

**School District #60 (Peace River North)**  
**Committee of the Whole**  
**Regular Meeting**  
**Monday, December 5, 2022 @ 1:30 p.m.**  
**AGENDA**

**Education**

**1. Education Update**

*Stephen Petrucci, Superintendent*

Framework Presentations & Departmental Reports (Attachments)

- a) CM Finch Elementary School (1:30 – 2:00 p.m.)
- b) Prespatou Elementary Secondary School (2:00 – 2:30 p.m.)
- c) Technology Services (2:30 – 3:00 p.m.)
- d) Taylor Elementary School (3:15 – 3:45 p.m.)

**Governance**

**Human Resources**

**Operations**

**1. Operations Report (Attachment)**

*Angela Telford, Secretary-Treasurer*



**C.M. Finch Elementary School: Framework for Enhancing Learning 2022-2023**  
**Respect + Responsibility = Happiness**

**Mission Statement**

Our respectful, responsible CM Finch learning community works together to promote each individual's development and lifelong learning in a safe, supportive and caring environment.

**Context**

CM Finch is a vibrant and caring place. There is a strong sense of community among the families and staff at our school. We strive to maintain a positive school climate. We promote the involvement of our community, strong leadership across our school and mentoring between staff and students.

The school wide expectations for social responsibility and monthly school wide focus words that are the basis of assembly teaching and classroom instructions, are building blocks for our strong sense of community. Many parents of C.M. Finch learning community have high expectations for the education of their children. Parent volunteer in classrooms, support special activities, events and are also active on our Parent Advisory Council (PAC). Our PAC provides a voice for parents, run the school hot lunch program, and organize family activities such as family dances and the school carnival. PAC has also provided funds for all the classrooms to support special activities, projects, or the purchase of items.

**Intellectual Goals**

**Reading and Writing: (Language Arts)**

Literacy skills are essential for students to meet their career goals and be lifelong learners.

**Numeracy**

Proficient numeracy skills are essential for students to meet their career goals and manage personal finances.

**Communication Core competency (Ministry of Education)**

Communication Core Competency encompasses the set of abilities that students use to impart and exchange information; share experiences and ideas to explore the world around them and to understand how effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity, positive relationships, and the world in which they interact.

## **Language Arts Objectives**

To have all students display strong literacy skills, including reading fluency and comprehension, as well as effective writing skills.

### **FESL 2022 2023 Focus**

The main school wide focus for our FESL this year is continuing to work at improving student writing. Our school data has shown us that our writing skills are an area that require more attention and we would like to see improvement in.

## **Targets**

- A) To have all primary and intermediate students meeting or exceeding the School District's Reading Assessment at their appropriate grade level.
- B) Intermediate students: To have 80% of students score a C+ or higher in their final Report Card in ELA.
- C) Primary students: Meet or Exceed Expectations in ELA on their final Report Card.
- D) To have kindergarten students to show strong phonemic awareness.  
Target-to have 80% of students in quartile 3 and 4 on phonological assessment.
- E) To have intermediate and primary students develop strong writing skills.  
Target - to have 80% meet or exceed expectations in writing.  
Target - to have the school's percentage of grade four students perform at meeting or exceeding at or above the same level as the district or province on FSA in writing.
- F) To have students with literacy related IEP goals meet them.
- G) To have students who are on Annual Instruction Plan to meet their goals.

## **Evidence/Performance Indicators**

Phonological Assessment  
PM Results  
QCA results  
Read 73 Results  
Cold Write Results  
Report Card Marks

## **Strategies/Structure**

### ***FESL Focus Strategies:***

- a) School wide writing activities- Smoking Pencils, 20 minute writing daily, Pen Pals, Authentic Writing, Writer's Café, Journaling, Free Writing with a Prompt, Weekly Writing Prompt on SeeSaw, Set Weekly Writing Time.

- Continue to increase and promote Indigenous titles in book room collection to support this aspect of the curriculum.
- School wide peer reading program organized by learning assistant continues. (The Peer Reading program builds connections between students. There is a keen interest in the intermediate students in being a peer reader).
- Guided Reading
- Reading Recovery- Intervention
- Words Their Way
- Heggerty
- Adrienne Gear

### **Resources**

- Talking Tables-Kindergarten - Language skill development - ESL component.
- 100 Easy Lessons.
- Great Leaps.
- Reading Recovery.
- Words Their Way.
- Smart Learning.
- District Coaching time is being accessed by some staff.
- Staff also support each other's learning on their own time.
- Communicate ways that parents can support literacy at home through newsletters.
- Our Ready Set Learn and Welcome to Kindergarten events help to build connections with families before students start kindergarten.
- Librarian supports and encourages reading through school wide programs and book fairs.
- Six Traits of Writing bins support instruction in each trait area. Crate Traits can be used for writing support at each grade level. The learning assistant gives teachers support related to use of the program.
- Primary students maintain personal spelling dictionaries as a writing aid. These dictionaries start with the students when they are in grade one and remain with the student.
- CWT Program, Using iPads/Technology to enhance student writing
- RAZ Kids.
- Smart Learning strategies also support the writing.
- Communicate ways that parents can support writing in newsletters.
- Heggerty
- Adrienne Gear

## **Numeracy**

To have students develop strong numeracy skills.

1. Target - to have 80% of intermediate students score a C+ or better on the final report card.  
Target - to have 80% of primary students meeting or exceeding expectations numeracy on final report card.
2. To have students develop their basic math skills and problem solving skills in mathematics. As outlined in our Fund to Enhance Student Learning. (We have noted improvement as this was our FESL Focus goal for teaching and learning the past two years).

### **Evidence/Performance indicators**

Report card results

FSA results

MAP assessment

### **Strategies/Structures**

- Identify resource needs.
- Communicate ways that parents can support numeracy at home through class news.
- FESL Collaboration, Develop Strategies to promote basic math skill development, develop strategies to enhance student's abilities to solve math problems.

