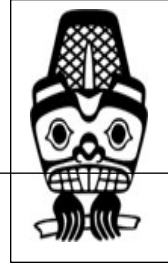
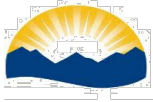




Cariboo-Chilcotin School District 2021-2022 School Plan for Learner Success **October 2022**



School Name: Big Lake Elementary School



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.



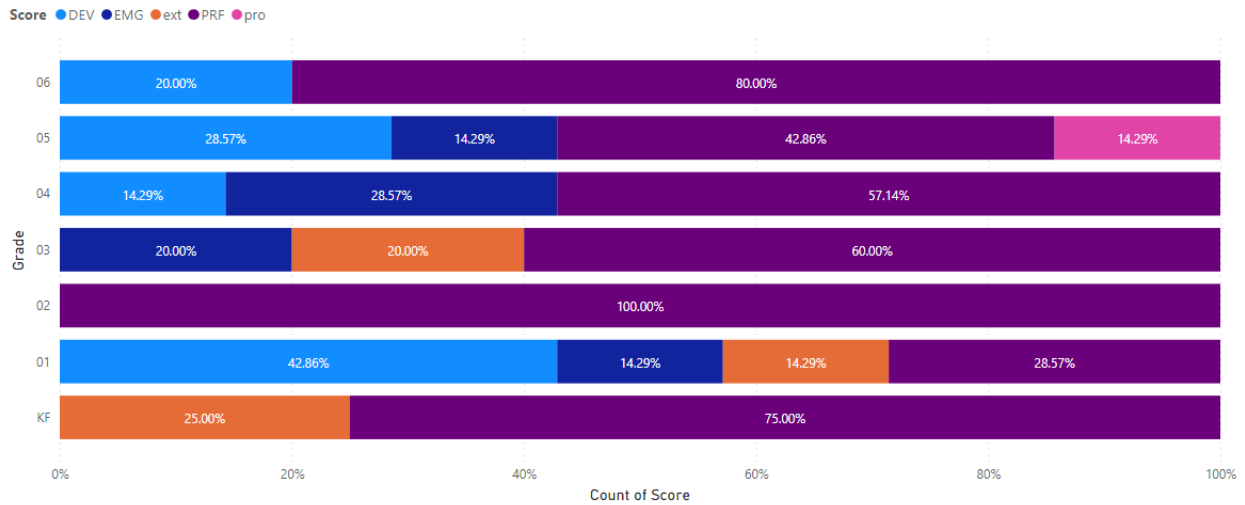
Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

Intellectual Development

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

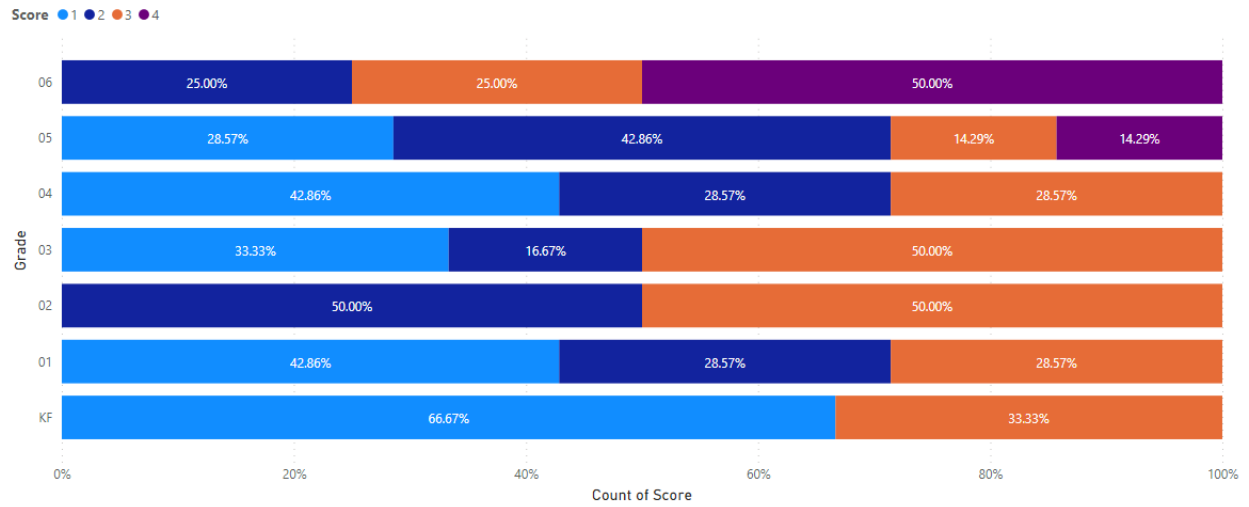
Spring 2022 District Assessment - Reading (DART/EPRA)

