

SCHOOL DISTRICT #60 (PEACE RIVER NORTH)
COMMITTEE OF THE WHOLE
REGULAR MEETING
MONDAY, JANUARY 9, 2022
12:30 P.M.

Present: Helen Gilbert, Chair, Board of Education
Madeleine Lehmann, Vice-Chair
Ida Campbell, Trustee
David Scott-Moncrieff, Trustee
Bill Snow, Trustee
Thomas Whitton, Trustee

Stephen Petrucci, Superintendent
Angela Telford, Secretary Treasurer
Leah Reimer, Executive Assistant

Regrets: Nicole Gilliss, Trustee

Education

Education Update

Stephen Petrucci, Superintendent

Framework Presentations & Departmental Reports

- a) Central Elementary School (1:30 – 2:00 p.m.)
Lynne Cote-Aubin, Administrator
Joseph Brooks, Vice-Principal
- b) Hudson's Hope School (2:00 – 2:30 p.m.)
Derrek Beam, Administrator
- c) Curriculum & Assessment (2:30 – 3:00 p.m.)
Charmaine Chretien, District Principal
- d) Margaret Ma Murray Community School (3:15 – 3:45 p.m.)
Kathy Scheck, Administrator
Hunter Mackay, Vice-Principal
Sarah Amiot, Teacher

Governance

No items

Operations

Operations Report (*Attachment*)

Angela Telford, Secretary-Treasurer

- For information purposes
- Busy over Christmas Break due to the extreme cold and repairs being needed (ie. Prespatou - frozen pipes and Clearview - water repairs)
- Heavy snowfall near the end of the break resulted in a lot of snow removal being required. It was completed before school opened
- Upper Halfway Gymnasium is in a holding pattern until February
- Starlink – trying to get away from current provider for better bandwidth in rural areas



Framework for Enhancing Student Learning

Facebook: <https://www.facebook.com/sd60ec/>

Central Website: <https://central.prn.bc.ca>

Ecole Central Elementary's Vision:

It is the vision/mission of Central School to offer a French Immersion academic program of the highest quality, in an inclusive and caring environment. We strive toward building a strong educational community which integrates the Fine Arts, incorporates Indigenous learning, enhances the development of self-awareness, engages all learners and fosters a love for learning and respect for self and others.

C'est la vision/mission de l'École Central d'offrir un programme académique d'immersion française de la plus haute qualité, dans un environnement inclusif et bienveillant. On s'efforce à développer une communauté éducative unie intégrant les Beaux-Arts, prenant en compte les apprentissages autochtones, renforçant le développement de la conscience de soi, engageant tous les apprenants, favorisant un désir d'apprendre et encourageant le respect de soi et des autres.

- Our students are our first priority.
- Our staff strives to be inclusive, compassionate, culturally diverse and open minded.
- Our PAC works with us to create diverse opportunities for our students.

Achieving our “North Star” will require that all our staff works together to achieve our goals.

Framework for Enhancing Student Learning 2022-2023

1. Goal 1: Careers/Skill Development Goal:

To enhance student and teacher understanding of applied skills by the use of our maker-space and technologies through school-wide exploration activities. To explore career opportunities.

2. Goal 2: Intellectual:

To improve literacy in all grades

- a) To improve early literacy skills - the transition from Kindergarten to Grade 1
- b) To Improve reading comprehension & fluency in Grades 1 - 6
- c) To improve and increase writing output

Numeracy:

- a) To improve number sense in all grades
- b) To connect numbers/math to real life

3. Goal 3: Human and Social Goal:

- a) To improve peaceful problem solving skills and social responsibility where all members feel safe, respected and make good decisions in difficult moments.
- b) To continue to build a sense of community of empathetic learners. "Together we are better". "Ensemble ça marche".

Introduction

- Single Track French Immersion Elementary School (District Program)
- Fine Arts Focus
- Located in downtown core of Fort St. John
- Breakfast & lunch programs to support our students in their learning
- 252 students
- Diverse population which includes 44 Indigenous Students
- Staff includes
 - 2 Bilingual Admin Staff (Principal & Vice-Principal)
 - 12 Enrolling Teachers
 - 1.1 Prep teachers / ELL Teacher/ADST Teacher/ART Teacher
 - 0.2 Social Emotional Teacher
 - 0.4 Librarian
 - 1 Learning Support & Reading Support French teacher for the French program
 - 4 Educational Assistants / Lunch Period Monitors / Bus Attendant
 - 1 Canteen Worker
 - 1 ISSW
 - 1 Administrative Assistant
 - 2 Custodians
 - 1 Part time Social and Emotional Support Worker
 - 1 Part time Social and Emotional Teacher

Framework Development Process

September Planning Day

- Focused on behaviour- why Assess, how to fill out incident report, etc.
- Invited the PAC members- only the president could make it
- Looked at our goals- How did we do? What did we do well? What do we want to improve?
- Data walk- What stands out? What is alarming? What questions do we have? How might we make changes to this area?
- Looked at our past year
- Celebrate- what we are celebrating
https://docs.google.com/document/d/15zeoLdP93CRAf2AD70Ur8yk56h3DCC2p_5S4LTH6E3Y/edit?usp=sharing
- Central Staff believes
https://docs.google.com/document/d/1_xUNL8BoEK81qOnyuN5GanxYbtzAwT4JfsOL2UJ0awg/edit?usp=sharing
- SEL Survey

What the Evidence Told Us

We have unique strengths that bind us because of :

Our bond through the French Language, diversity(background) in children and staff, bilingual, inviting school community, school spirit amongst staff

Our ingenuity with limited resources

Our inclusive, compassionate, social experiences

Our art possibilities

Our collaboration

We are open minded

We are culturally diverse

We offer educational and social experiences (learning evidence) as a school through our:

Sports, music education, musical, science fair, Grade 6 Quebec trip, field trips

Wireless writing, different technology- osmos, chromebooks, ipads,

Different education backgrounds and world views that are shared with students,

Art activities

Diversity

Students are motivated and want to learn more

Manipulatives

Project based learning

Connections to what they already know

Clear goals/expectations

Showing their learning in different ways

Self-assessments

Lead by example

Students can talk about their learning

Listening to our students

Check ins and one on one

Use of humour

Observing changes in behaviour

Students can identify their learning goals

Use different environments to motivate

Use UDL format/Shelley Moore

Sharing their success

Engaged hands on learning

Instructions are clear and outlined

French outside to the class

ADST activities, Carnaval, Winter and summer funday, spirit days, swimming lessons, reading recovery, outings, outside guests, mathologie, Indigenous support worker

We share common purposes as a learning community:

We want to:

Create a space where everyone belongs and feels safe to be themselves

Promote our values (ARTS)

Open doors for our students through the French Language/Culture

School Spirit

To meet the needs (educational, behavioural, social, emotional) of all our students

Help our students grow and bring them forward as far along as we can

Create an inclusive, diverse, safe and caring environment that helps students become responsible citizens

Promote diversity and inclusiveness

SEL common language

Kindness club

Foster independence

Encourage with positive reinforcement

Promote success and good citizenship

Givens that will occur each month:

-SBT meetings

-Review framework or components of it at staff meeting

-Check in with our ISSW how our Indigenous students are doing

-Indigenous Support Worker works with all classes (rotation schedule). She is doing lessons on the 7 Teachings.

-ISSW supports every classroom.

October

- Shared out the information from our previous group work/questions with all the staff
- Met with Mrs A.- ISSW. We decided together how to best meet the needs of our indigenous students. Lynn is working in each classroom. Will meet one on one as needed with students. Keeping a weekly journal that has been shared with principal. Keeping monthly contact information on ASSESS.
- IEP/Learning Plan meetings
- Class profiles/reviews
- Go over one teacher regulation standard

November <ul style="list-style-type: none"> • SEL- Mrs Singer and Mme Jane shared their role • IEP/learning plan meetings • Go over one teacher regulation standard
December <ul style="list-style-type: none"> • SEL- What are you doing in your class to help your students with their social emotional learning? • Kindness monthly activities
January <ul style="list-style-type: none"> • Review class profiles • Review framework, add evidence at staff meeting • Morning meeting with staff that volunteered to prepare the power point presentation for the board • Go over one teacher regulation standard
February <ul style="list-style-type: none"> • Framework Updates at staff meetings •
March <ul style="list-style-type: none"> • No staff meeting/musical in lieu
April <ul style="list-style-type: none"> • Framework Updates at staff meetings •
May <ul style="list-style-type: none"> • Framework Updates at staff meetings •
June <ul style="list-style-type: none"> • Framework Updates at staff meetings •

Focus

A systemic and collaborative approach to improving our understanding of applied skills.

Goal 1: Careers/Skill Development Goal

Objective 1.1: To enhance student and teacher understanding of applied skills by the use of our maker-space and technologies through school-wide exploration activities.

Key Strategies and Evidence

- Allocate iPads from the district to all classes
- Chrome Books – access for intermediates
- Code.org
- Green Screen
- Circuit boards
- Spaghetti Bridge contest
- 3D Printers
- Tinker Cad
- Musical set design and costumes
- Woodworking (grade 6)
- Photos
- ADST teacher
- Science Fair
- ADST sessions
- Parachutes using recycled objects
- Self-assessments and reflections
- Increase ADST opportunities for our students
- Grade 4- built forts/settlers
- Grade 3- built 3D community landscape projects/models
- Schedule ADST sessions for the year



Objective 1.3: To explore career opportunities

Key Strategies and Evidence

- Scheduled a career day (all grade 5 students) with Moneca Conway/Brian Campbell for April 20, 2023
- Self-assessments and reflections
- Report Card data

Now What?

- How do we involve more teachers
- Training for 3D pens, woodworking room
- Encourage teachers to use the maker space

Focus

Providing engaging opportunities through diverse learning experiences that support Literacy, and Numeracy education.

Goal 2: Intellectual

Objective 2.1: To improve literacy in all grades

Key Strategies and Evidence

- Three intermediate teachers and principal are each assigned an intermediate classroom.
- Reading Support for primary
- Eyes on text everyday
- Guided Reading
- Silent Reading
- Je lis- licenses for all primary students and some intermediate
- Buddy Reading
- Establish common language
- Class Reviews
- Collect Reading Data
- QCA's
- RAD- Gr. 6
- PM Benchmarks
- GB+
- Kindergarten Phonological Awareness tests
- Quickscales- BC writing performance standards
- FSA- Grade 4
- Report Card data

Indicators

Grade 2

ng Assessment (F-HAL Primary Ending 2021/2022)

-3	Level			Reading Accuracy			Imm E 2
	Immersion Ending 2021/22	Immersion Beginning 2021-22	Immersion Ending 2020-21	Immersion Ending 2021/22	Immersion Beginning 2021-22	Immersion Ending 2020-21	
02	23	19	19	90-94%	90-94%	95-100%	
02	23	19	19	90-94%	90-94%	95-100%	
02	16	9	7	95-100%	90-94%	90-94%	
02	22	19	19	90-94%	90-94%	90-94%	
02	20	16	15	90-94%	90-94%	90-94%	
02	11	2		90-94%	90-94%		
02	21	12	12	95-100%	90-94%	90-94%	
02	18	13	12	90-94%	90-94%	90-94%	
02	19	17	16	90-94%	90-94%	90-94%	
02	16	7	8	90-94%	90-94%	90-94%	
02	19	13	9	90-94%	95-100%	95-100%	
02	16	13	12	90-94%	<90%	90-94%	
02	18	11	11	90-94%	95-100%	90-94%	
02	24	21	21	90-94%	95-100%	95-100%	
02	12	8	7	<90%	<90%	90-94%	
02	17	13	12	90-94%	<90%	90-94%	
02	16	12	11	90-94%	90-94%	90-94%	
02	11	9	7	90-94%	90-94%	90-94%	
02	16	12	6	90-94%	90-94%	95-100%	
02	24	18		95-100%	95-100%		
02	23	21	21	95-100%	95-100%	95-100%	
02	20	17	19	95-100%	90-94%	95-100%	
02	21	16	16	95-100%	90-94%	95-100%	
02	13	9	11	90-94%	<90%	90-94%	
02	13	9	9	90-94%	90-94%	90-94%	
02	18	14	14	90-94%	90-94%	90-94%	
02	16			90-94%			
02	19	18	17	95-100%	<90%	90-94%	
02	17	11	10	90-94%	90-94%	90-94%	
02	19	15	14	90-94%	90-94%	90-94%	
02	18	13	11	90-94%	90-94%	95-100%	
02	23	12	10	95-100%	90-94%	95-100%	
02	25	21	21	95-100%	95-100%	95-100%	
02	16	11	9	90-94%	90-94%	90-94%	

Grade 3 Reading

Reading Assessment (FRAL Primary Ending 2021/2022)

Gr1-3	Level					Reading Accuracy					Reading Recovery Immersion Ending 2021/22
	Immersion Ending 2021/22	Immersion Beginning 2021-22	Immersion Ending 2020-21	Immersion Beginning 2020-21	Gr1-3 2019-20	Immersion Ending 2021/22	Immersion Beginning 2021-22	Immersion Ending 2020-21	Immersion Beginning 2020-21	Gr1-3 2019-20	
03	25	19	19	8	10	95-100%	90-94%	90-94%	90-94%	90-94%	
03	23	23		18	19	90-94%			90-94%	95-100%	
03	20	17	16	6	6	90-94%		90-94%	90-94%		
03	25	22		10	12	90-94%			90-94%	95-100%	
03	20	17	17	6	8	90-94%		90-94%	90-94%	90-94%	
03	24	22		9	10	95-100%			90-94%	95-100%	
03	20	17		3	6	95-100%			90-94%	90-94%	
03	20	17	16	4	6	90-94%		90-94%	90-94%	90-94%	
03	20	16	16	3	6	90-94%	95-100%	90-94%	90-94%	90-94%	
03	20	19	20	10	12	90-94%		95-100%	90-94%	95-100%	
03	20	19		8	10	90-94%			90-94%	95-100%	
03	20	17		3	6	90-94%			90-94%	90-94%	
03	21	16	16	6	8	90-94%	90-94%	95-100%		90-94%	
03	24	21	23	16	18	90-94%	90-94%	90-94%	90-94%	90-94%	
03	20	17	17	6	8	90-94%	90-94%	90-94%		90-94%	
03	17	15		4	8	90-94%			90-94%	90-94%	
03	20	18		9	10	90-94%			90-94%	95-100%	
03	22	12			11	95-100%	90-94%			90-94%	
03	20	16	16	5	8	90-94%	90-94%	<90%	90-94%	90-94%	
03	24	22		9	9	90-94%			90-94%	90-94%	
03	23	22		12	12	90-94%			90-94%	95-100%	
03	20	17		4	7	90-94%			90-94%		
03	21	19		5	9	90-94%			90-94%	90-94%	
03	16	7	6	3	6	90-94%	90-94%	90-94%		90-94%	
03	16	5	7	2	3	90-94%	<90%	90-94%	90-94%		
03	20	17		2	3	90-94%			90-94%	90-94%	YES
03	20	17		4	9	90-94%			90-94%	90-94%	
03	20	17		4	7	90-94%			90-94%	90-94%	
03	22	20		7	8	95-100%			95-100%	90-94%	
03	13	10	5	3	4	90-94%		90-94%	90-94%	90-94%	