## **Social Emotional Learning**

**Goal: to maintain a safe learning environment where the school community displays a sense of belonging and is socially responsible.**

In order for people to perform at their optimum level they need to feel safe. Safety and a sense of belonging are basic needs that must be met in order to move to the higher stages of reasoning and learning. The goal is directly linked to our mission statement.

Definition of Social Responsibility Core Competency (BC Ministry of Education):

Social responsibility involves the ability and disposition to consider the interdependence of people with the natural environment; to contribute positively to one's family, community society and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

### **Social Emotional Learning:**

1. To have students, staff and parents feel that school is safe.  
Target – to have 100% of each group feel this way.

2. To have students feel connected to school.  
Target – to have at least 80% of intermediate students participate in an extracurricular and leadership activity.
3. To have students demonstrate personal and social responsibility.  
Target– To have 80% of students meet or exceed expectations on the Social Responsibility Performance Standard. (Or whatever district tool is provided to collect social responsibility data)
4. To Provide opportunities for student Choice and Voice- Peer Helpers, Leadership Club, Peer Readers, Canteen Helpers, SOGI Club, Intermediate Lunch Period Classroom Helpers, Office Helpers.

### **Evidence/Performance Indicators**

School survey  
Ministry Satisfaction Survey  
Discipline Data (Assess)  
Participation Records

### **Strategies/Structures**

#### **R+R=H**

Respect + Responsibility = Happiness are the guidewords that the Code of Conduct is structured around. Work on this code will be done throughout the year. Components of PBIS will be used in work around the Code of Conduct. The Code of Conduct will meet the standards set out in the Safe Orderly and Caring Schools document. School staff and PAC reviewed the Code of Conduct on the planning day in September.

- To deal with issues that arise, teach positive behaviours, and build consistent staff language and approaches to deal with behaviour. Review concept of rising expectations at assembly and through newsletters.
- Virtues have been linked to monthly focus words within the agenda. The work habits and virtues, guide the Bucket fillers that are given out at the assemblies to recognize positive choices made by students.
- We have implemented school wide activities such as Inter-murals and Spirit Assemblies.
- Continue to have school wide projects that promote social awareness within our community and at a national and international level. (Jump Rope for Heart, Terry Fox Run, Truth and Reconciliation Day, SPCA, Christmas Hamper).

- Focus on the development of self-regulation through use of Mind Up, Zone In, Zones of Regulation, EASE.
- Build school connectedness with participation in buddy activities, joint projects and school wide activities.
- During first week of school build common understanding of school social responsibility expectations.
- Assembly Times are also used for social responsibility teaching.
- ISSW support our aboriginal students.
- Possible Indigenous Day Rotations.
- PAC has worked to have the hot lunch program meet the healthy food guidelines. Healthy food choices are being promoted within the school.
- Continue to participate in Provincial Food and Vegetable Program and the School Milk Program.

## **Careers**

Career Education is a process that recognizes three major phases of career development– Foundation and Awareness, Exploration, and Experience and Applications.

In the curriculum documents this is defined as; students will develop a sense of personal responsibility and believe in the ability of each individual to make a difference to their own well-being and the others. (BC Ministry of Education).

Personal Development involves using goal setting strategies, speaking responsibly, becoming a problem solver and decision maker, in order to acquire emergent leadership skills. These personal connections to each child's community will make the student and staff culturally and socially aware, so that all respect their roles and responsibility at home, at school and in the community. This will make us aware of community careers, and safety issues. To develop strong work habits and a positive attitude towards learning is essential for lifelong learners.

## **Objectives**

1. Students will be able to identify areas of strength that they have.  
Target – all students will participate in goal setting activities where they note to positive.
2. Students will be able to set goals and work towards meeting them.  
Target – all students will participate in goal setting where they indicate an area that they would like to improve on.

3. Students will develop work habits that support them and meeting their learning goals.
4. Students that have behavioural or social emotional and self-regulation goals within their IEP's, we will meet with them.

### **Evidence/ Performance Indicators**

Ministry Satisfaction Survey

### **Strategies/Structures**

- Have students at our school engage in the following ASD projects and Events: Explorefest, Science Fair Projects, Passion Projects, Skills Canada Programs, NLC College Field Trip, School Speech Contest, Science in Schools, Maker Space Projects.
- In 2022-2023 we will continue to gather materials to support STEAM activities and Maker Projects. We have set up a Makers Space to support student participation in project-based learning where there is choice and reflection. Projects such as these helps build students' personal understanding all of their own interests and strengths. These projects help to address the Applied Skills and Design curriculum, and promote critical thinking skills.
- Continue the use of Interim Report Cards developed by staff that focuses on the effective traits for learning and has students do a self-assessment component that can be compared with teacher assessment. This comparison provides the basis for assessment for learning Conversations at home and school.

### **Three Year Plan**

During the 2022 2023 school year we will continue to focus on Writing. We will continue to focus our attention and awareness on enhancing our instructional skills in the area of writing. By collectively focusing our instruction, and by working collaboratively we are confident that we will achieve our goal of increase the students' skills in writing.

We will continue to work towards the Indigenization of our curriculum. We need to continue to add and promote resources particularly about our local Indigenous cultures; and connect with local Indigenous groups with support from the Indigenous Education Center.

We will target our resources to help address our main FESL Goal in Writing this year.



# Prespatou Elementary/Secondary School Framework for Enhancing Student Learning

## **Events**

School-Wide Breakfast  
Assemblies  
Arts Theatre  
Buddy Reading  
Terry Fox Run  
Community Clean-up  
Christmas Concert  
Intramurals

## **Our Support**

Active, Supportive PAC  
Parent/Guardian Volunteers  
District Itinerants (Speech and  
Hearing)  
Reading Support  
Complex Behaviour Support  
Technology Support  
Counselling

## **Staff**

9 Elementary Teachers  
5 Secondary Teachers  
1 English Language Learner Teacher  
1 Learning Assistant Teacher  
1 Teacher - Librarian  
4 Educational Assistants  
2 Lunch Time Monitors  
1 Secretary  
3 Custodians  
1 Strong Start Assistant  
2 Administrators

## **Communication**

Monthly Newsletters

Emails

Website

Communication Televisions

Report Cards

Monthly PAC Meetings

Journals

Class Newsletters

Phone Calls

# WELCOME TO PRESPATOU SCHOOL



## **Mission Statement:**

Prespatou School challenges students to be successful by providing a nurturing, safe, and inclusive learning environment, which honours diversity, individuality, and creativity.



