June 2021

Percent On Track (Attending 80% or Greater)



- Goals and Focus Areas:
- 100% of students attending 80% or greater end of June 2021

2022-2023 Goals and Focus Areas:

- 100% of students attending 80% or greater end of June 2021

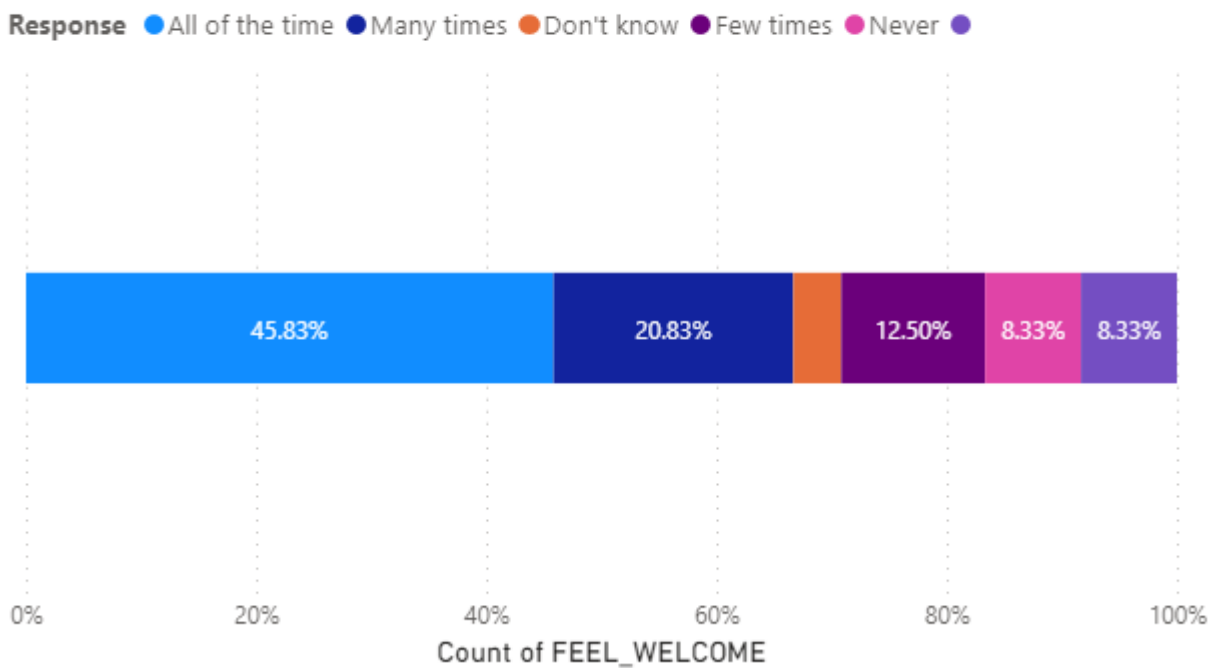


### 3.2 Connection to School

#### 2021-2022 Results (End of year results shown)

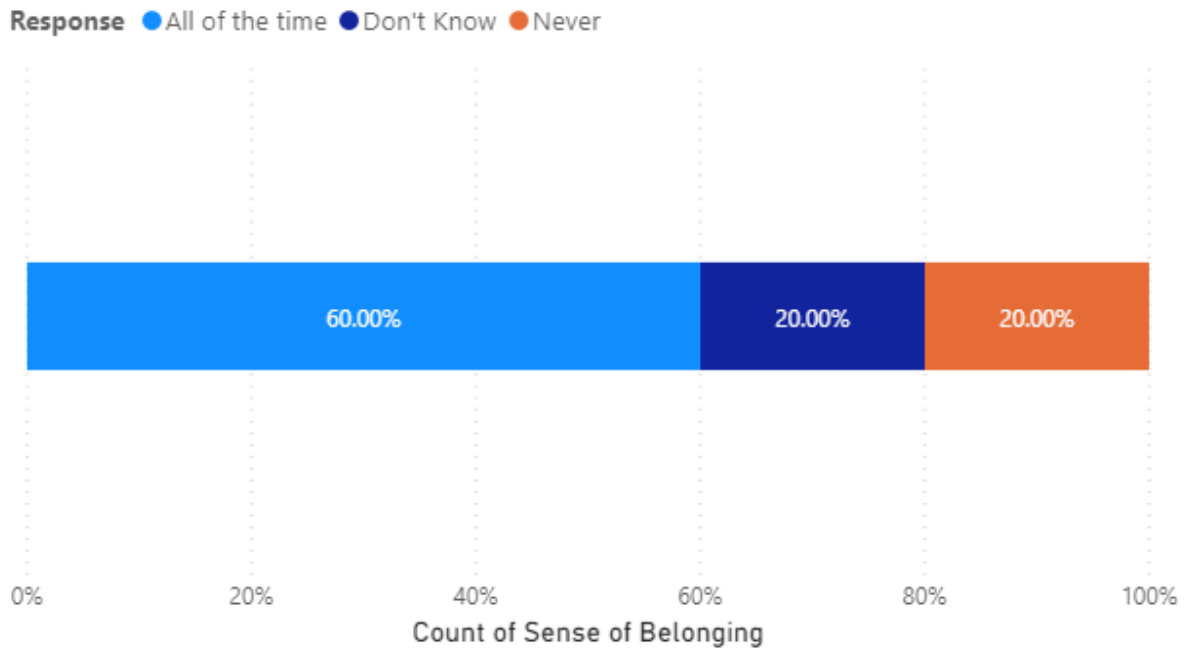
- Percentage of students in grades 4, 7, 10 who report feeling welcome in their school during 2021-2022
- Percentage of students in grades 4, 7, 10 who report having a sense of belonging in their school during 2021-2022:
- 2020-2021 Results
  - Percentage of students in grades 1-6 who report feeling welcome in their school during 2020-2021