Grade 4 Reading

Reading Assessment (FRAL Ending 2021/2022)

Gr4-9	Level		Fluency		Comprehension	
	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	1	1	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	2	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	3	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	2	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	3	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	3	2
04		GRADE 4: FRAL 4		2		2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	1	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	3	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	3	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	1	1	1	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	2	1	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	4	2	3	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	3	3
04	GRADE 4: FRAL 4		4		3	
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	2	2	2
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	3	3	4	3
04	GRADE 4: FRAL 4	GRADE 4: FRAL 4	4	2	3	2

Grade 5 Reading

ading Assessment (FRAL Ending 2021/2022)

Gr4-9	Level			Fluency			Comprehension		
	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020
05		GRADE 5: FRAL 5	GRADE 4: FRAL 4		1	*1		2	*1
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	3	3	4	3	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	3	2	3	2	2
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	4	4	2	2	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	3	2	3	3	1
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4		2	2		2	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	1	1	*1	2	2	*1
05		GRADE 4: FRAL 4	GRADE 4: FRAL 4		1	*1		3	*1
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	2	2	2	2
05	GRADE 5: FRAL 5			3			3		
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	2	2	3	2	2
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	2	2	3	3	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	2	2	2	2
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	4	4	3	2	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	4	3	3	2	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	2	2	3	2	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	4	3	2	3	3	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	2	1	2	2	2	3
05	GRADE 5: FRAL 5	GRADE 5: FRAL 5	GRADE 4: FRAL 4	3	3	3	3	3	2

Grade 6 Reading
ing Assessment (FRAL Ending 2021/2022)

Gr4-9	Level			Fluency			Comprehension		
	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020	Gr4-9 Immersion Ending 2021	Gr4-9 Immersion Beginning 2021	Gr4-9 Immersion Ending 2020
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	3	4	3	3	4
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	3	3	3	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	3	4	2	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	3	3	3	2	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	4	3	4	4
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	4	3	4	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	1	1	1	2	1	1
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	2	1	1	2	2	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	4	3	4	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	3	2	3	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	1	1	1	2	2	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	3	3	2	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	2	3	3	2	3	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	3	2	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	3	4	3	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	4	4	4	2	3	3
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	3	3	3	2	3	2
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	2	2	2	3	2	1
06	GRADE 6: FRAL 6	GRADE 6: FRAL 6	GRADE 5: FRAL 5	2	1	1	3	3	1

Objective 2.2: To improve early literacy skills

Key Strategies and Evidence

- Noticing that students are entering grade 1 without their letter sounds.
- To improve the transition from Kindergarten to Grade 1

- Eyes on text everyday
- Collect K phono data
- Purchase Je lis, je lis license for all primary grades plus one for LAT/intermediate
- Class Reviews
- Reading Support for primary
- Eyes on text everyday
- Guided Reading
- Find new interesting books that will engage intermediate students
- Buddy Reading
- Reading support from LAT
- Silent Reading
- French Classroom libraries

Indicators

K Phono- Fall 2022

ending	Total Score
Fall 2-23	KPS Fall 2022-23
0	21-Q2
9	47-Q4
0	59-Q4
0	59-Q4
0	21-Q2
0	13-Q1
0	9-Q1
0	27-Q2
9	28-Q2
5	52-Q4
0	11-Q1
0	14-Q1
7	18-Q2
7	39-Q3
0	14-Q1
0	15-Q1
8	32-Q3
0	12-Q1
0	10-Q1
5	33-Q3
4	25-Q2
0	13-Q1
5	35-Q3
0	18-Q2
3	23-Q2
0	14-Q1
0	26-Q2
0	3-Q1
6	55-Q4
0	9-Q1
0	15-Q1
1	18-Q2
4	30-Q2
0	44-Q3

ending	Total Score
Fall 2-23	KPS Fall 2022-23
4	38-Q3
0	5-Q1
1	10-Q1
0	16-Q2
0	28-Q2
0	24-Q2
0	14-Q1

KPS Spring 2020-21	KPS Fall 2020-21	KPS Spring 2020-21
44-Q3	51-Q4	14
33-Q3	45-Q3	14
37-Q3	13-Q1	13
35-Q3	24-Q2	13
36-Q3	10-Q1	16
41-Q3	5-Q1	17
38-Q3	22-Q2	10
34-Q3	29-Q2	20
52-Q4	30-Q2	19
59-Q4	47-Q4	20
22-Q2	23-Q2	10
56-Q4	13-Q1	20
33-Q3	8-Q1	18
22-Q2	30-Q2	6
22-Q2	25-Q2	8
56-Q4	14-Q1	20
42-Q3	15-Q1	9
60-Q4	42-Q3	20
24-Q2	17-Q2	9
45-Q3	14-Q1	18
40-Q3	40-Q3	12
27-Q2	8-Q1	16
36-Q3	12-Q1	19
22-Q2	11-Q1	14
25-Q2	7-Q1	7
50-Q4		20
48-Q4	25-Q2	19
59-Q4	54-Q4	20
34-Q3	9-Q1	17
52-Q4	23-Q2	17
60-Q4	27-Q2	20
20-Q2	8-Q1	8
46-Q4	27-Q2	18
45-Q3	22-Q2	15
59-Q4	52-Q4	19
46-Q4	13-Q1	20
54-Q4	30-Q2	19
28-Q2	24-Q2	12
45-Q3	33-Q3	17
49-Q4	17-Q2	14
29-Q2	14-Q1	5
40-Q3	23-Q2	19
33-Q3	14-Q1	15

ading Assessment (FRAL Primary Ending 21

r1-3	Level	Reading Accuracy	Reading Recovery
	Immersion Ending 202122	Immersion Ending 202122	Immersion Ending 202122
01	10	90-94%	
01	4	90-94%	YES
01	9	90-94%	
01	7	90-94%	
01	9	90-94%	
01	8	90-94%	
01	8	90-94%	
01	9	90-94%	
01	12	90-94%	
01	13	90-94%	
01	7	90-94%	YES
01	13	90-94%	
01	10	90-94%	YES
01	5	90-94%	YES
01	10	90-94%	YES
01	15	90-94%	
01	4	90-94%	YES
01	10	90-94%	
01	9	90-94%	
01	5	90-94%	
01	5	90-94%	YES
01	14	90-94%	
01	9	90-94%	
01	9	90-94%	
01	10	90-94%	
01	14	90-94%	
01	14	90-94%	
01	10	90-94%	
01	10	90-94%	
01	6	90-94%	YES
01	10	90-94%	
01	7	90-94%	
01	13	90-94%	
01	13	90-94%	

Objective 2.3: To improve and increase writing output

Key Strategies and Evidence

- Collect writing data for intermediate students
- Primary- one or more sentences a day- go over writing conventions (punctuation, syllables, meaning, subject/verb agreement)
- Students need to write everyday
- Possibly do collaborative marking
- Common language, expectations
- BC Writing performance standards/quick scales
- Go over BC Writing Performance Standards at a staff meeting
- Fall Cold Write for intermediate grades
- Report Card data
- Word Wall
- Guided Writing centres

Indicators

Grade 3/4 Writing

Total pour la classe:

Ne satisfait pas encore aux attentes	Satisfait aux attentes de façon minimale	Satisfait entièrement aux attentes	Dépasse les attentes
7	9	4	

Grade 4 Writing

Total pour la classe:

Ne satisfait pas encore aux attentes	Satisfait aux attentes de façon minimale	Satisfait entièrement aux attentes	Dépasse les attentes
0	15	4	0

Grade 5/6 Writing

Total pour la classe:

Ne satisfait pas encore aux attentes	Satisfait aux attentes de façon minimale	Satisfait entièrement aux attentes	Dépasse les attentes

3	13	8	1
---	----	---	---

Grade 5

Grade 5/6 Writing

Total pour la classe: (5)

Ne satisfait pas encore aux attentes	Satisfait aux attentes de façon minimale	Satisfait entièrement aux attentes	Dépasse les attentes
	6	1	1

Total pour la classe: (6)

Ne satisfait pas encore aux attentes	Satisfait aux attentes de façon minimale	Satisfait entièrement aux attentes	Dépasse les attentes
2	3	4	3

Targets

- Increase percentage of students meeting expectations for Grades 2 & 3 - move red readers to yellow, move yellow readers to green this school year.
- Compare the last two years with our year end data
- Mindful collection of French writing data

Objective 2.4: To improve number sense in all grades

Key Strategies/Evidence

- Number of the day/week
- Math Assessment and Practice (MAP) Grades 4-6
- Mathletics - Grades 5-6
- Mathologie for K-3
- Problem of the week
- Review multiplication tables
- MAP data collection
- Use of math manipulatives
- Counting/skip counting practices

- Would like consistency for primary/intermediate in math and reading
- Need more support for reading
- Still seeing COVID effects
- MAP is difficult, start MAP for primary
- Felt that most students are progressing
- Compared data to FSA both on track
- Huge improvements from fall to spring data in reading

Indicators

Grade 6 MAP

MAP

Collection

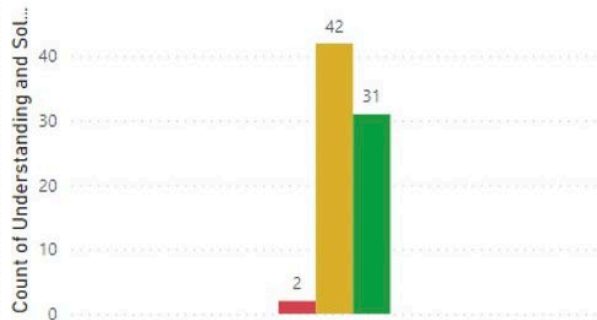
MAP Spring 2021-22

School

Ecole Central ES

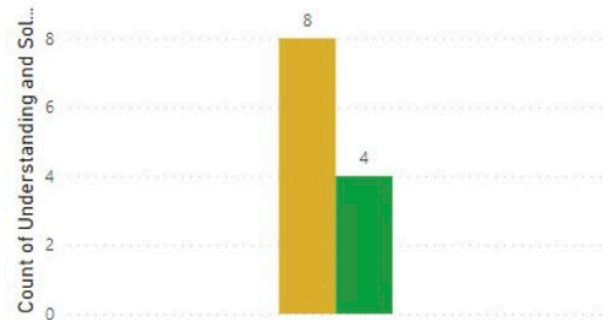
Understand and Solve - ALL

Understanding an... ● Emerging ● Developing ● Proficient



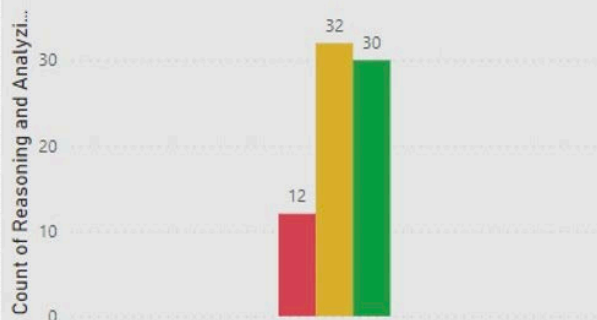
Understand and Solve - Indigenous

Understanding an... ● Developing ● Proficient



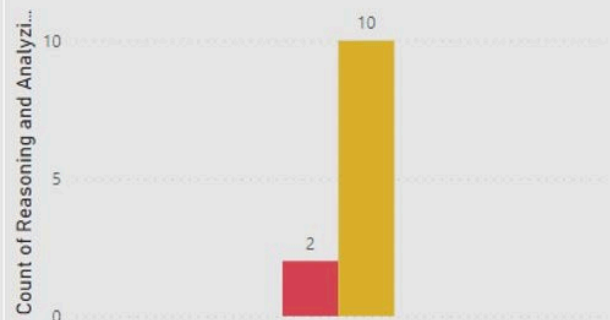
Reason and Analyze - ALL

Reasoning and An... ● Emerging ● Developing ● Proficient



Reason and Analyze - Indigenous

Reasoning and An... ● Emerging ● Developing



MAP

Collection

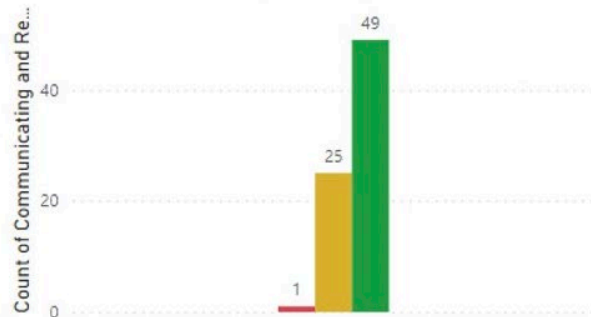
MAP Spring 2021-22

School

Ecole Central ES

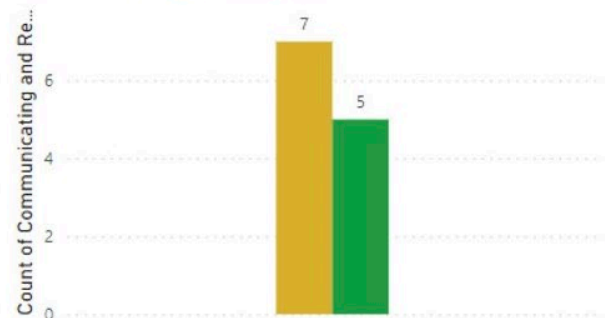
Communicate and Represent - ALL

Communicating an... ● Emerging ● Developing ● Proficient



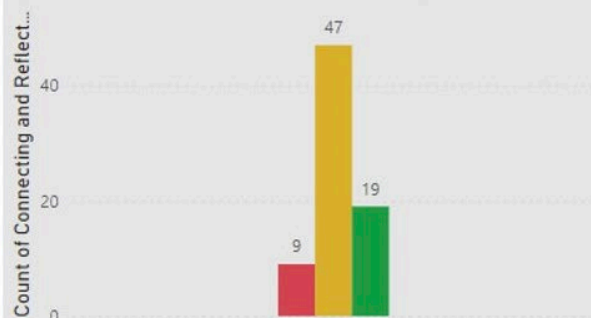
Communicate and Represent - Indigenous

Communicating an... ● Developing ● Proficient



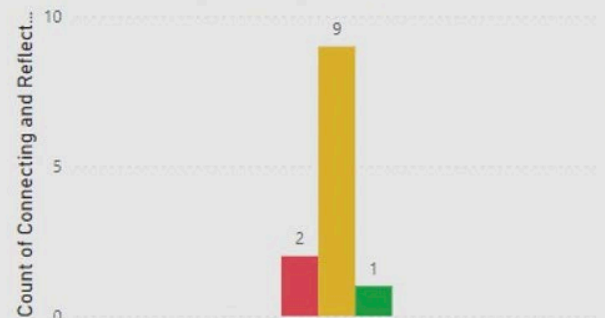
Connect and Reflect - ALL

Connecting and Re... ● Emerging ● Developing ● Proficient



Connect and Reflect - Indigenous

Connecting and Re... ● Emerging ● Developing ● Proficient



Objective 2.5: To connect numbers and math to real life

Key Strategies and Evidence

- Read numbers
- Guided Math
- Calendar routine
- MAP
- Daily Number

- Mathologie hand's on activities
- Support from Renée- present lessons/share lessons