# Prespatou School Beliefs



# Intellectual Goal 1 - Reading - Improve Students Reading and Comprehension Success

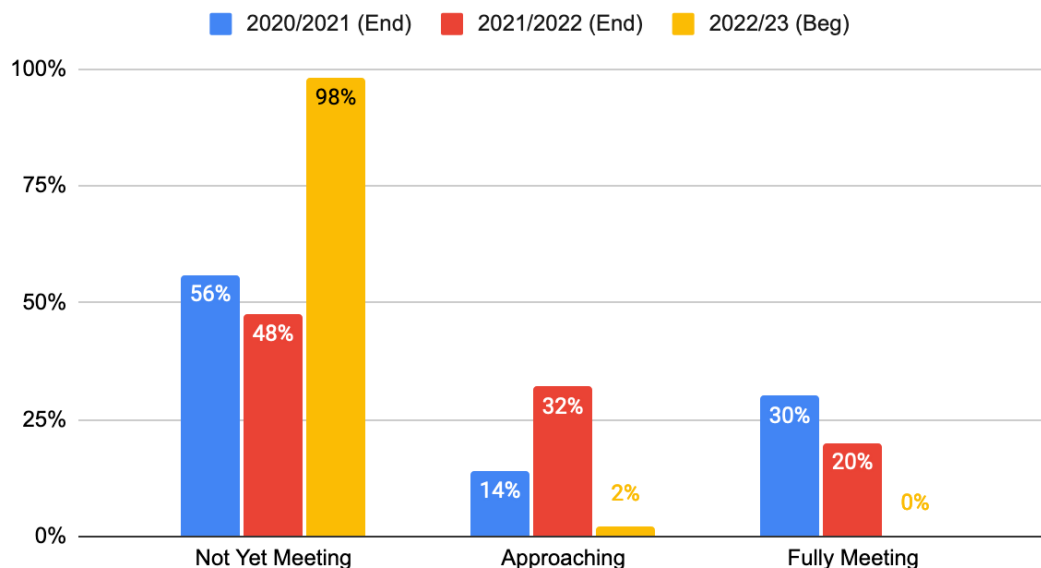
## Key Strategies:

- More Opportunities to read especially at the secondary level
  - HHT Block
- Increase resources - High Interest - Magazines, graphic novels and areas of interest
- Parental Involvement
- Reading Incentives
- Reading Groups
  - Daily Interventions (Primary)
- Teaching Reading Strategies
  - Heggerty

## Targets:

- Ultimate goal is to have 100% of students display growth. We are working towards this by collecting current assessments to help recognize and act on students reading difficulties.

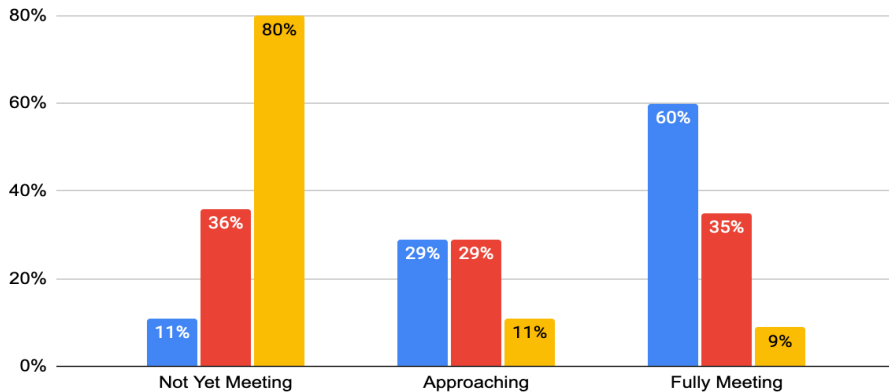
## Primary Reading Data



- Adjusting Target Levels For ELL Students
- A trend of improving FSA results in Grade 4 and Grade 7

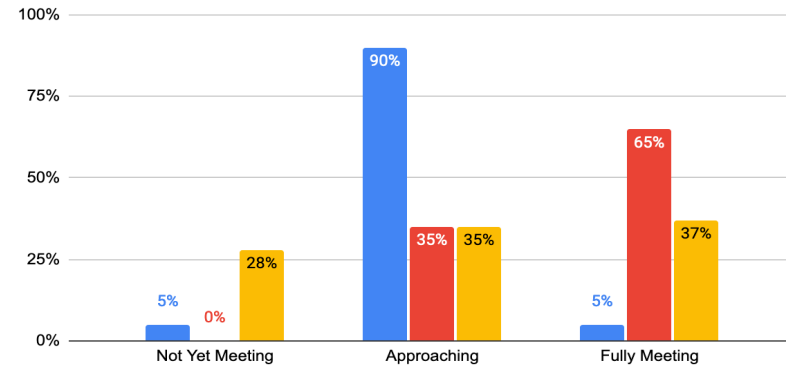
### Intermediate Reading Data

■ 2020/2021 (End) ■ 2021/2022 (End) ■ 2022/23 (Beg)



### Secondary Reading Data

■ 2020/2021 (End) ■ 2021/2022 (End) ■ 2022/23 (Beg)