#### Students Feeling Welcome



- Percentage of students in grades 1-6 who report having a sense of belonging in their school during 2021-2022:

### Students With A Sense of Belonging



#### Goals and Focus Areas

- Establish peer to peer supports during free time (recess and lunch)
- Peer networking through adult facilitation
- Continue to provide sport opportunities at lunch in preparation for inter School athletics

#### Strategies and Structures

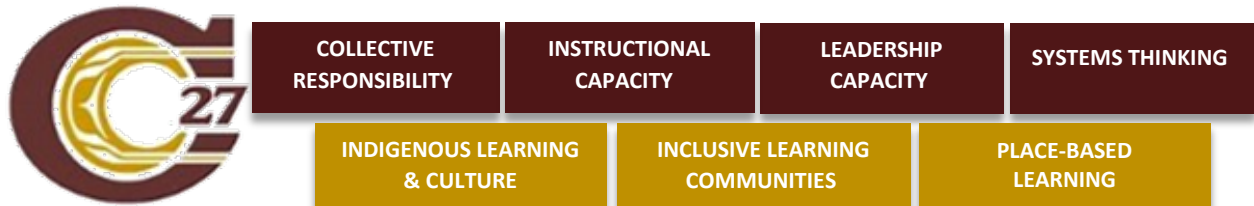
- Actions for Enhancing Student Learning and Experience
  - Leadership activities run by leadership students
  - “Take 2” – staff to student weekly connect
  - Student of the Month selections as well as daily VIP
- Actions for Enhancing Staff Capacity & Learning
  - Leadership committee comprised of staff to work with students to determine activities for entire school (ie. cohort sock hop)

## Career Development

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

Please provide a brief description of how core competency and career development will be enhanced in your school.

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

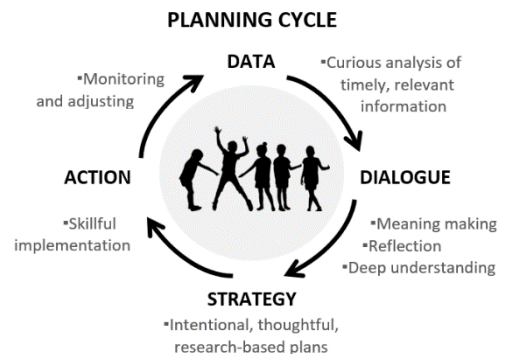


[Focus Area Name]

Please provide a brief description of one or two key focus areas from the district plan for learner success and/or collective responsibility framework that your school will make a priority this year.

## School Team Planning Cycle

- October Epra and Dart assessments
- October Grade 4 FSA assessments in Literacy and Numeracy with a team approach to administering the assessment. Learning Support Teachers, Educational Assistants and Administration conduct online assessments in the computer lab. Classroom teachers will also have the team support in their classes when conducting the booklet sections.
- Discussions with all staff continues during staff meetings as we look at supporting our learners wherever they may be on the assessment Rubric continuum.
- Please provide an outline (point form list) of the schedule that will be followed for reviewing data, monitoring actions, and adjusting plan throughout the school year. Please ensure that all stages of the plan are collaborative and include representation and input from the entire school staff)



## 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.

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.

LEA – Local Enhancement Agreement

LST- Learning Support Teacher

Pro D – Professional Development

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.

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