District Assessment Scores

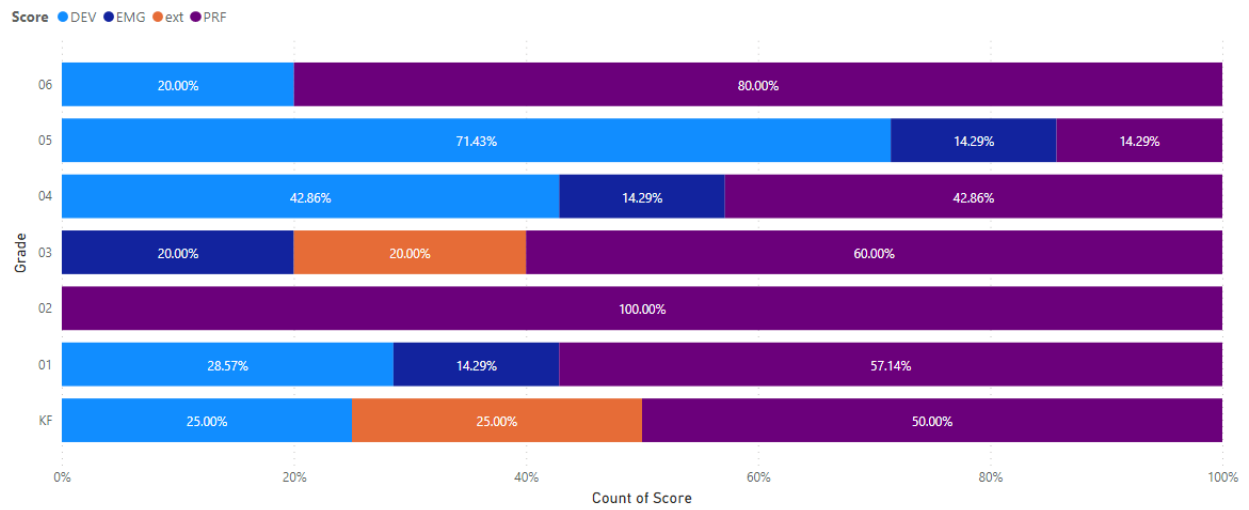


Fall 2021 District Assessment - Reading (DART/EPRA)