Indicators

Grade 4 MAP

2 Collection: MAP (MAP Fall 2021-

Grade Level		Communicat ing and Representin g	Understandi ng and Solving	Connecting and Reflecting	Reasoning and Analyzing
MAP Fall 2021-22		MAP Fall 2021-22	MAP Fall 2021-22	MAP Fall 2021-22	MAP Fall 2021-22
04	N	Proficient	Emerging	Emerging	Emerging
04	N	Proficient	Emerging	Developing	Developing
04					
04	N	Proficient	Emerging	Developing	Developing
04	N				
04	N	Proficient	Developing	Developing	Developing
04	N				
04	N	Proficient	Proficient	Emerging	Proficient
04	N	Proficient	Emerging	Emerging	Proficient
04	N	Proficient	Emerging	Emerging	Developing
04	N				
04	N	Proficient	Developing	Emerging	Developing
04	N	Proficient	Developing	Developing	Developing
04	N	Proficient	Developing	Developing	Proficient
04	N				
04	N	Proficient	Developing	Developing	Developing
04	N	Proficient	Emerging	Emerging	Emerging
04	N	Proficient	Emerging	Emerging	Emerging
04	N	Proficient	Developing	Developing	Emerging
04	N	Proficient	Emerging	Emerging	Developing
04	N	Proficient	Emerging	Emerging	Emerging
04	N				
04	N				
04	N				
04	N	Proficient	Proficient	Emerging	Developing
04	N				
04	N	Proficient	Proficient	Developing	Developing
04	N				
04	N				
04	N	Proficient	Developing	Developing	Developing
04	N	Proficient	Developing	Developing	Developing
04	N	Developing	Developing	Developing	Proficient

Grade 5 MAP Fall

	Communicating and Representing				Understanding and Solving		
all 21	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21	MAP Fall 2020-21	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21
	Developing	Developing			Developing	Emerging	
	Proficient	Proficient	Developing		Proficient	Developing	Developing
	Proficient	Proficient			Developing	Developing	
	Proficient	Proficient	Developing		Proficient	Developing	Proficient
	Proficient	Proficient			Proficient	Developing	
	Proficient				Developing		
	Developing				Developing		
	Developing	Proficient			Developing	Developing	
	Developing				Emerging		
	Proficient				Developing		
	Proficient				Developing		
	Developing				Developing		
	Proficient	Proficient			Developing	Developing	
	Proficient	Proficient	Developing		Proficient	Developing	Proficient
	Proficient	Proficient			Proficient	Proficient	
	Proficient	Proficient			Developing	Developing	
	Developing				Developing		
	Proficient	Proficient			Developing	Developing	
	Proficient	Proficient			Developing	Emerging	
	Proficient				Developing		
	Proficient	Proficient	Emerging		Proficient	Developing	Proficient
	Proficient	Proficient			Emerging	Developing	
	Proficient	Proficient	Developing		Proficient	Developing	Proficient
	Proficient	Proficient			Developing	Developing	
	Proficient	Developing	Proficient		Developing	Developing	Emerging
	Proficient	Proficient			Developing	Developing	
	Proficient	Emerging			Proficient	Emerging	
	Proficient	Proficient	Proficient		Proficient	Developing	Developing
	Developing				Developing		
	Proficient	Developing			Developing	Developing	
	Proficient	Proficient	Proficient		Proficient	Developing	Proficient
	Proficient	Proficient			Developing	Developing	

Grade 6 MAP Fall

	Communicating and Representing				Understanding and Solving		
Fall 0-21	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21	MAP Fall 2020-21	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21
N	Proficient	Proficient	Proficient	Developing	Proficient	Developing	Developing
	Proficient	Proficient	Developing	Emerging	Proficient	Developing	Developing
	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
N	Developing	Developing	Developing	Developing	Developing	Developing	Proficient
N	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Developing
N	Proficient	Proficient	Proficient	Developing	Proficient	Proficient	Developing
N	Emerging	Developing	Emerging	Emerging	Developing	Emerging	Developing
N	Developing	Proficient		Proficient	Proficient	Proficient	
N	Proficient	Proficient	Proficient	Proficient	Proficient	Developing	Developing
N	Proficient	Developing	Proficient	Proficient	Proficient	Developing	Developing
N	Developing	Proficient	Developing	Proficient	Proficient	Emerging	Proficient
N	Proficient	Proficient	Proficient	Proficient	Developing	Proficient	Emerging
N	Proficient	Developing	Developing	Developing	Proficient	Emerging	Developing
N	Developing	Developing	Developing	Developing	Developing	Emerging	Emerging
N	Proficient	Proficient	Proficient	Developing	Proficient	Developing	Developing
N	Proficient	Proficient	Developing	Proficient	Proficient	Proficient	Emerging
N	Developing	Developing	Proficient	Developing	Proficient	Developing	Proficient
N	Developing	Emerging	Proficient	Developing	Proficient	Emerging	Developing
N	Developing	Developing	Emerging	Developing	Developing	Developing	Developing
N	Proficient	Developing	Proficient	Developing	Proficient	Emerging	Developing
N	Proficient	Proficient	Proficient	Developing	Proficient	Proficient	Developing
N	Developing	Proficient	Developing	Proficient	Developing	Developing	Developing
N	Proficient	Developing	Developing	Developing	Developing	Developing	Developing
N	Developing	Proficient	Developing	Proficient	Proficient	Developing	Developing
N	Proficient	Emerging		Proficient	Proficient	Developing	
N	Proficient	Proficient	Proficient	Developing	Proficient	Developing	Developing
N	Developing	Emerging		Developing	Developing	Developing	
N	Developing	Emerging	Proficient	Proficient	Proficient	Developing	Developing
	Proficient	Proficient			Developing	Developing	

Now What?

- Continue collaboration for Mathologie programme
- Do collaborative sessions on how to use manipulatives in class
- MAP- connect math to real life
- MAP in primary grades
- Collect reading, writing MAP data for all intermediate students

Focus

Promoting peaceful problem solving skills in a mindful manner.

Goal 3:

Human and Social Goal:
To improve peaceful problem solving skills and social responsibility where all members feel safe, respected and make good decisions in difficult moments.

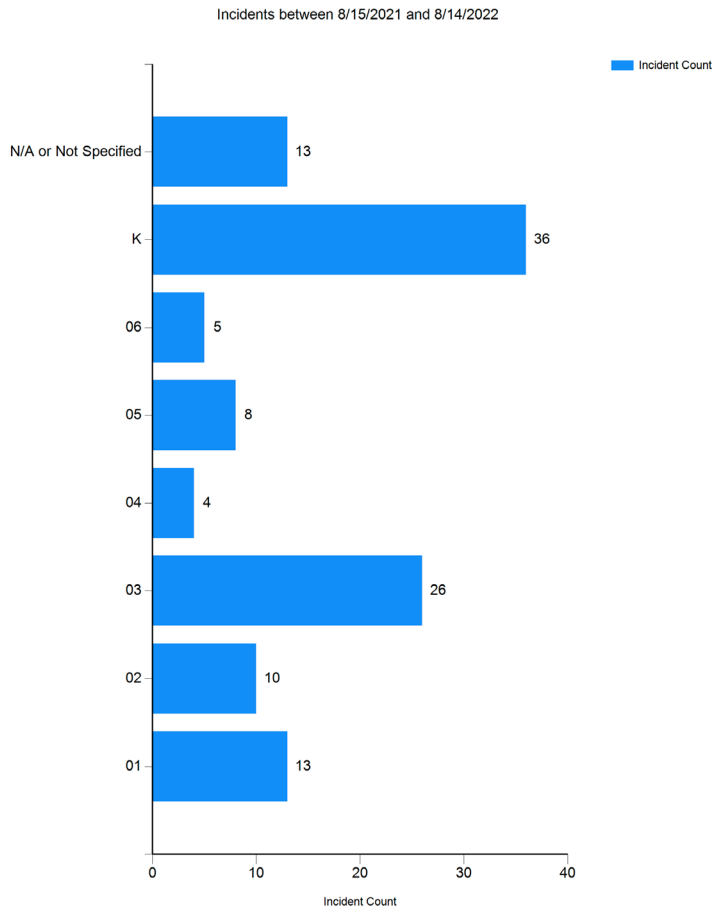
Objective 3.1: Together we are better. Ensemble ça marche

Key Strategies and Evidence

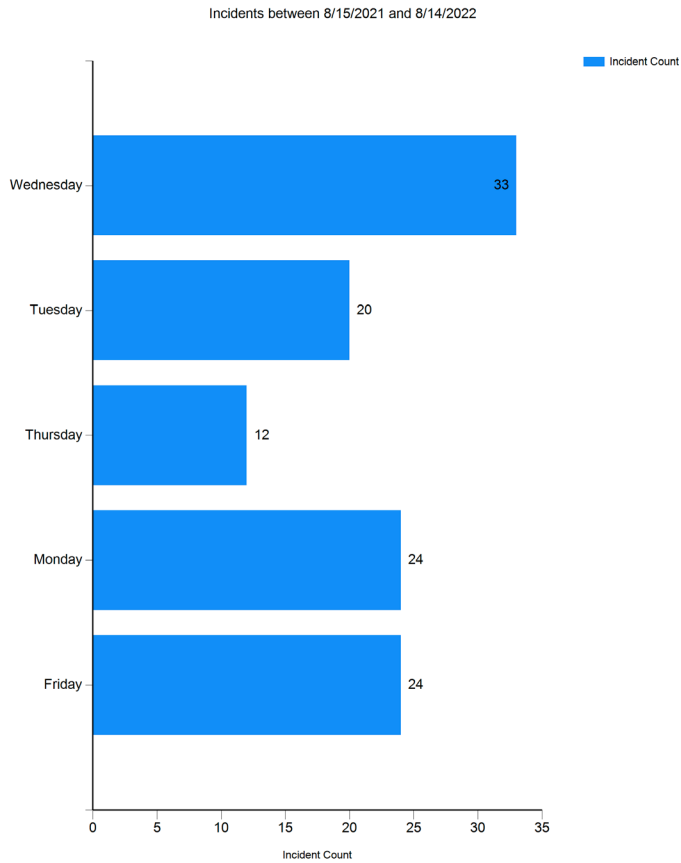
- To continue to build a sense of community of empathetic learners.
- Entire staff completed the CASEL Indicators of School-Wide SEL.
- SEL teacher and support worker small group and classroom lessons
- Enhance Assess Behavioural Incident Report to include SEL Competencies
- Tie in our assemblies to a core value
- Review code of conduct - update major/minor behaviours with staff
- Class reviews
- Improve ASSESS incident tracking data input by staff
- Teachers touch base/one on one conversation with each student at least once a week
- SEL activities
- Musical
- School wide spirit days
- Pancake breakfast for all students
- Core competencies self-assessment
- Satisfaction surveys
- School wide connectedness survey
- I am unique activity
- New Mascot
- Sponsor a community organization monthly/bi-monthly
- Hamper Baskets
- Pallet Projects
- Women's Resource Centre
- Terry Fox

Indicators

Incidents 2021-2022

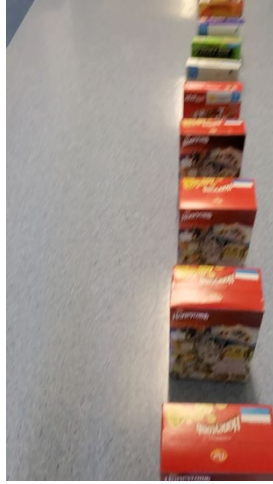


Incidents 2021-2022



Now What?

- Continue to foster empathetic community practices in our school
- Continue to encourage and use ASSESS
- Kindness Club
- Kindness weekly strategy
- Hire an SEL teacher and support worker
- Monthly assemblies



Ecole Central Elementary Framework Presentation



Planning Day

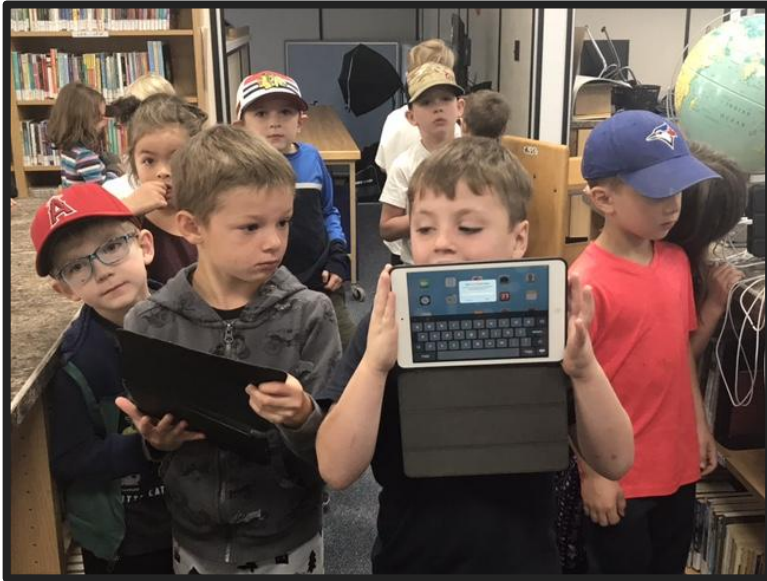
- Invited the PAC members- only the president could make it
 - Looked at our goals- How did we do? What did we do well? What do we want to improve?
 - Data walk- What stands out? What is alarming? What questions do we have? How might we make changes to this area?
 - Looked at our past year
 - Celebrate
- https://docs.google.com/document/d/15zeoLdP02CPAf2ADZ0Lr8yk56b3DCC2n_5S4LTH652Y/edit?usp=sharing
- Central Staff believes
- https://docs.google.com/document/d/1_xUNL8g/edit?usp=sharing
- Discipline- Assess
 - SEL Survey



What do we believe?