### Alignment of Resource Allocations With This Goal:

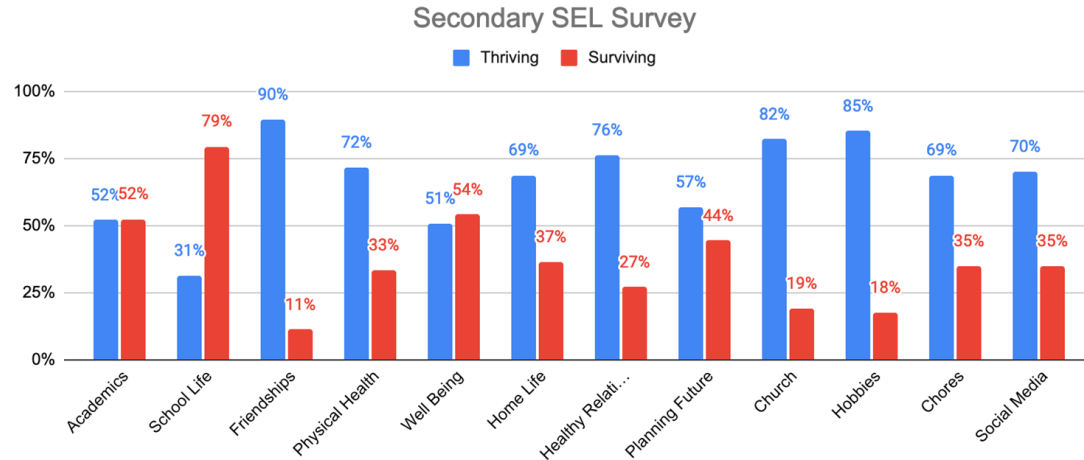
- Reading Support: Teacher for 2020/2021 = \$21,255
- Reading Support: Educational Assistant for 2020/2021 = \$15,219.72
- Reading Support Educational Assistant for 2021/2022 = \$20,204.84
- Reading Supplies for 2020/21 = \$4,564.27
- Collaboration 2022/23 = \$5,020
- Reading Supplies 2022/23 = \$3,000
- Reading Support Teacher (Proposed) = \$50,000



## Social/Emotional Goal 2 - Students will learn Social and Emotional skills to become better social citizens as they move through school and life.

### Key Strategies:

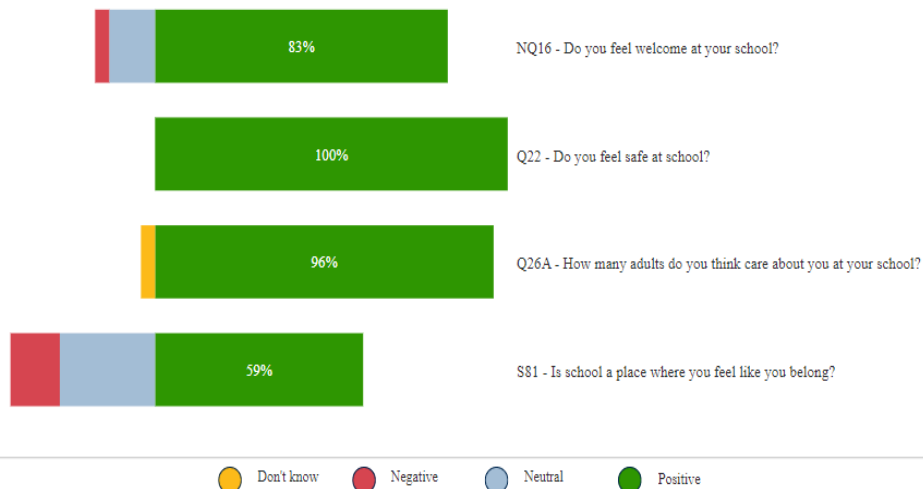
- Brain Breaks
- Sharing circles
  - Fostering voice, confidence and self-esteem
- Morning check-ins -
  - Saying student's name
  - Zones check-in
  - Understand what they are bringing from home
- Teach growth mindset
- Consistent expectations
- HHT - Healthy Habit Time
- Zones Of Regulation
- Leadership Class



### Targets:

- Improving overall social and emotional health for all students (K-Grade 12) - The data will show upward trend.
- MDI Data

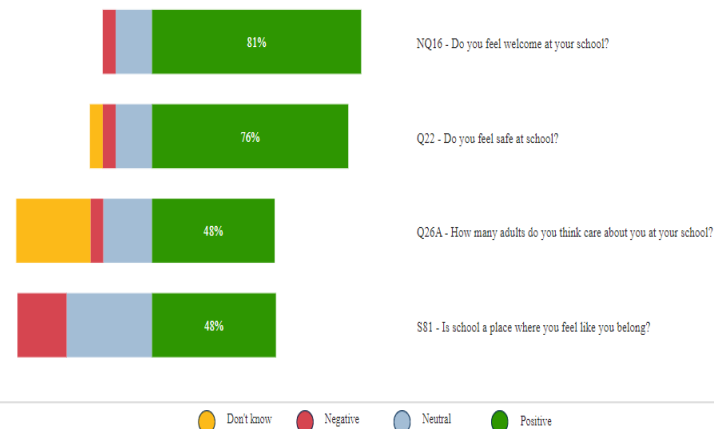
## Prespatou Elem-Secondary, Grade 4



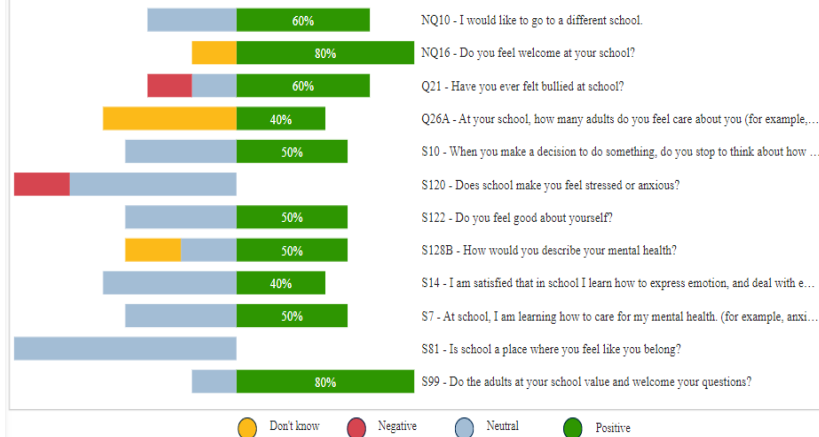
## Alignment of Resource Allocations With This Goal:

- SEL Resources = \$1000
- SEL Teacher (One Day Week) = \$20,000

## Prespatou Elem-Secondary, Grade 7



## Prespatou Elem-Secondary, Grade 10



## Career/Skills Goal 3 - Students will work on developing an understanding of the connection between school and real-world career opportunities.