District Assessment Scores



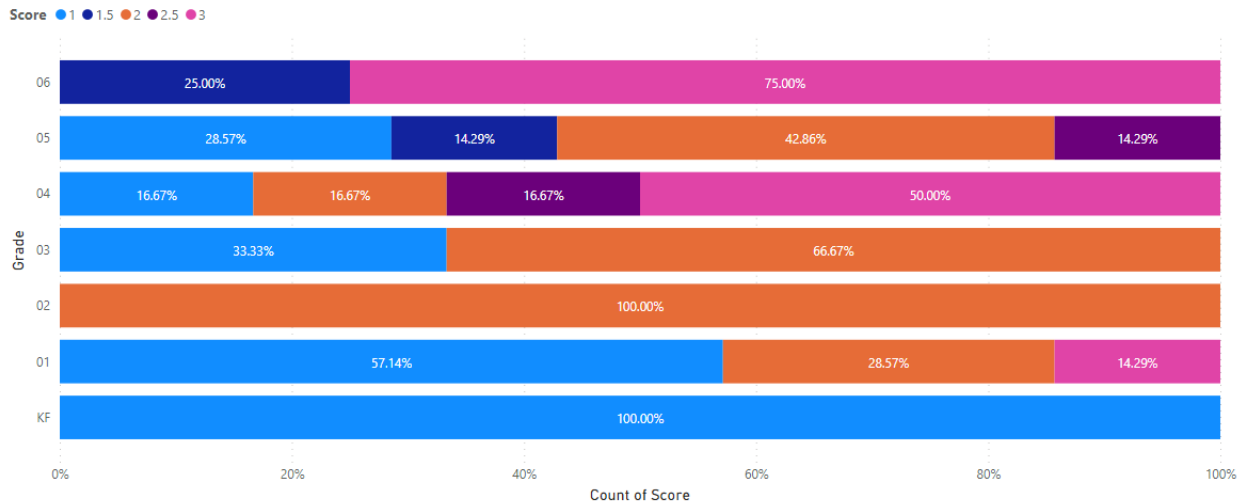
District Assessment Scores



Spring 2022 District Assessment – School Wide Write

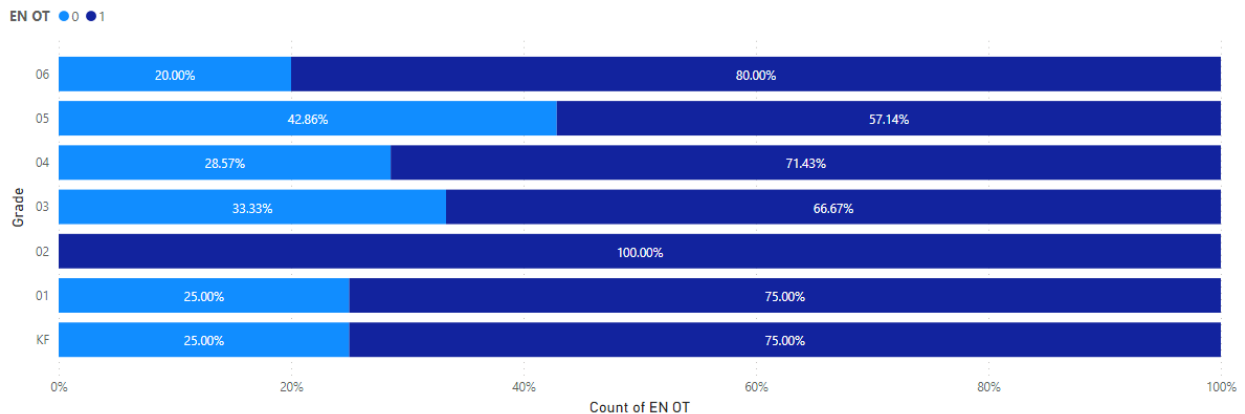
Fall 2021 School Wide Write

District Assessment Scores



Term 2 Report Card Data – English Language Arts

On Track EN - Percent Passing



Literacy Reflection (June 2022)

- growth in reading for all grades
- growth in writing
 - overall, increased engagement in writing
 - primary students – “Story Writing Workshop”
 - intermediate students – improvement in meaning and form. Continue to work on style, interesting content, and use of figurative language.
 - Conferences, feedback, and individualized goals
- based on data from the Fall assessments, staff decided to implement literacy groups, where each adult in the building met with a smaller group of students. From the assessments, we identified the learning needs and planned collaboratively. Small group focus areas included: reading intervention, story/creative writing, phonological awareness, comprehension strategies, literature circles.