“Everyone Belongs”

*“Tout le monde
appartient”*



Goal 1: Careers/Skill Development Goal:

To enhance student and teacher understanding of applied skills by the use of our maker-space and technologies through school-wide exploration activities.
To explore career opportunities.

How did we do? What did we do well? What do we want to improve?

Data Walk Observations and Learning Evidence

- More access to technology
- ProD to use technology/maker room
- Continue our modules/but mix students as in the past
- Invite parents to showcase multiple careers
- Still not enough resources on career
- How do we track data
- Pallet project/Hampers
- Grade 6 Indigenous project
- ADST teacher- collaborating with each teacher/rotation lessons
- ADST Modules are important
- Continue Career Day
- Time consuming

Goal 1: Careers/Skill Development Goal Learning Evidence



Goal 2: Intellectual

- Improve Literacy in all grades
- Numeracy:
 - a) To improve number sense in all grades
 - b) To connect numbers/math to real life

How did we do? What did we do well? What do we want to improve?

Data Walk Observations and Learning Evidence

- Mathologie- great for primary
- Intermediate would like a similar program
- Intermediate teachers and principal doing reading support
- Need more interesting reading resources for intermediate students
- Using manipulatives more often
- Would like consistency for primary/intermediate in math and reading
- Need more support for reading
- Still seeing COVID effects
- MAP is difficult, start MAP for primary
- Felt that most students are progressing
- Compared data to FSA both on track
- Huge improvements from fall to spring data in reading

Goal 2: Intellectual- continued...

- MAP for primary
- GB+ evaluations
- Is how we assess similar enough? Collaborative marking?
- Need more interesting books for classroom to foster love of reading
- Many students still had basic knowledge
- Mathologie- Renée-share lessons
- Je lis programme
- Reading support teacher- primary students

Goal 2: Intellectual - Learning Evidence

- Improve Literacy in all grades

Reading – FIMM Gr 1, 2, 3

READ - Gr 1 FIMM ALL

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



READ - Gr 1 FIMM Indigenous

Meeting ● Not Yet Within ● Approaching



READ - Gr 2 FIMM ALL

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



READ - Gr 2 FIMM Indigenous

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



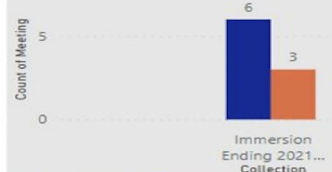
READ - Gr 3 FIMM ALL

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



READ - Gr 3 FIMM Indigenous

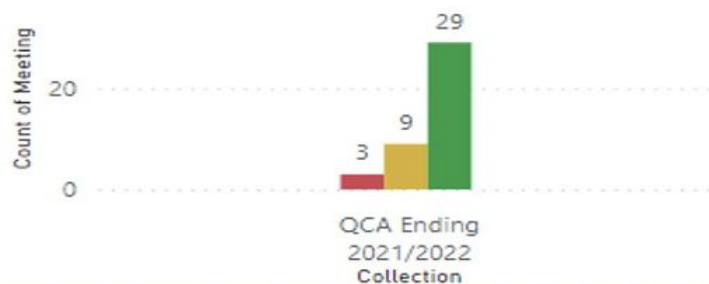
Meeting ● Approaching ● Meet / Exceeds



Reading – QCA Gr 4 - 5

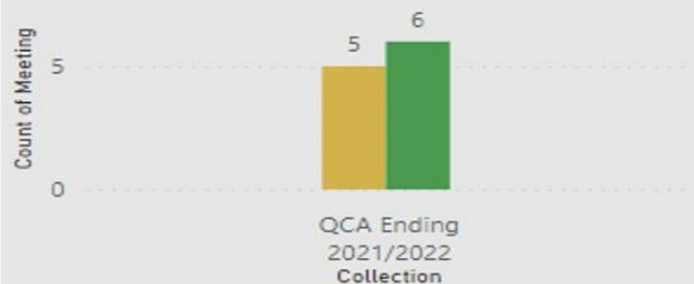
Read QCA Gr4 - ALL

Meeting ● Not Yet Wit... ● Approaching ● Meet / Exce...



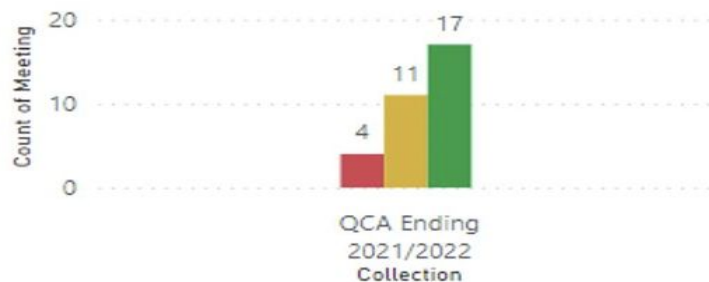
Read QCA Gr4 - Indigenous

Meeting ● Approaching ● Meet / Exceeds



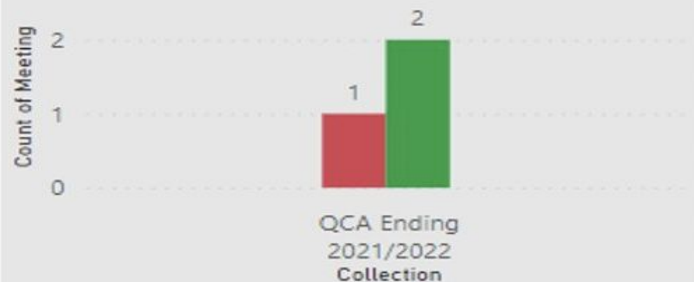
Read QCA Gr5 - ALL

Meeting ● Not Yet Wit... ● Approaching ● Meet / Exce...



Read QCA Gr5 - Indigenous

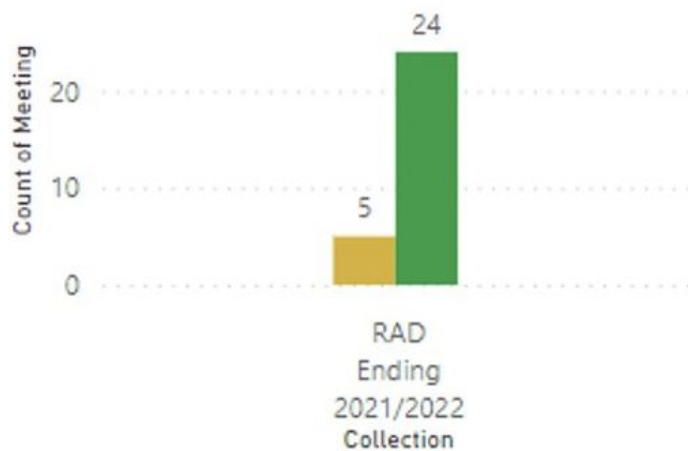
Meeting ● Not Yet Within ● Meet / Exceeds



Reading – RAD Gr 6

Read RAD 6 - ALL

Meeting ● Approaching ● Meet / Exceeds



Read RAD 6 - Indigenous

Meeting ● Meet / Exceeds



Learning Evidence

Grade 4 MAP

Grade 5 MAP

Grade 6 MAP

2 Collection: MAP (MAP Fall 2021-

Grade Level	Communicating and Representing	Understanding and Solving	Connecting and Reflecting	Reasoning and Analyzing
MAP Fall 2021-22	MAP Fall 2021-22	MAP Fall 2021-22	MAP Fall 2021-22	MAP Fall 2021-22
04 N	Proficient	Emerging	Emerging	Emerging
04 N	Proficient	Emerging	Developing	Developing
04 N	Proficient	Emerging	Developing	Developing
04 N	Proficient	Developing	Developing	Developing
04 N	Proficient	Developing	Developing	Developing
04 N	Proficient	Proficient	Emerging	Proficient
04 N	Proficient	Emerging	Emerging	Proficient
04 N	Proficient	Emerging	Emerging	Developing
04 N	Proficient	Developing	Emerging	Developing
04 N	Proficient	Developing	Developing	Developing
04 N	Proficient	Developing	Developing	Proficient
04 N	Proficient	Developing	Developing	Developing
04 N	Proficient	Emerging	Emerging	Emerging
04 N	Proficient	Emerging	Emerging	Emerging
04 N	Proficient	Developing	Developing	Emerging
04 N	Proficient	Emerging	Emerging	Developing
04 N	Proficient	Emerging	Emerging	Emerging
04 N	Proficient	Proficient	Emerging	Developing
04 N	Proficient	Proficient	Developing	Developing
04 N	Proficient	Developing	Developing	Developing
04 N	Proficient	Developing	Developing	Developing
04 N	Developing	Developing	Developing	Proficient

		Communicating and Representing				Understanding and Solving		
April 21	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21	MAP Fall 2020-21	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21	
	Developing	Developing			Developing	Emerging		
	Proficient	Proficient	Developing		Proficient	Developing	Developing	
	Proficient	Proficient			Developing	Developing		
	Proficient	Proficient	Developing		Proficient	Developing	Proficient	
	Proficient	Proficient			Proficient	Developing		
	Proficient				Developing			
	Developing				Developing			
	Developing	Proficient			Developing	Developing		
	Developing				Emerging			
	Proficient				Developing			
	Proficient				Developing			
	Developing				Developing			
	Proficient	Proficient			Developing	Developing		
	Proficient	Proficient	Developing		Proficient	Developing	Proficient	
	Proficient	Proficient			Proficient	Proficient		
	Proficient	Proficient			Developing	Developing		
	Developing				Developing			
	Proficient	Proficient			Developing	Developing		
	Proficient	Proficient			Developing	Emerging		
	Proficient				Developing			
	Proficient	Proficient	Emerging		Proficient	Developing	Proficient	
	Proficient	Proficient			Emerging	Developing		
	Proficient	Proficient	Developing		Proficient	Developing	Proficient	
	Proficient	Proficient			Developing	Developing		
	Proficient	Developing	Proficient		Developing	Developing	Emerging	
	Proficient	Proficient			Developing	Developing		
	Proficient	Emerging			Proficient	Emerging		
	Proficient	Proficient	Proficient		Proficient	Developing	Developing	
	Developing				Developing			
	Proficient	Developing			Developing	Developing		
	Proficient	Proficient	Proficient		Proficient	Developing	Proficient	
	Proficient	Proficient			Developing	Developing		

	Communicating and Representing					Understanding and Solving		
Fall 2021	MAP Spring 2021-22	MAP Fall 2021-22	MAP Spring 2020-21	MAP Fall 2020-21	MAP Spring 2021-22	MAP Fall 2020-21	MAP Spring 2020-21	
N	Proficient	Proficient	Proficient	Developing	Proficient	Developing	Developing	
N	Proficient	Proficient	Developing	Emerging	Proficient	Developing	Developing	
N	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	
N	Developing	Developing	Developing	Developing	Developing	Developing	Proficient	
N	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Developing	
N	Proficient	Proficient	Proficient	Developing	Proficient	Proficient	Developing	
N	Emerging	Developing	Emerging	Emerging	Developing	Emerging	Developing	
N	Developing	Proficient		Proficient	Proficient	Proficient		
N	Proficient	Proficient	Proficient	Proficient	Proficient	Developing	Developing	
N	Proficient	Developing	Developing	Proficient	Proficient	Developing	Developing	
N	Developing	Proficient	Developing	Proficient	Proficient	Emerging	Proficient	
N	Proficient	Proficient	Proficient	Proficient	Developing	Proficient	Emerging	
N	Proficient	Developing	Developing	Developing	Proficient	Emerging	Developing	
N	Developing	Developing	Developing	Developing	Developing	Emerging	Emerging	
N	Proficient	Proficient	Proficient	Developing	Proficient	Developing	Developing	
N	Proficient	Proficient	Developing	Proficient	Proficient	Proficient	Emerging	
N	Developing	Developing	Proficient	Developing	Proficient	Developing	Proficient	
N	Developing	Emerging	Proficient	Developing	Proficient	Emerging	Developing	
N	Developing	Developing	Emerging	Developing	Developing	Developing	Developing	
N	Proficient	Developing	Proficient	Developing	Proficient	Proficient	Developing	
N	Proficient	Proficient	Proficient	Developing	Proficient	Proficient	Developing	
N	Developing	Proficient	Developing	Proficient	Developing	Developing	Developing	
N	Proficient	Developing	Developing	Developing	Developing	Developing	Developing	
N	Developing	Proficient	Developing	Proficient	Proficient	Developing	Developing	
N	Proficient	Emerging		Proficient	Proficient	Developing		
N	Proficient	Proficient	Proficient	Developing	Proficient	Developing	Developing	
N	Developing	Emerging		Developing	Developing	Developing		
N	Developing	Emerging	Proficient	Proficient	Proficient	Developing	Developing	
N	Proficient	Proficient			Developing	Developing		

Goal 3: Human and Social Goal:

- a) To improve peaceful problem solving skills and social responsibility where all members feel safe, respected and make good decisions in difficult moments.
- b) To continue to build a sense of community of empathetic learners. “Together we are better”. “Ensemble ça marche”.