### Key Strategies:

- Trained Secondary Councilor
- Work-experience
- Dual Credit Program
- Green Program, Construction Program
- Project Heavy Duty
- Provide opportunities for students to talk about their learning, strengths & struggles
- Incentives to graduate
- Scholarships
- HHT - Healthy Habits Time
- Project Based Learning
- Improved Differentiation Practices



### Targets:

- Have a 100% transition from Grade 9 to Grade 10



## HHT - Healthy Habits Time

Topics Include:

Herbal Medicine

CyberSafety

Stress Management

Nutritious Diets

Cell Phone Dangers

8:55- 10:05	10:07 - 10:48	10:50 - 12:00
A	HHT	B
Elec 10-12	X	PE 8/9
Math 9	X	Art 9/8
Elec 10-12	X	SS10SS11
Elec 10-12	X	Elem
CE8/LA8	X	Eng 12

### Alignment of Resource Allocations With This Goal:

- HHT - Healthy Habits Budget - \$1500



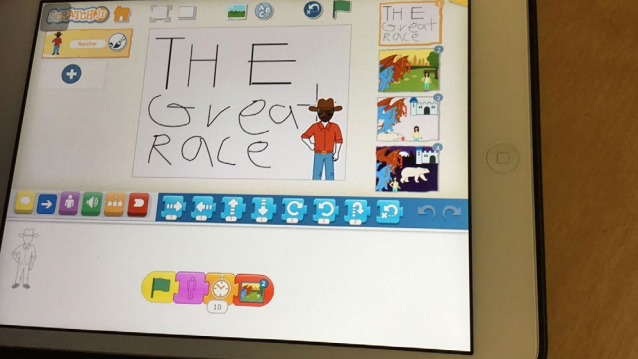
# SD60 Technology Services - Tech Infrastructure and Education

Presentation to the Board  
December 5, 2022



Presented by:  
Rick Phillips and Laurie Petrucci





# Why leverage technology?

Technology allows our educators to deliver the BC curriculum more effectively, fosters students' ability to represent their learning in multi-representational formats (Universal Designs for Learning) and supports Inclusion.

## Mission

Our Department strives to provide the best support possible for our staff and students



# Overarching Goals of the Technology Department

Technology is required  
for both educational  
and business activities  
in School District 60

Our goals include providing:

1. Systems reliability
2. High quality of service
3. Equitable Access
4. Online Tools
5. Good Resource Performance
6. Technology that supports learning in a variety of ways

# Technology Goals:

## 1. Systems Reliability

- Downtime should be limited

## 1. High Quality of Service

- District schools and sites are required to use our services. Therefore, we must provide high quality service to our end users.

## 3. Equitable Access

- Systems, devices, and tools that are provided district wide should be available and accessible.

Examples:

- The CW T district program is a 1:1 iPad program for all grade 6 students.
- A computer is to be available for classroom teachers (provided by desktop refresh cycle).
- Public devices can access our “SD60-Public” wifi for BYOD, Bring Your Own Device

# Technology Goals:

## 4. Online Tools

- Accessing applications through a controlled browser
  - Google Safe Search
- Mathletics, myBlueprint, Google Read & Write, Digmore
- Privacy Impact Assessments (PIA)
  - This process includes thoughtful consideration on how personal information is collected, stored and used.
    - For example, educators are encouraged to use applications that create a Class account, instead of individual student accounts, to protect students personal information.

# Technology Goals:

## 5. Good Resource Performance

## 6. Technology supports Learning in a variety of ways including:

- Inclusion - Special Education Technology (SET-BC) and Adapted Resource Collection (ARC - BC) to provide digital access for students with learning disabilities
- Online curriculum resources through our Digmore website
- Digital Citizenship and Safety lessons provided on the Digmore website
- Career skills
- Facilitates the implementation of curriculum, teaching, learning, and business processes
- Promotes growth in the area of self-regulation for our students and staff

# By the numbers:

## iPads:

- **Grade 6 CWT** - 443 students using iPads 1:1
- **Older Model iPads** from previous CWT refreshment cycle
  - Grade 5 / 6 split classes: Grade 5 students
  - Each elementary school received 10 iPads to support Primary Literacy Centres
  - 23 iPads went to custodians,
  - 40 iPads went to Learning Services and
  - ELL students

## Chromebooks:

- 1500 plus Chromebooks in the district

## Desktop computers

- 1497

## Data Centre

- 95% virtualized

## Wireless Access Points

- 270



# Technology Management Systems

- **Device Management Systems**

- Meraki and Intune for iPads

- **Back-ups** - Our motto: Every byte, every night and offsite

- **Helpdesk**

- Tech Support
- Asset Inventory
- Purchasing

- **Nucias Wireless Management System for Access Points**

- **Library Media Technology**

- Insignia

- **Student Information System**

- MyEducation

# The team and structures to support and execute the Tech Department Services:

- IT Manager - Rick Phillips
- District Vice-Principal - Innovation & Technology - Laurie Petrucci
- District Network Admin - Jayson Jopio
- Technology Facilitator, Admin Assistant Holly Rowe
- Tech Facilitator- Student Information Systems, MyEd BC Level 1 support - Jennie Copeland
- Wide Area Network Specialist - Ryan London
- Local Area Network Specialist - Bruce Wood
- Local Area Network Specialist - JP Wood
- Local Area Network Specialist - Dudes Antonio
- Local Area Network Specialist - Mark Cuerpo
- Local Area Network Specialist - Jeff Puno
- Library Media Technician - Vanessa Kloppenburg
- Local Area Network Specialist NPSS - Jack Li
- Network Consultant - The Key Learning Centre - Syed Zaidi

# Some of the more significant challenges that our department faces as we have assumed the following roles:

- Integration of modernized services eg. **Heating systems, Alarm systems. Video Surveillance**
- Projector and Presentation Systems. Eg. **Mounting of classroom projectors**
- **Cyber Security** without a dedicated person assigned to this role - Threat and Vulnerability Resolution
- **Account management** both virtual and physical
- Implementation and maintenance of Ministry of Education and Child Care Systems and Protocols
- **Licensing** for various vendors
- **Recycling** of old technology
- **Phone Systems**, both Cellular. Landline and Voip
- Privacy management