Fall 2022:

- Administer DART, EPRA, and SWW (Oct 2022)
- Assess and Plan based on the data

- SWW – (grades 4-7) are complete. From this writing snapshot - approximately 90 % of the class is developing. Topic choice may have impacted the proficiency level for this write. Based on assessment – the teacher is planning to work on paragraphing skills and improving the overall meaning of student writing. With direct instruction and modeling on how to brainstorm and use the planning page. She will also model editing to add interesting ideas while inviting the audience to make connections, visualize, or
- DART (grades 4-7) – waiting for 2 students to finish (frequent absences due to illness and family commitments)

2022-2023 Goals and Focus Areas:

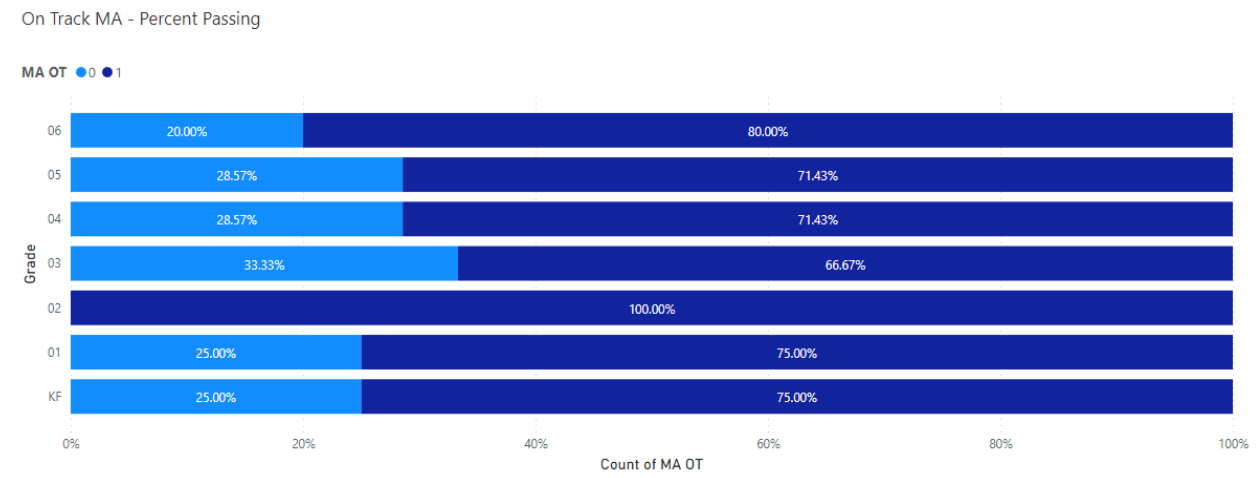
- Improve meaning by adding more interesting details
 - Direct instruction and modeling:
 - How to hook your reader
 - invite your audience/reader to make connections/visualize/voice
- Improve organization (paragraphing/form)
 - Provide choice of interesting topics
 - More time for writing; use of graphic organizers for brainstorms 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”

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

Term 2 Report Card Data – Numeracy



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.

Fall 2022 - assessments in progress

- students in the Grade 4-7 class will complete the Number Sense and Computational Fluency components of the Vancouver Island Numeracy Assessment
- Grades 4 and 7 continue to work on FSAs
- Based on AFL (vertical surfaces and individual work) – number reversals are a concern

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:

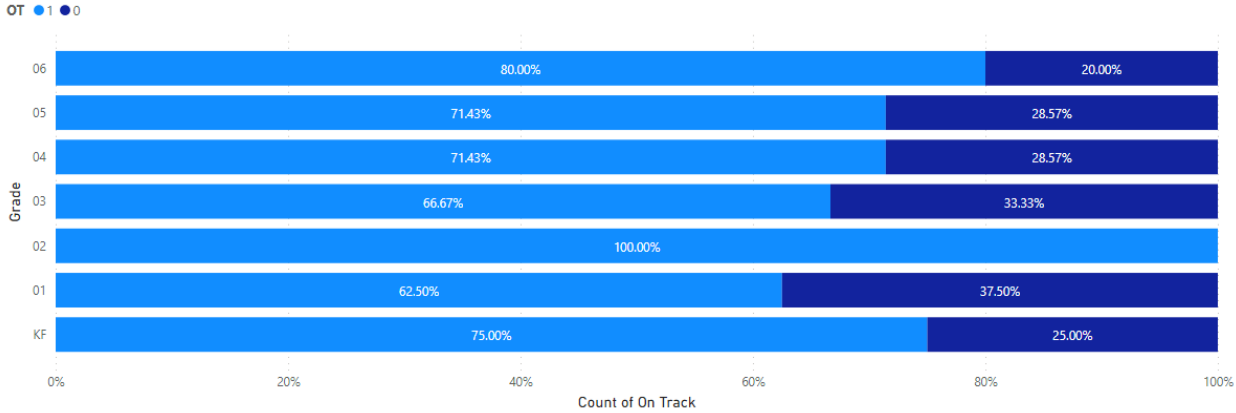
- Actions for Enhancing Student Learning and Experience
 - Continue to use vertical surfaces and provide time for collaborative math
- Actions for Enhancing Staff Capacity & Learning
 - ProD – attend Fullerton sessions (all staff)
 - Participate in “Culturally Responsive Math Assessment” Seminar – Ms. Small and Ms. Roberts (share learning at staff meetings)
 - Regular agenda item at staff meetings