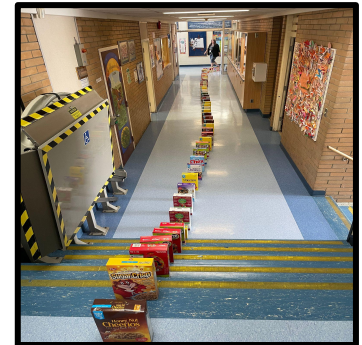
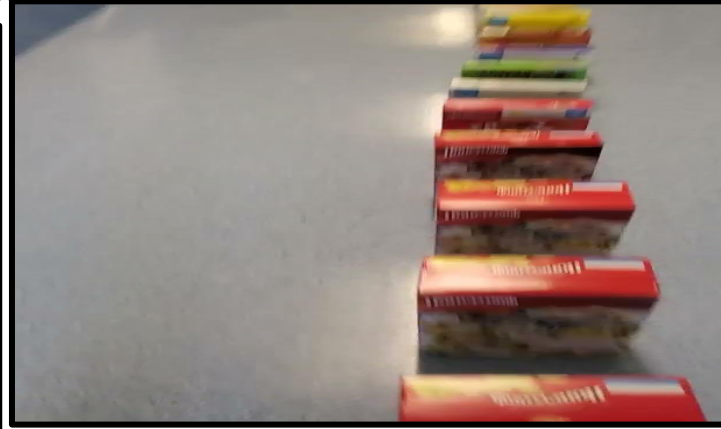
How did we do? What did we do well? What do we want to improve?

Data Walk Observations and Learning Evidence

- Need more resources
- Monthly assemblies
- More activities to come together as a community
- Continue to use the ARTS- update our posters
- Kindness club
- Explore the EASE program
- We need to celebrate all accomplishments
- Feel that we still do not have enough Indigenous activities/tie in
- Wondered if we had repeat offenders on Assess, Grade, Day?
- Survey students on connectedness/belong

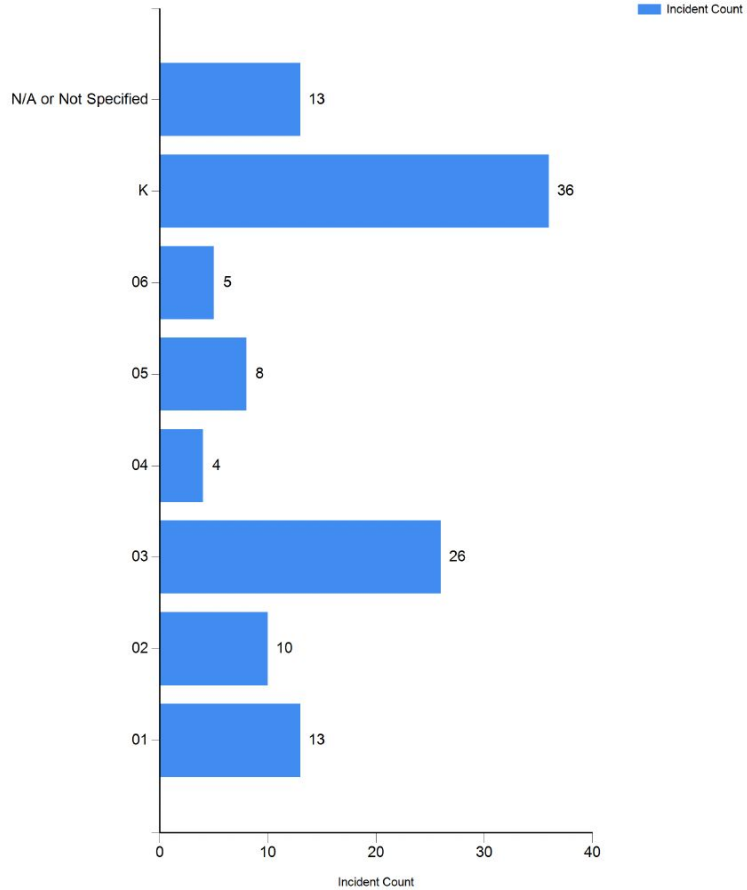
Goal 3: Human and Social Goal- continued...

- School wide activities- keep and add kindness
- How can we involve more parents in survey?
- More problems in class (where it is supposed to be safe place) than outside
- Felt that more staff need to fill out green forms and enter on assess



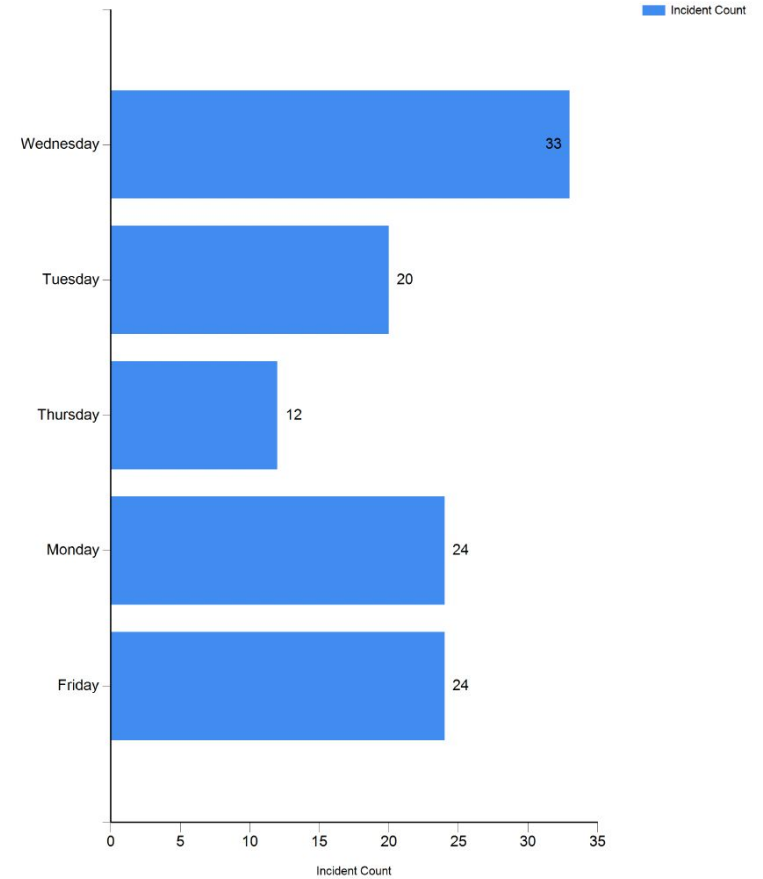
Incident Counts

Incidents between 8/15/2021 and 8/14/2022



Incident Counts

Incidents between 8/15/2021 and 8/14/2022



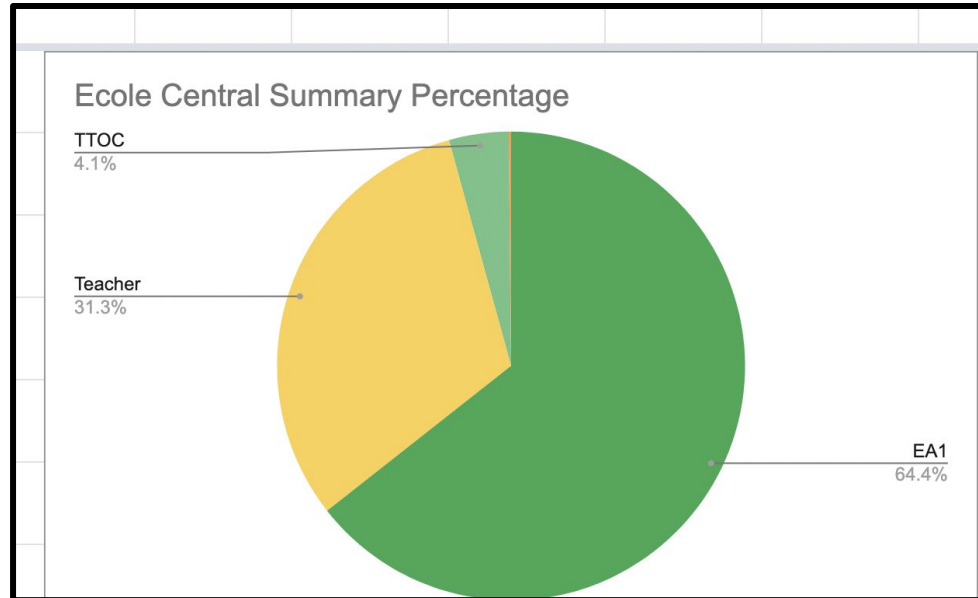
ISSW

- ISSW- Seven teachings
- Monthly Art Contest
- Indigenous vocabulary
- Bannock lesson- in each class
- Intermediate students- works one on one/reading and whatever they need
- Primary students- SEL
- Supports the English Language Arts classes
- ADST activity with grade 6 students
- Starting talking circles
- Orange Shirt Day/Reconciliation Day Activities
- Indigenous games
- Traditional stories
- Regular contact with all her students.



Learning Support Budget

- Class profiles, learning plans/IEP meetings, collaborative meetings, 4 EAs, SEL teacher
- Shelley Moore Workshops
- Renew our “Je lis” licenses.
- Purchase resources as needed (update chromebooks)
- Continue implementation of mathologie programme for primary classes (ttoc)



Celebrations!

- Musical involving entire school
- We see progress in reading levels
- Grade 6 Québec trip
- We are celebrating our values by having monthly class led assemblies
- Terry Fox Run
- Pallet project- hamper baskets
- Speech Fair Competition
- Cereal Challenge
- Women's resource Centre
- Random Acts of kindness- kindness Club
- Artist of the month (ISSW)
- Winter and Summer fundays
- Differences and diversity
- A year to return to normal
- Sports, field trips, theme days
- Mistakes and bravery
- Student achievements in and out of the school



Communication

- Weekly staff update
- Facebook
- Web page
- Newsletter- email via MyEd

Together it Works/Ensemble ça marche!

Monday, November 7, 2022

École Central Elementary School of the Arts

Month at a glance...



November Dates

10th – Remembrance Day Assembly in the gym at 11:00 am

11th – Remembrance Day- no school

18th – Dress in your favourite colour Day

22nd–24th – Scholastic Bookfair in the library

22nd – Report Cards go home

23rd and 24th – Early Dismissal at 1:52pm

25th - NID - Parent/Teacher Interviews

Hello Central Families,

We are already at the beginning of November! The weather is getting much colder, please

Happenings/Websites

Facebook: <https://www.facebook.com/sd60ec/>

Central Website: <https://central.prn.bc.ca>

JessDance



Hudson's Hope School Framework for Enhancing Student Learning. Jan 2023



Planning Day:

- SEL/Temperature Check (We just returned from Evacuation)
- My shared vision/goals.
- Mindset (Fixed/Growth)
- Communication
- Broad Updates
- Assess
- Calendar Review
- Framework, Sharing Key Data.
- Cultural Goals (Work Ethics/H-Notes, Orange Shirt Day/T&R, Outdoor Indigenous Meeting Center teachings.
- Class Reviews ("behind" due to missed days)
- Staff Connectedness activity "Goosechase"



Earth
Wind
Fire
Air

Learning Evidence

- Phonological Screening
 - FSA's (Emerging/On Track/Extending).
 - District Math Assessments- MAP Gr 4/5/6/9
 - District Literacy Assessments
 - Provincial Assessments (Literacy & Numeracy).
 - Math grades 4-10
 - Grade 12 Completion Rates
 - Connectedness Survey & Learning Survey - "Hands On Opportunities"
 - School Connectedness – Building Relationships
 - School Connectedness – I feel connected to my school "Most of the time"
 - School Connectedness – Adults care about me.
 - Satisfaction Survey - (Adults Care/Feel Safe/Feel Welcome)
 - Social Responsibility and Work Ethic's Honour Roll Data
 - Gr 7 MDI Well Being Index



Goals

Our Overall Goals are to:

1. Foster connectedness to improve overall success, and graduation rates.
2. Foster student social responsibility and emotional competency.
3. Improve academic success with engagement, and diverse learning experiences.

Our Key Goals for 2022-23 are to:

1. Maintain/improve Literacy Skills *Emphasis on primary*.
2. Improve Indigenous connectedness.



Links to Learning Evidence

Goal #1 - Foster Connectedness to improve overall success, and graduation rates.

Rational: Students connectedness to school is vital for learning. It is the day to day motivation for most students to attend school. The diverse needs and background of students is so great, we must pay close attention to ensuring that each student has something/one to connect with on a daily basis.

Evidence: Work Ethics Honour Roll Data, Five Year Completion Rates, Learning Survey (Adults Care/Feel Safe/Feel Welcome).

Links to Learning Evidence

Goal #2 - Foster student social responsibility and emotional competency.

Rational: Providing opportunities for students to contribute to the greater community helps create a stronger sense of self, and a place within community. In relation, students need the skills and supports to regulate their day to day lives in order to be able to learn.

Evidence - Gr 7 MDI, School Connectedness (Relationships, Connected to School, Adults care about me). SEL - Spiral of Enquiry “Increasing Indigenous Connections” (specific survey).

Links to Learning Evidence

Goal #3 - Improve academic success with engagement, and diverse learning experiences.

Rational: Ensuring our students have choice, and access to hands on learning opportunities builds on the good teaching practises & resources that are in place.

Evidence - District & Provincial Literacy/Numeracy Assessments. Connectedness Survey “Hands On Opportunities”, FSA results Literacy/Numeracy.

Specific Evidence

Reading - Primary to Secondary Trends

Grade 2

ment (PMB Beginning 2022/2023)

B	Level		Reading Accuracy		Reading Recovery	
	PMB Beginning 2022/2023	PMB Beginning 2021/2022	PMB Beginning 2022/2023	PMB Beginning 2021/2022	PMB Beginning 2022/2023	PMB Beginning 2021/2022
02	14	1	95-100%	90-94%	YES	
02	21	5	95-100%	90-94%		
02	16	1	95-100%	90-94%		
02	10	1	95-100%	90-94%		
02	3		95-100%		YES	
02	15	4	95-100%	90-94%		
02	17	3	95-100%	90-94%		
02	14	1	95-100%	90-94%	YES	
02	10		95-100%			
02	17		95-100%			
02	10		95-100%			
02	3		<90%			
02	16	2	95-100%	90-94%	YES	
02	16	2	95-100%	90-94%		

Grade 10

ment (Read73 Beginning 2022/2023)

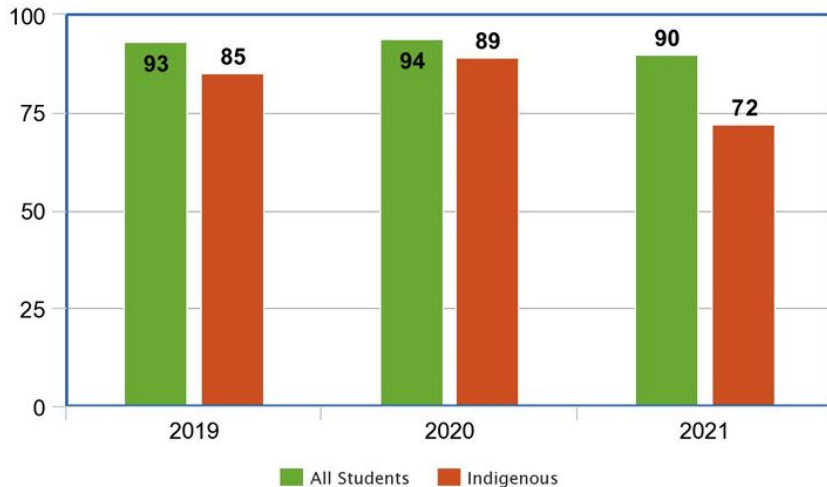
	Comprehension		Fluency		Level	
	Read73 Ending 2021/2022	Read73 Beginning 2021/2022	Read73 Ending 2021/2022	Read73 Beginning 2021/2022	Read73 Ending 2021/2022	Read73 Beginning 2021/2022
10	3	3	3	3	9 – READ2021	9 – READ2021
10	2	3	3	3	9 – READ2021	9 – READ2021
10	3	3	3	3	9 – READ2021	9 – READ2021
10	3	3	3	3	9 – READ2021	9 – READ2021
10	2		3		9 – READ2021	
10	2	2	3	2	9 – READ2021	9 – READ2021
10	3	3	3	2	9 – READ2021	9 – READ2021
10	4	3	3	3	9 – READ2021	9 – READ2021
10	3	3	3	3	9 – READ2021	9 – READ2021

Specific Evidence:

School Connectedness Survey.