# Current Successes

- **In-person training** is now happening again. Eg. CWT Workshops for teachers
- **Synchronizing Library Systems** to be consistent across the district. Eg. Re-cataloguing Learning Services Library
- Working with LATs, SET-BC and Arc-BC to **support inclusion**
- **Google Classroom**
- Creation of **digital learning tools** due to need during Covid pandemic
- **Classroom visits** to provide lessons on how to integrate technology into Literacy, Numeracy, Coding, and Digital Citizenship
- **MyEd** implementation of **online payments for parents**
- **Power Management Monitoring** - monitor our server rooms at schools off-site

# Opportunities that lie ahead



- Ongoing Migration of some services to the Microsoft Domain
  - Eg. **Teams, SharePoint**
- Continued Implementation of **Privacy Impact Assessments** (PIA)
- **D2L Bright Space** Implementation - MOE Online Learning

# TAYLOR ELEMENTARY SCHOOL FRAMEWORK 2022-2023

## Taylor Tigers Song



### Mission

The mission of our school community is to *Educate, Inspire and Empower* all students. We do this by providing challenging and enjoyable learning experiences. Together, as educators and parents, we believe that all students will attain their goals and discover the joy of becoming lifelong learners.

### Values

We focus on the seven values from the Seven Teachings common in Indigenous Cultures. These are: Love, Respect, Honesty, Courage, Wisdom, Humility and Truth

### Communication

Tiger News - <https://bit.ly/3zbAVHc>

Facebook Page: <https://www.facebook.com/sd60taylor>

Website: <https://taylor.prn.bc.ca/>

**DOJO & SeeSaw** - Classroom teacher and school-wide platform for regular communication with families

# Taylor Elementary

## Framework for Enhancing Student Learning 2021-2024

### Goal 1: Literacy

- Improve reading comprehension and fluency in Grades K-6.
- Improve writing skills and fluency in Grades K-6

### Goal 2: Numeracy

- To improve students' performance in the knowledge, skills and attitudes related to Mathematics and problem solving.

### Goal 3: Social and Human Development

- Increase Student Social/Emotional Competency

## Introduction

Taylor Elementary School is a community-oriented school in the District of Taylor, fourteen kilometers south of Fort St. John. There are about one hundred and twenty students attending our school. Our teaching staff consists of 7 teachers, educational assistants, an Indigenous Support worker, and two Early Childhood Educators. Within the school, a Strong Start Program operates, which has become an early learning part of our community and created strong bonds with students before they enter kindergarten here. We are a pilot school for the Ministry's Seamless Day Kindergarten Program and have a BASC and Strongstart Program.

We continue to work hard to provide great learning opportunities for our students. We embrace BC's new curriculum and seek to engage students in their learning everyday, focusing on big ideas and experiential learning. We integrate Indigenous learning into the school, utilizing our Indigenous Support Worker and other resources. We also have a leadership team, which organizes school events throughout the year. Our staff works hard to develop community spirit, as is outlined in our school song (Taylor Tigers/ Eye of the Tiger).

Taylor's unique setting provides outdoor activities that are not found in many schools. Our students have access to a hill that is utilized for tobogganing and hiking throughout the year. The District of Taylor is a strong community partner and allows our students access to the skating rink, swimming pool, river, pickle ball court, campground/park, golf course, community hall and curling rink. With these partnerships students are able to expand their learning beyond the classroom walls and regular classroom setting.

## Framework Development Process

Staff met in September on planning day and reviewed the Framework goals from the previous year. Throughout the school year staff continue to work on Framework goals at monthly staff meetings and weekly school based team meetings. Where possible classroom formative and summative data is collected on a regular and ongoing basis and strategies are adjusted throughout the school year.

## What the Evidence Tells Us.....

### **Ongoing strategies and structures need to be in place:**

- Whole school collaboration proposal to support Framework planning
  - Teachers provided release time from our Education budget for planning for goal areas.
- Individual or small groups of teachers collaboration or coaching requests.
- Class Review conversations in October and throughout the school year based on needs - up to 3 times a year.
- Framework Updates and work on goals at staff meetings and Weekly School Based Team Meetings
- Framework Timeline & Action Plan for staff.

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## Focus

**A systemic and collaborative approach to improving student achievement.**



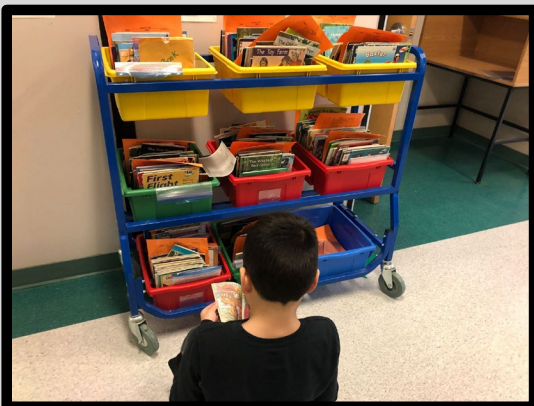
## Goal 1: Increase Literacy Skills, Reading and Writing.