Human and Social Development

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

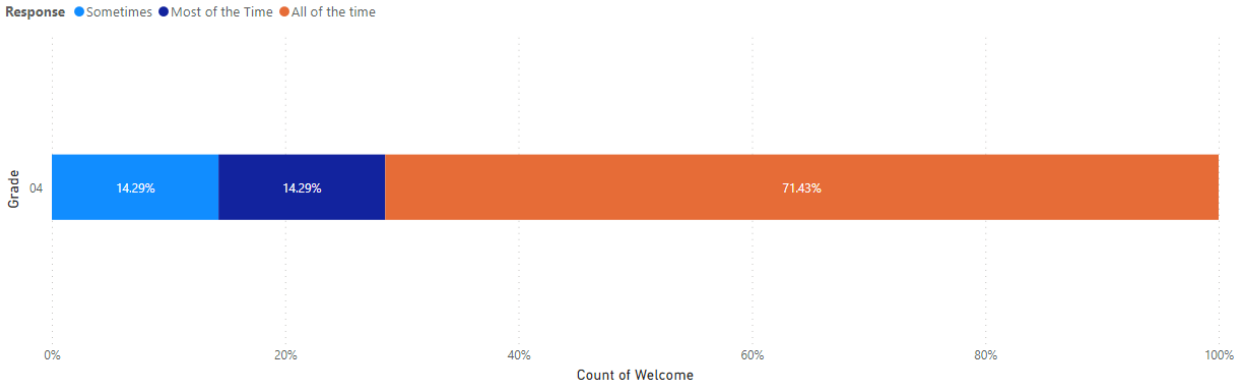
June 2022 My Ed. BC Data Attendance – On Track

Percent On Track (Attending 80% or Greater)