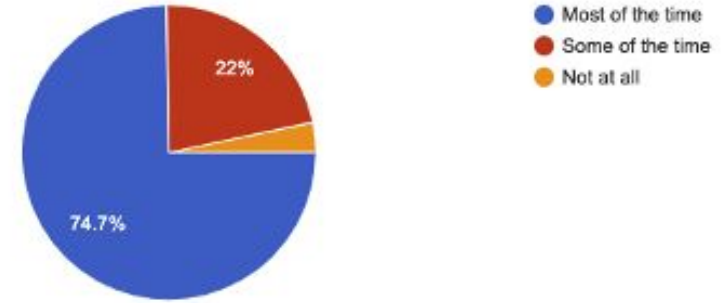
Work Ethics Honour Roll Data - Closing the gap.

Work Ethic's Honour Roll 2019-2021



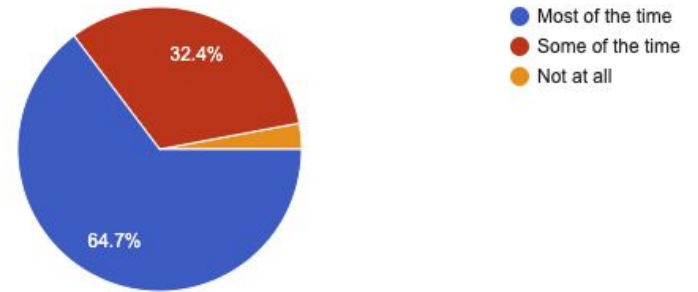
Overall, I feel connected to my school (I belong).

2020-21



Overall, I feel connected to my school (I belong).

2021-22



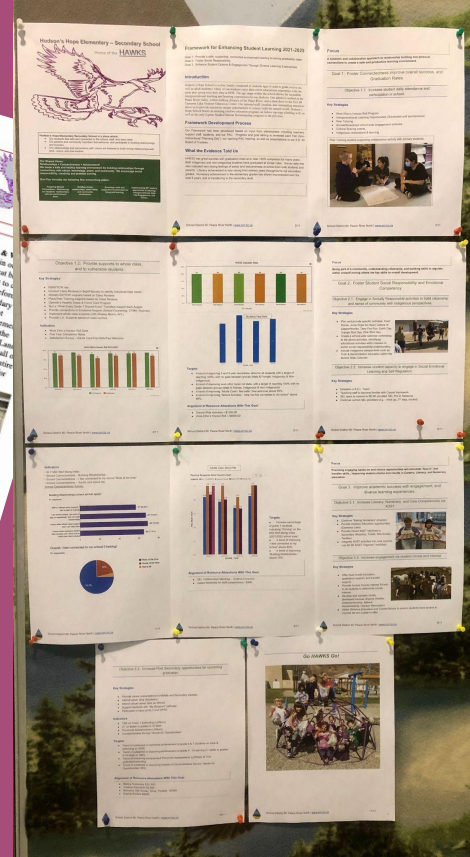
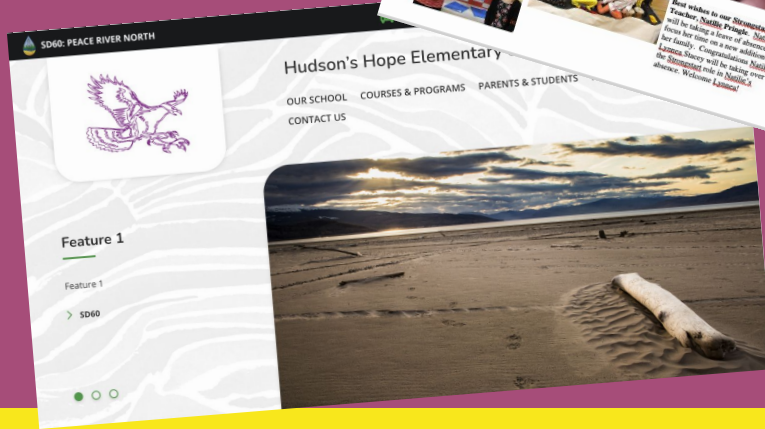
Learning Support Fund

Our LSF targets are based greatly on the Class Review process (Fall, and February). Key areas that we have identified for support include:

1. Baking Numeracy.
2. EA support for both individual and classroom supports in K, 1/2 , 3, 4, 5/6 (Elem)
3. EA support/classroom S.S./Eng 7/8, Math 7/8. Individual 7-10.
4. Direct ELL Support Grade K/3/4/8/10
5. Resources - Fruit Program Distribution.



- 



Celebrations: Connectedness & Indigenous Teachings



School District No. 60

Curriculum Department

Presentation to the Board of Trustees
January 9, 2023

Presented by: Charmaine Chretien, District Principal, Curriculum
& Assessment





Territorial Acknowledgment



We recognize that we are living and learning on the traditional territory of the Tsaa? Che Ne Dane (Dane-zaa) within Treaty 8.



The Curriculum Department

Is guided by the BC Ministry of Education curriculum & the District Framework for Enhancing Student Learning

In alignment, we support & serve schools, staff & students



Ministry of
Education



Our Purpose:

Alignment

Coherence

Equity

Inclusion

Diversity





Anita Yorke
District Literacy
Support Teacher



Connie Stones



Mary Tremain
District ELL Support Teacher
& Mentorship



Danielle Evans



Christine Bourgeois
District ELL Support
Teacher & Reading
Recovery



Tracey Lariviere
District Principal,
Early Learning &
Child care/Reading
Recovery Leader

District Curriculum Team

Samantha Thomson
District School
Psychologist



Barb Wagner
District
Numeracy
Support
Teacher



Chantelle Fowler
District Learning
Support/Literacy Teacher

Charmaine Chretien
District Principal



Literacy

1.0 FTE

Professional Development
Assessment
Balanced literacy
District
resources/assessments
Coaching & collaboration

Reading Recovery

Grade 1 intervention
Teacher leader

Learning Assistance

0.8 FTE
Support funding processes
Professional development
Procedures and protocols
Supporting complex learning & SBT

ELL Program

1.2 FTE support
Claiming Funding & Screening
Annual Instruction Plans
Professional development
Coaching & collaboration

Our Work

Numeracy

0.8 FTE
balanced numeracy
District developed resources
Assessment
Coaching & collaboration
Professional development

School Psychology

1.0 FTE
30-35 student assessments
per year
Transition to Adulthood
(Community Living)
Updates
Supports School Based Teams

Collaboration & Relationships

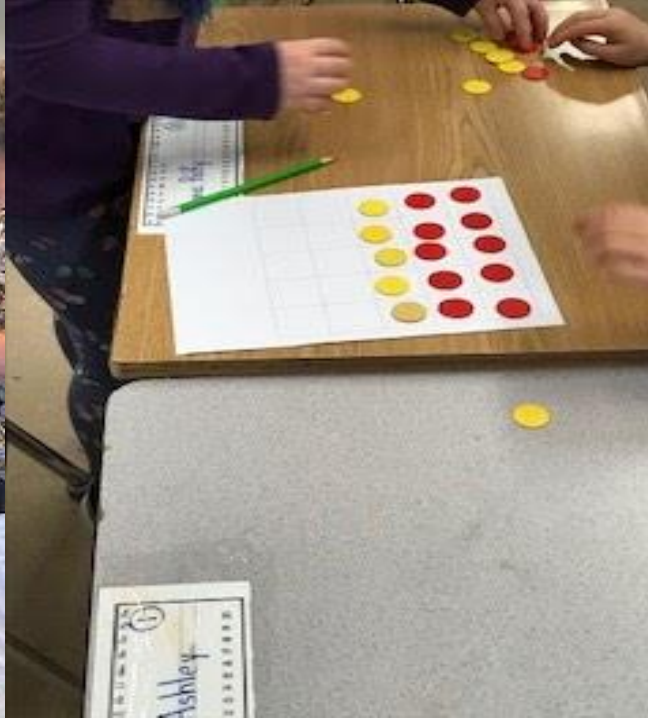
Sub-Committee DRFN LEA
Networks of Inquiry & Indigenous
Education
District departments

Supporting Student Learning in our District

Provide equity, support inclusion & celebrate diversity

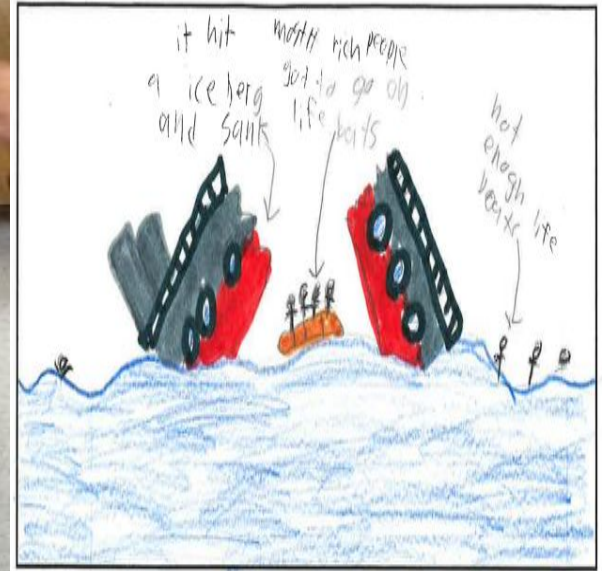
- Support what we know works for students and creates success based on research
- Collaborate
- Coach
- Mentor
- Construct locally developed resources

Highlights



PREDICTING:

What do you think this nonfiction text will be about? Write or sketch your ideas.





Supporting Teachers

The Fundamentals of Teaching: Year 2 Feedback from Teachers

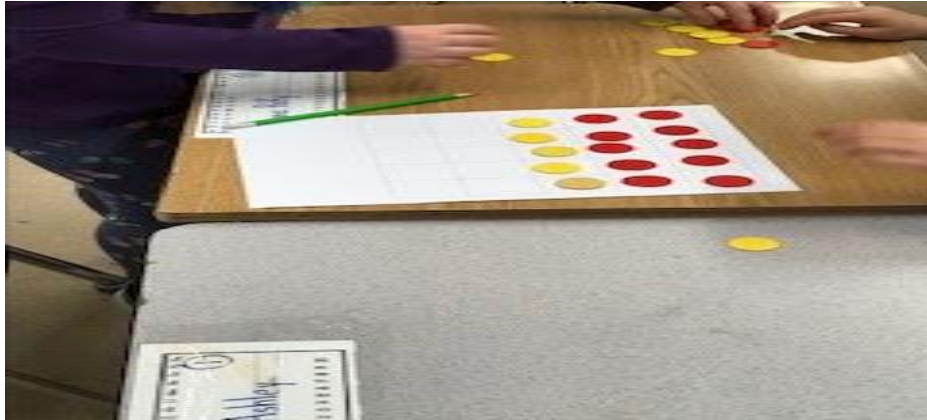
“Going through the BC curriculum/competencies”

~Participant, Summer Planning Workshop, August 2022

“The information surrounding assessment, core competencies, curriculum content”

~Letter of Permission Participant. Summer Planning Workshop, August 2022

Numeracy



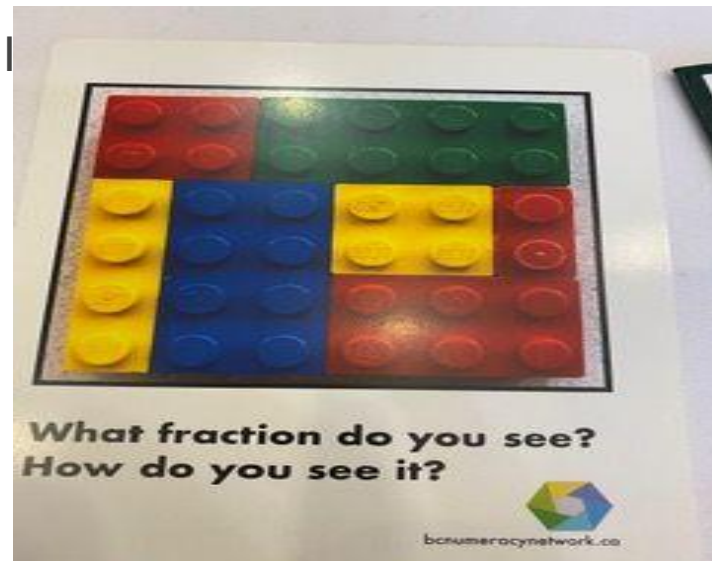
~Student Problem Solving Assessment



Mathology Inservice, December 2022 with Barb Wagner and Duncan Cran teachers

Math Mindsets

$$\frac{3}{8} + \frac{6}{4}$$



Numeracy Initiative Goals

- Increase teacher confidence in teaching math
- Understand the BC Math curriculum
- Provide learning resources to support new curriculum
- Develop district numeracy assessments

Mathology Pilot

- Primary level (K-3) resource
- Pilot Schools 2021-22:
 - Margaret Ma Murray Community School
 - Anne Roberts Young
 - Ecole Central
 - Wonowon Elementary
 - Upper Halfway
 - Robert Ogilvie