### Objective 1.1: Improve Reading fluency and comprehension success in grades 1-6

#### Key Strategies

- 0.2 Reading Intervention Teacher - focusing on yellow/red readers in Grades 2 & 3.
- Guided Reading Collaboration in Primary classrooms - continuous adjustment of guided reading groupings at team meetings.
- Home Reading Program in Kindergarten to Grade 3
- Home Reading Strategies Slideshow & Parent Session - <https://bit.ly/3J35YtP>
- Heggerty Phonemic Awareness Pilot Program - Kindergarten/Grade 1
- Research Reading Fluency Program in Intermediate classrooms (6 minute reading solution) that can be administered classwide and or by a teaching assistant
- Guided Reading resources culled and restructured - New books (include more non-fiction and Indigenous content)
- Grade 1 Data wall initiated in January and updated throughout the remainder of the school year - with school based team input for intervention.
- Data wall for at risk readers in Grades 2 & 3, updated formally 4 times a year
- Reading Challenge & Sadie Awards
- Adrienne Gear and SMART reading strategy instruction
- Ongoing professional development in relation to reading data with the school team.
  - Reading Record Practices
  - Observation Survey - Marie Clay - LA training
  - Prompting and Cueing for Balanced Cueing systems
  - Guided Reading lesson planning

#### Literacy Photos



***“Choosing Home Reading Books”***



***“Read to self in Grade 1”***

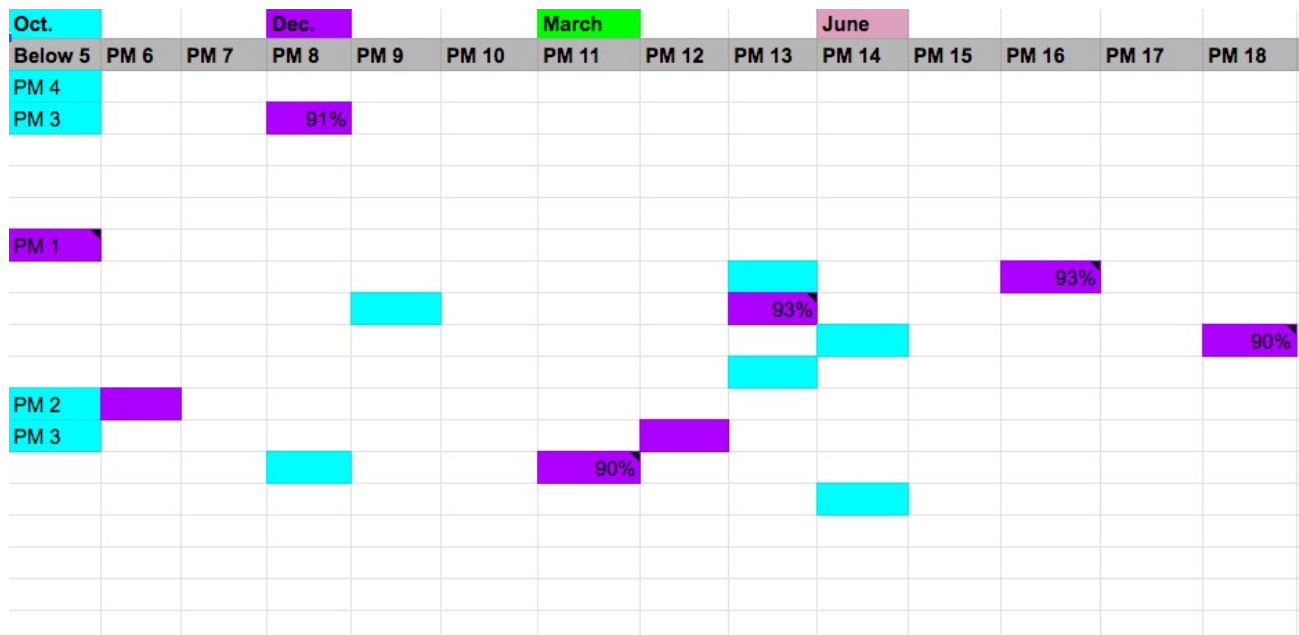
### Indicators/Evidence -

- Grade 2-3 “At Risk Reader’s” Data wall
- Grade 1 Reading Data wall
- Kindergarten Phonological Data
- ASSESS - District Reading Data - October and June

## Targets

- Increase percentage of students meeting expectations for Grades 2 & 3 - move red readers to yellow, move yellow readers to green this school year.
- Track students identified as red/yellow in Grade 2 and 3 for the next 3 years.

### **“Grade 2-3 At Risk Readers Literacy Data Wall”**



### Alignment of Resource Allocations With This Goal:

- O.2 Reading Intervention Teacher
- Guided Reading Inventory and Update Resources
  - Focus on Non-fiction text in the Grades 1-3 range.
  - Add guided reading books with indigenous content to the book room.
- Home Reading Resources Update

## What's next?

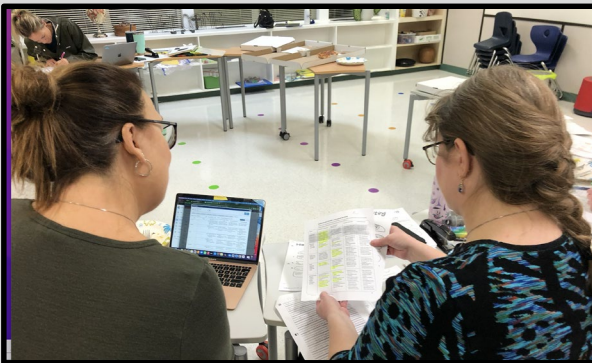
- Concepts about Print data - Kindergarten
- Update Home Reading books
- Guided Reading Room - Clean and Resource Update

## Objective 1.2: Improve writing skills

### Key Strategies

- Teacher Collaboration focusing on writing assessment and instruction
  - Staff collaboration sessions - Collaboration request approved by the District
    - Collaborative Marking of student writing in the Fall and Spring
    - Collaborative sessions focusing on the writing data - pulled from the performance standard information from ASSESS
    - Focus on best practices - Adrienne Gear (Powerful Writing) and Lori-Jamison Rog Writing Strategies - Writing Workshop processes

#### *Writing Photos*



***“Collaborative Marking”***

***“”***

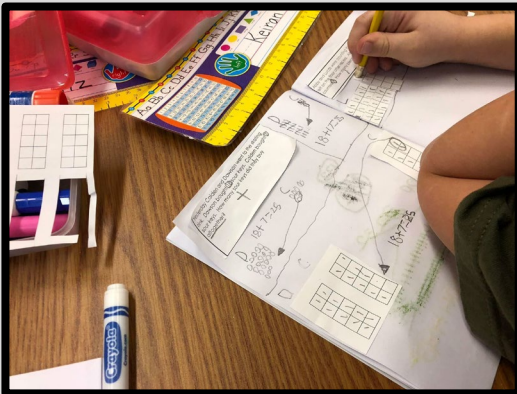
Goal 2: To improve students' performance in the knowledge, skills and attitudes related to Mathematics and problem solving.