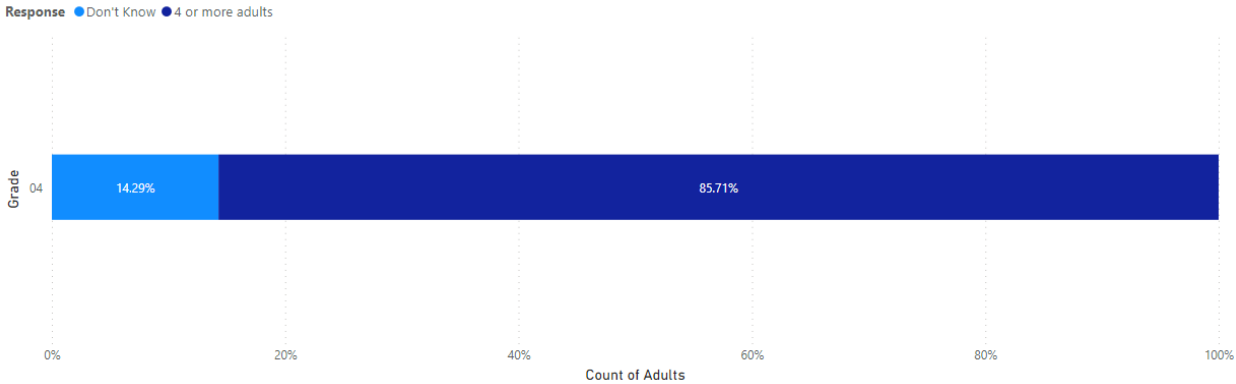


Student Learning Survey Data 2022

Feeling Welcome At School

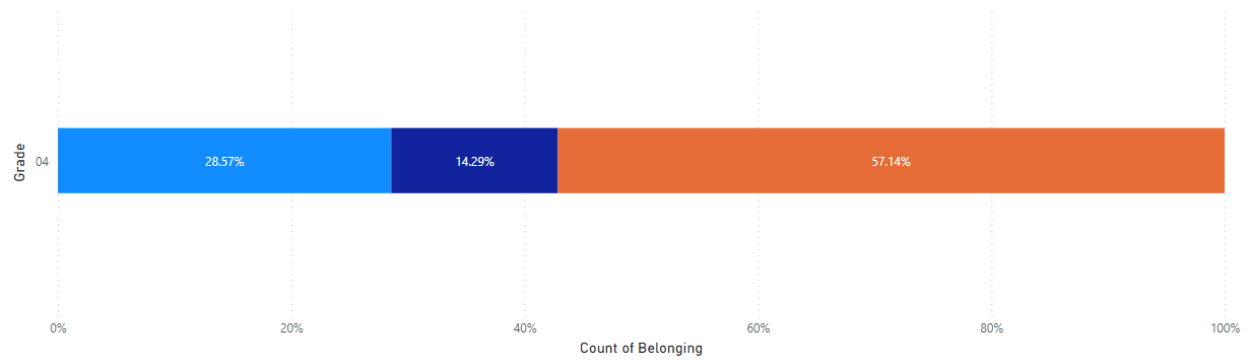


Adults Who Care



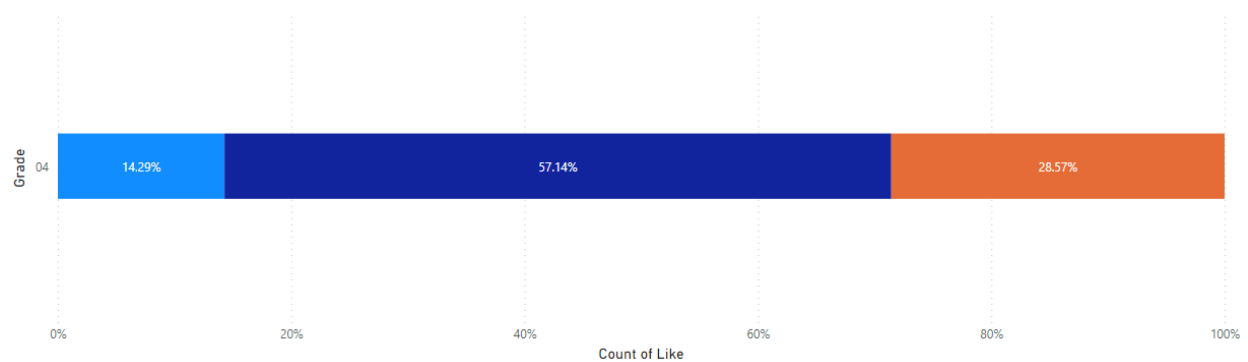
Sense of Belonging

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
- during the pandemic, we certainly missed having the parent presence in the school and the community involvement
- data indicated as sometimes “don’t know” is from a new student, who joined Big Lake School late this Spring
- next steps: expand breakfast snack program (currently only on Fridays and is very popular)

Fall 2022

- 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

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.
- participate in the “We Can” Project (Jesse Ruben) with Nesika, Cataline and Mountview
 - By working towards their goals a little at a time, students learn the importance of commitment, communication, strategic planning, and follow through. They come away with confidence, leadership, and a profound sense of accomplishment.

School Team Meeting Schedule:

Sept. -Oct: Introduce updated school planning model. Review data from 2020-2021 school year and fall assessments as a staff. Identify student focus groups and strategies. Collaborate and document in School P 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 2020-2021 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.