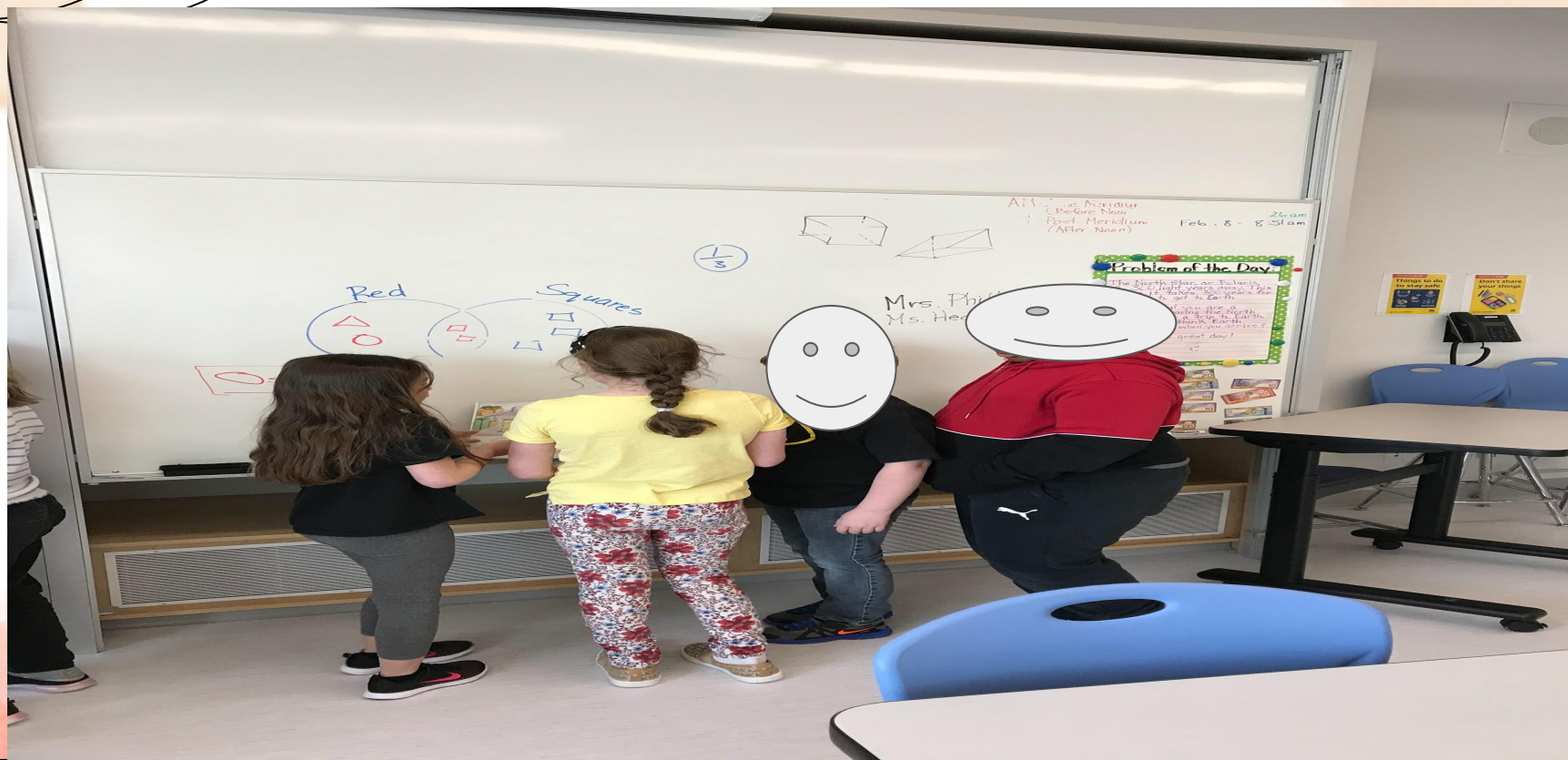
Mathology Pilot

- Year 2 Pilot:
 - Duncan Cran Elementary School & Upper Halfway
 - Kindergarten to Grade 6
 - 43 Teachers from Year 1 & Year 2

Thinking Classrooms



Ms. Imray's Class, NPSS, 2021



Thinking Classrooms at Anne Roberts Young, Grade 3, Cohort 1

Why Thinking Classrooms?

Equity, Inclusion & First Peoples Principles of Learning

*The research showed that **90% of the questions that students ask are either proximity questions or stop-thinking questions** and that answering these is antithetical to building a culture of thinking and a culture of learning. To build a thinking classroom, we need to answer only keep-thinking questions.*

~Dr. Peter Liljdahl, Simon Fraser University

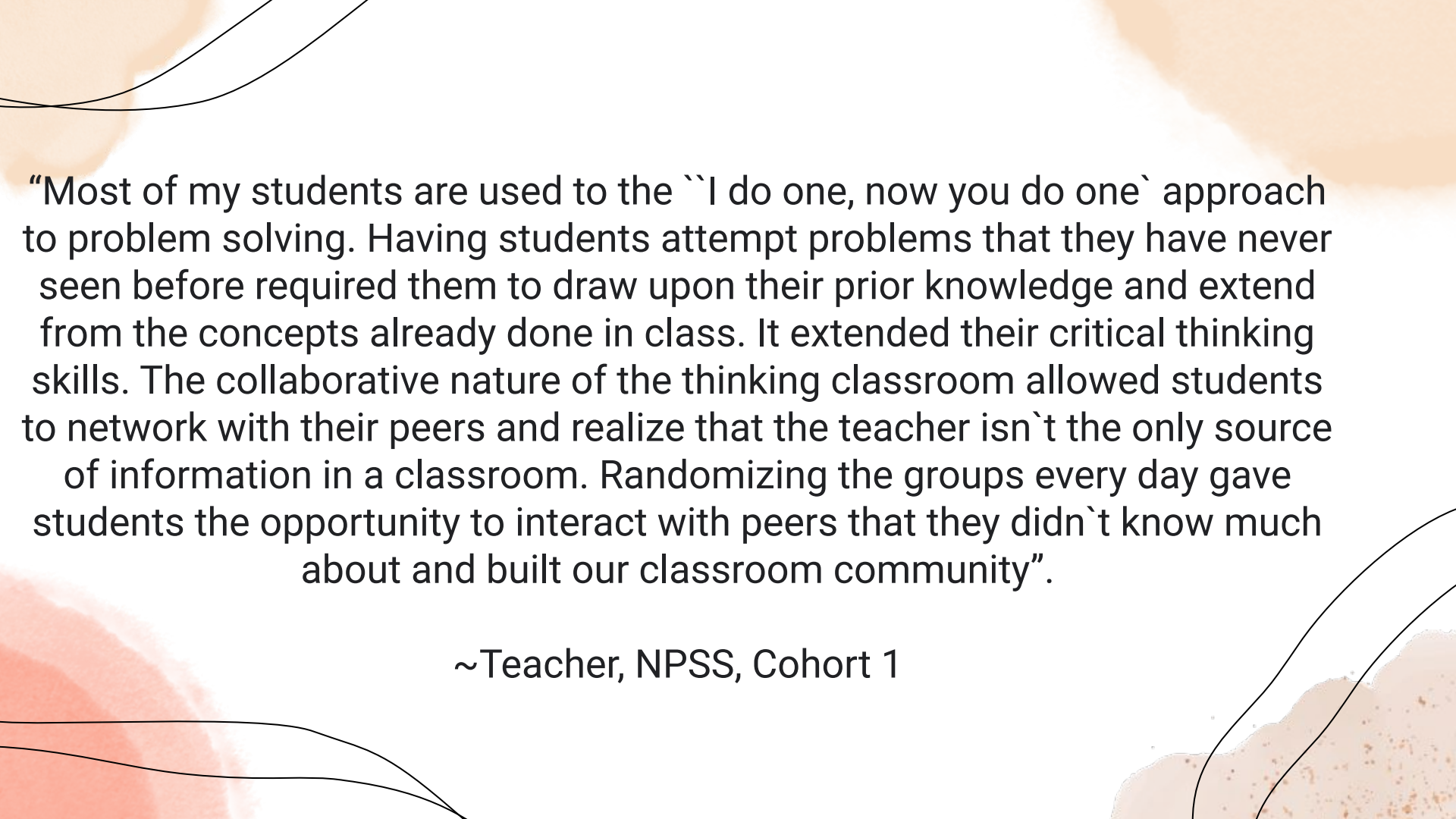
Source: <https://buildingthinkingclassrooms.com/wp-content/uploads/2020/11/Executive-Summary.pdf>

Implementation

- 2017-18: Thinking Classrooms, Grande Prairie, 4 teachers, secondary
 - NPSS, Prespatou & District Numeracy Support Teachers
- 2021-22 Cohort 1:
 - 15 Middle & Secondary Teachers with Mike Pruner, Facilitator, including ELC, NPSS, Bert Bowes, DKMS
 - 12 Primary teachers with Adam Fox, Facilitator, including ARYE, MMMCS, Taylor & C. Lake
- 2022-23 Cohort 2:
 - 12 Middle & Intermediate Teachers
 - DKMS, BBMS, Upper Pine, MMMCS, ARYE & Duncan Cran
- 2023-24 Cohort 3:
 - Planed for another another group

“Some of the students who don’t usually speak up during class ended up taking on leadership roles in their small groups. Students weren’t as afraid of making mistakes because the vertical surfaces area are all erasable. For many of my thinking activities, I incorporated lab work (chemistry class) as well as the initial problem on the board. This was invaluable because students can often do problems on paper, but are clueless as soon as it comes to a real-world situation. It also provided students with the answer to the “why are we learning this question?”

~Teacher, NPSS, Cohort 1



“Most of my students are used to the ‘I do one, now you do one’ approach to problem solving. Having students attempt problems that they have never seen before required them to draw upon their prior knowledge and extend from the concepts already done in class. It extended their critical thinking skills. The collaborative nature of the thinking classroom allowed students to network with their peers and realize that the teacher isn’t the only source of information in a classroom. Randomizing the groups every day gave students the opportunity to interact with peers that they didn’t know much about and built our classroom community”.

~Teacher, NPSS, Cohort 1

District Developed Problem Solving Assessment

- Developed in collaboration with Nechako Lakes District
- Based on research from Dr. Peter Liljdahl, Simon Fraser University
- Implementation Plan
 - 2021-22:
 - Grades 3 through 5 in-class demonstrations in all classrooms
 - Inservice grades 3-5 teacher feedback & input
 - 2022-23:
 - Complete demonstrations grades 3-5 for new teachers
 - Grades 6-9 in-class demonstrations
 - District Teacher Assessment Committee

Literacy

PREDICTING:

What do you think this nonfiction text will be about? Write or sketch your ideas.



water games fun for all to play

Literacy Initiative Goals

- Build understanding of the BC Curriculum
- Improve reading comprehension across the curriculum
- Provide learning resources to support literacy development
- Increase understanding of literacy assessment
- Implement new reading comprehension assessment

New Reading Comprehension Assessment

- **Developed by Kamloops District**
 - **Pilot 2020-21 with 12 teachers**
 - **2021-22: Grades 7-9**
 - **2022-23: Grades 4-6**



~Pilot Teachers Session

- **Inservice on fluency assessment for all teachers**
- **Collaborative marking sessions for all grade levels**

Highlights of the New Assessment

- **Inclusion of Indigenous content**
- **Reflective of new updated fluency standards**
- **BC developed**
- **Housed Online**
- **Inclusive components**
- **Vocabulary**



Collaborative Marking Session

Reading Assessment Pilot Feedback about New Assessment

“Higher instructional range. More connected to Adrienne Gear & Smart. More accurately identifies kids that struggle”.

~Teacher Participant

“The topics are more relevant and engaging for our students. There is a more realistic questioning for kids to respond to such as the sections to focus on and text features to be aware of”.

~Teacher Participant

Our Context

- TTOC coverage:
 - Providing professional development & inservice opportunities during the school day
 - Collaboration & Coaching
- Succession & building for the future



Looking Ahead 2023-24

- Professional development in literacy & numeracy
- Assessment implementation
- Novel ways to support teacher learning
- Curriculum development with Doig River First Nation (LEA)



Mathology Feedback
Session Spring 2022

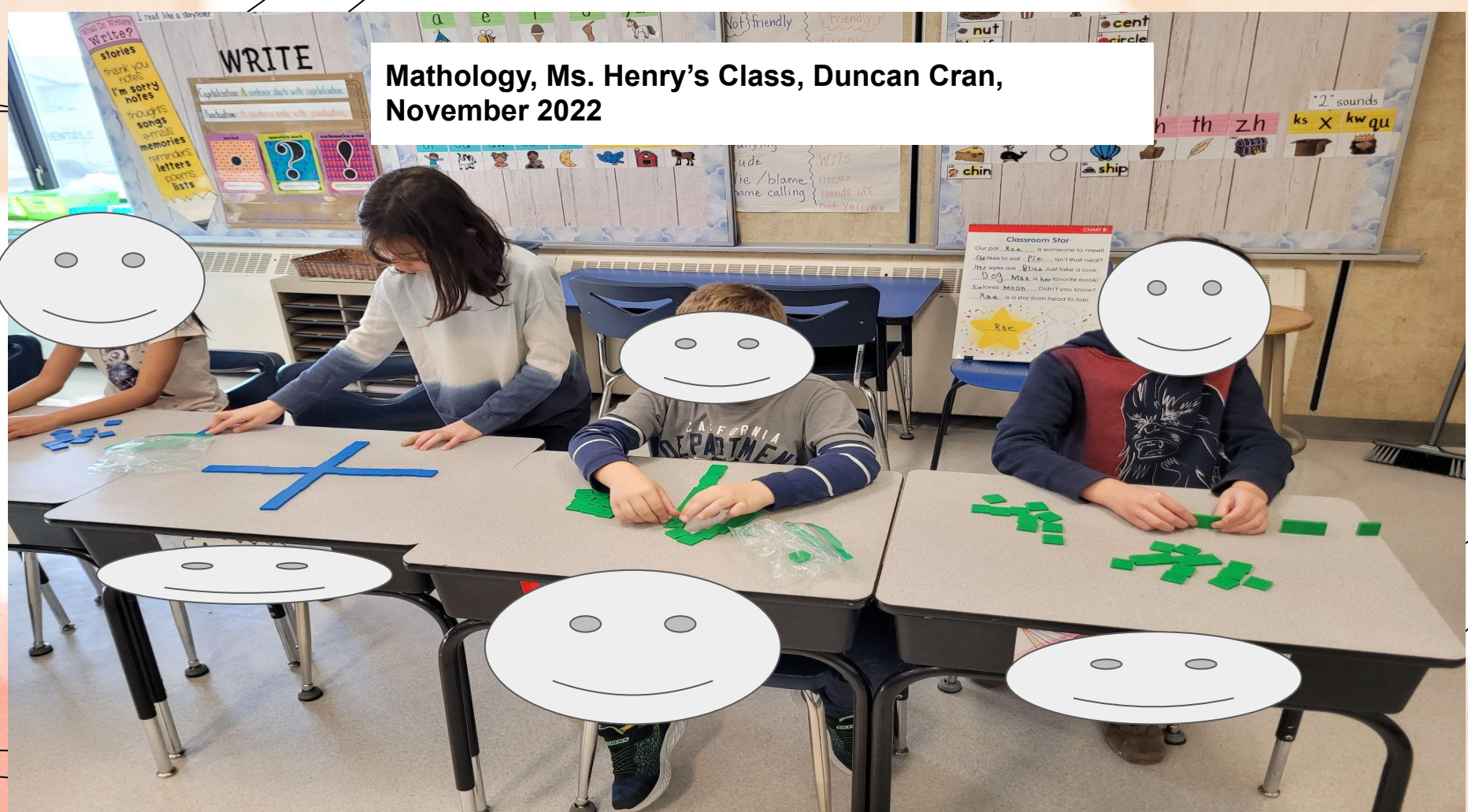


Doig Days, May 2022



Taylor Elementary Collaboration, Writing Assessment November 2022

**Mathology, Ms. Henry's Class, Duncan Cran,
November 2022**





THANK YOU

A string of eight colorful paper flags is hanging against a dark, textured wooden background. The flags are arranged in two groups: the first group contains five flags spelling 'THANK' and the second group contains three flags spelling 'YOU'. Each flag is held by a small wooden clothespin. The flags are red, light blue, lime green, light blue, yellow, light green, yellow, and light green. The letters are written in a simple, hand-drawn style in blue ink.