## Objective 2.1: Improve numeracy skills

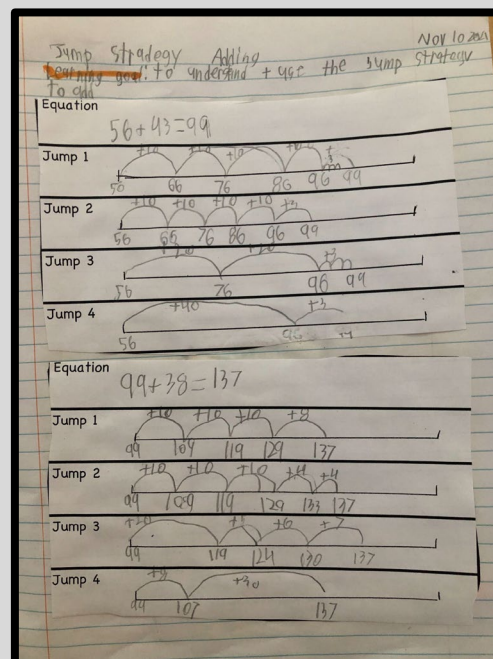
### Key Strategies

- Math Assessment and Practice (MAP) Grades 4-6 - including the "Zoom In" on sections of the MAP
- Mathletics online Math program - Grades 2-6
- Review math manipulative access in each classroom and update resources where needed.
- Numeracy Night for families - Math games
- Mathology Pilot - has been requested for all grades for the 2023-2024 school year and some classes may pilot as early as January 2023.
- Explore Primary MAPS for assessment and instruction.

### Numeracy Goal Photos



*"Teaching through problem solving"*



**Interactive Math journals**  
**"Teaching the Jump strategy"**

### Indicators:

- MAPS results Grade 4-6
- FSA Grade 4 results

### Alignment of Resource Allocations With This Goal:

- Athletics Licenses - Grades 3-6
- Coaching and Collaboration
- MAP/numeracy support
- Math manipulative resource update

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## Goal 3: Social and Human Development

### Focus

**A strong foundation in Social Emotional Learning is key to engagement and academic success.**

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### Objective 3.1: Increase School SEL Team's understanding of the CASEL Framework

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### Key Strategies

- Teacher collaboration for SEL curriculum and strategies.
- Determine SEL inquiry focus - student relationships and start on inquiry this year and continue into the 2022-2023 school year.

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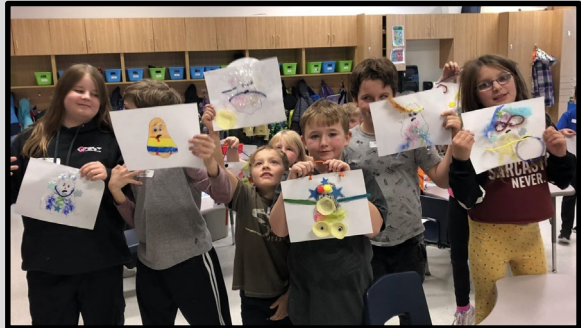
### Objective 3.2: Improve student's sense of belonging and leadership skills within the school and larger community

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### Key Strategies

- Rebuild Tiger Matrix - align with Tiger Song - Imovie
- Review code of conduct - update major/minor behaviors with staff
- Angie Pomeroy - Dance Residency and Community Dance
- EASE Program
- WITS program taught in classrooms and WITS links/materials shared with families.
- Leadership club to focus on Spirit days and other leadership activities

- School-wide Spirit Activities - monthly - Tiger Teams (mixed grades)
- Peer Lunch leaders - Grades 4-6
- Improve ASSESS incident tracking data input by staff
- Breakfast & Snack program
- Teacher School Home communication platforms - DOJO & SeeSaw
- Community partnership - events/access to community facilities (rink, golf course..)

<p><b><i>Peer Lunch Leader Program</i></b></p>	
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## Indicators/Evidence

- ASSESS portal - incident documentation
- School Facebook page posts
- SEL survey results and Inquiry question
  - Focus on Peer relationships across all grades.

## Targets

- Teaching staff will input incidents on ASSESS on a regular as needed basis.

## Alignment of Resource Allocations With This Goal:

- Angie Pomeroy - Dance Residency and Community Dance
- WITS program subscription
- Food Security funding from the Student and Family Affordability Fund

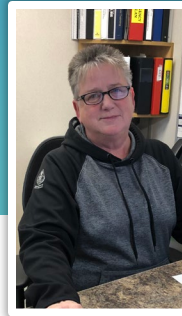




<https://youtu.be/Ddi0AgvWgRk>

# Operations Update

December 5, 2022



## Facilities

- Upper Halfway Gymnasium
  - Forms and foundation have been poured
  - Have met with Ministry re: progress on the project
- Margaret Ma Murray – considering options regarding the boiler issue
- An oil company donated a fence along the highway side of Clearview Elementary/Secondary School
- Gym floors at NPSS: 1 has been buffed and re-coated and 1 will get re-coated over the Christmas Break
- Snow removal is prepped and ready for deployment

## Safety & Custodial

- Casual custodian list continues to be exhausted
- There is a plan in place to transition all locations over to a new cleaning chemical
- Required Risk Assessments continue to be completed and submitted
- The Supervisor has touched base with all administrators regarding custodial services

## Technology

- Locations continue to be moved to the VOIP phone system
- Looking at cancelling some unused phone lines
- Received positive feedback from the SDS integration meeting
- Server replacements are under review
- Three Technology staff attended the IT4K-12 Conference
- Emergency alert testing took place November 16, 2022
- Starlink has been ordered for Upper Halfway School and Teacherages

## Transportation

- Hired a mechanic
- Cancellation of runs is still quite low
- Still looking for a driver for Wonowon





**Recruiting Advertisement**



**Upper Halfway Gymnasium Project**