Margaret Ma Murray Community School 2022-2023





At Margaret Ma Murray Community School,
our vision is to create a welcoming
and nurturing community that
together will foster creative,
hands-on learning experiences.
Students are empowered to become
kind, inclusive, responsible, and
curious lifelong learners.

Vision at M.M.M.C.S.

<div>  <div> Margaret Ma Murray Community School School Wide Expectations and Behaviour Matrix A H.E.R.O. is an ordinary person doing extraordinary things. </div>  </div>				
	Inside	Outside	Bathrooms	Technology
H Honest	<ul style="list-style-type: none"> I tell the truth. I do my best. I respect all property. I admit and correct my mistakes. 	<ul style="list-style-type: none"> I stay where adults are supervising. I tell the truth. I am fair. 	<ul style="list-style-type: none"> I use my own stall. I clean up after myself. I use the bathroom appropriately. I report problems right away. 	<ul style="list-style-type: none"> I use technology appropriately. I am safe when I use the internet. I only use approved devices at school.
E Empathetic	<ul style="list-style-type: none"> I am kind, helpful and understanding. I respect the learning environment of others. I use kind words. 	<ul style="list-style-type: none"> I am an Upstander. I include others. I care for the environment. I am kind, helpful and understanding. 	<ul style="list-style-type: none"> I give people their privacy. I share the space properly. 	<ul style="list-style-type: none"> I offer help to others. I report cyber bullying. I am kind and understanding to other users.
R Responsible	<ul style="list-style-type: none"> I keep my hands and feet to myself. I am where I should be. I stay organized and tidy my space. I work together with others. 	<ul style="list-style-type: none"> I play and learn safely. I use equipment properly. I listen and follow directions. I come in when the bell rings. 	<ul style="list-style-type: none"> I wait my turn. I clean up after myself. I flush the toilet and wash my hands. I am timely. 	<ul style="list-style-type: none"> I know using technology is a privilege. I stay on task. I take care of all school devices.
O Open-Minded	<ul style="list-style-type: none"> I embrace challenges and take risks. I learn about other people and cultures. I accept that others learn in different ways. 	<ul style="list-style-type: none"> I am open to new things. I seek out new friends. 	<ul style="list-style-type: none"> I give other's privacy. I accept that everyone needs to use the washroom. 	<ul style="list-style-type: none"> I try new technology to complete my work. I share technology.

H.E.R.O.s join forces for the greater good!

Demographics September 2022

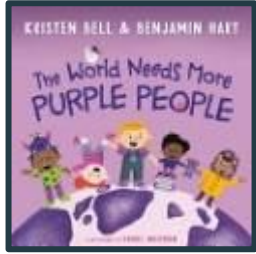
82 ELL Students_(Gr 1-6)
24 Languages
80 Indigenous students
335 students
40+ staff
Transiency rate has increased
Increase in vulnerable learners



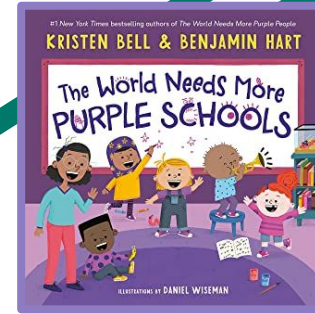
Staffing Supports:

- Inclusion .6
- .2 SEL school based
- 1.0 ELL
- .2 extra support from school for ELL
- 1.0 ISSW
- SWIS worker 5hrs/wk
- Part time staff stagger days so always 3 FTE each day

**We are an
inclusive
community!**
We Create
We Learn
We Collaborate!
Kindness
Responsibility
Curiosity
Perseverance
Acceptance

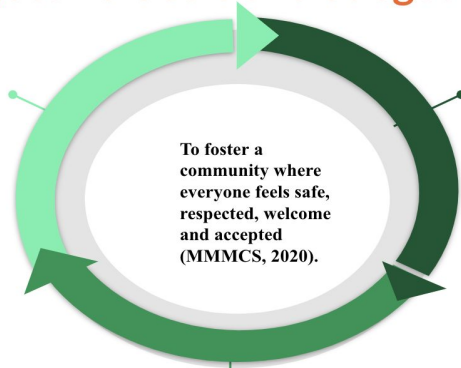


Goals:



1. To foster a community where everyone feels safe, respected, welcome and accepted.
2. To identify students' abilities and develop personalized opportunities for intellectual growth.
3. Provide a variety of engaging opportunities for students to develop ADST skills.

Together we are a strong team of H.E.R.O.s



To foster a community where everyone feels safe, respected, welcome and accepted (MMMCS, 2020).

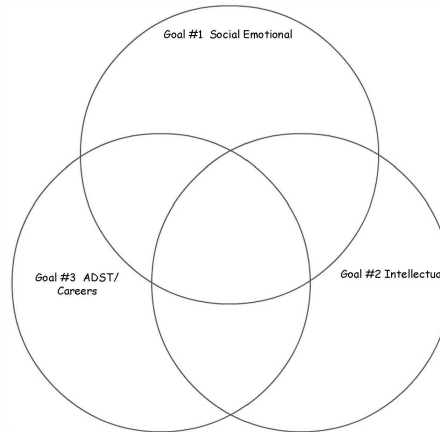
All learners have opportunities to understand and respect their individual cultural heritage

**Government of British Columbia
Curriculum and Core Competencies**



Schools provide students with the tools to link their unique story to others, and to create positive relationships

J. D Willms, Student Engagement



Social diversity and inclusion recognizes the need for belonging and acceptance, and the importance of creating opportunities to participate fully and equally in economic, social, cultural and political institutions.
Jennifer Kratz , Teaching to Diversity

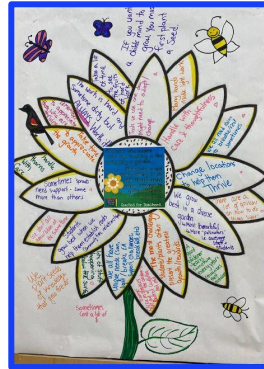
Planning Day September 2022

Agenda Link

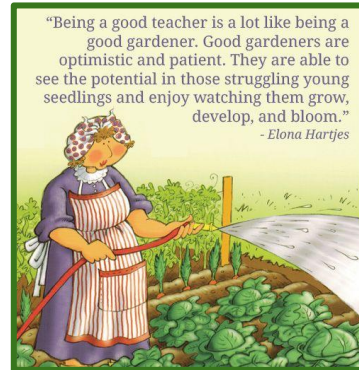
- Staff pre-grouped so that all staff included and sitting within comfort zone
- Gardening Theme "Teaching is like Gardening"
- Lots of time for collaboration
- Individual folders with data on current students (class list from Sept 2022) - explanation of material to all staff -



June Staff Meeting



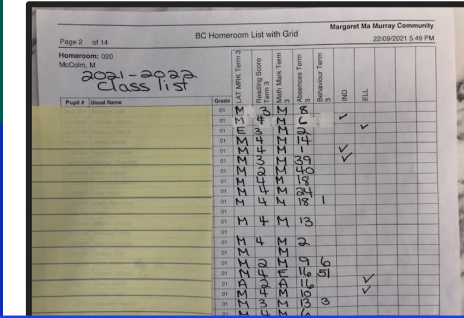
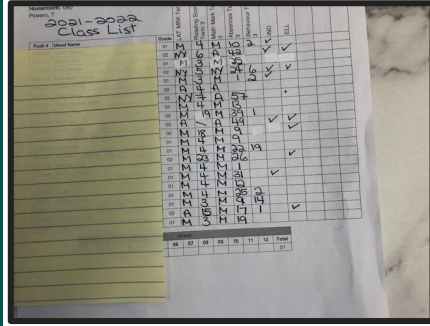
September Sample



Gardeners know they can't make plants grow. Plants grow themselves, but gardeners create the right conditions. Teaching is like gardening. Provide the best conditions for growth, and you'll see an abundant harvest of talent, commitment, imagination, and creativity in your kids.

Data Used for 2022-2023

School Based



Directions: Circle the number that matches how you feel for each sentence

School Kindness Scale
(Binfet, Gadermann, & Schonert-Reichl, 2016)

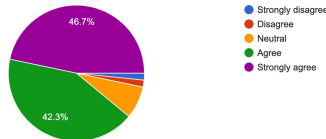
How true is each statement for you?	Disagree a Lot	Disagree A Little	Don't Agree or Disagree	Agree a Little	Agree a Lot
1. The adults in my school model kindness.	1	2	3	4	5
2. Kindness happens regularly in my classroom.	1	2	3	4	5
3. Kindness happens regularly in my school.	1	2	3	4	5
4. My teacher is kind.	1	2	3	4	5
5. At my school, I am encouraged to be kind.	1	2	3	4	5

- Term 3 Data (2021-2022)
- Reading Assessment (2022 yr end)
- Class Data Sheet (2022-2023)
- K phonological 2022 fall
- ASSESS for new students and behaviour
- Kindness Survey Results

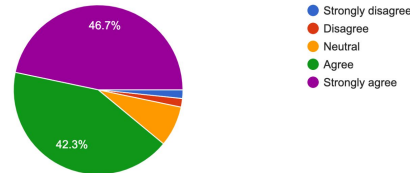
ATTENDANCE:

- 40% of students missed 20+ days
- 50% of Indigenous students missed 20+ days
- news students to school missed significant days in 2021-2022 (30+ days)

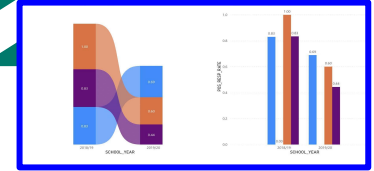
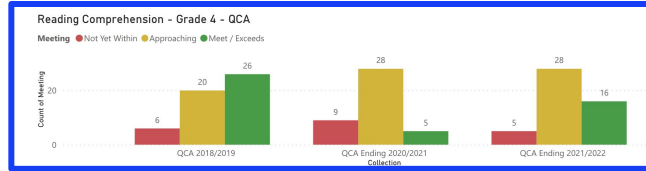
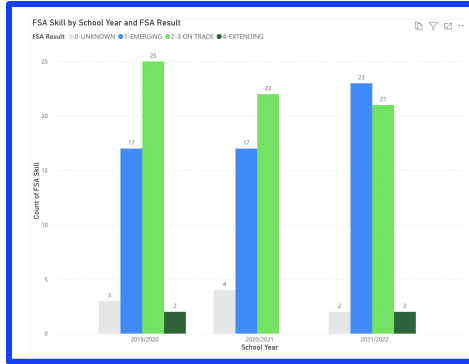
At my school, I am encouraged to be kind
182 responses



At my school, I am encouraged to be kind
182 responses



District Data/Provincial Data



Types of Data:

Satisfaction Survey

FSA

Report Card Grades/Subject/Grade
Compared to District/Province

ASSESS Data ~ behaviour (Location/Day of week/Type)

Attendance Data ~ (Frequency/When/ are they occurring?)

Cohorts -identifies areas of need for support and funding

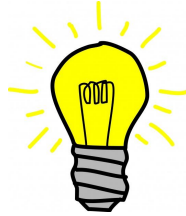
Data Driven Dialogue
Infuses Looking Deeply
Asking of Difficult Questions
How Do We Change?



Goal #1:

To foster a community where everyone feels safe, respected, welcome and accepted.

Big Ideas



- all students matter
- take care of basic needs will lead to academic growth and school connectedness
- kids need to come to school in order to intellectually grow and develop core competencies
- parents and students need to be involved so we have a healthy community
- connections through culture, food, pods, house teams, activities
- anxiety has increased
- tools are needed: home and at school
- we have the mindset to make this work



C.O.R.E. Team: School Wide Strategies Goal #1

- Informed decision making
- Weekly meetings before school
-open to all
- Infused support with all staff (ELL, LAT, SEL, ISSW)
- Student placement is key
- **Tier 3 students:** attendance, academics, basic needs
- Indigenous students are the focus so the majority of tier 3: wrap around support offered and extended to middle school

Maslow's Hierarchy of Needs:

- Breakfast for all students ~normalize
- Leadership opportunities
- Communication with struggling families
- Firebird coins: celebration of positive actions linked to matrix
- House team activities~community, self-esteem, belonging
- Celebrations of culture, kindness, gratitude showcased at assemblies
- Communication with Indigenous families by ISSW (daily)



Counsellor/SEL Staff:

- Friendship groups
- Check ins with students
- Staff presentations
- Collaboration on programs
- Liaison with families
-

Whole School Supports:

- Spirit Days
- Clubs
- ELL, Inclusion, SEL, FOOD
- Assemblies
- Cross grade buddy program
- Celebrations - attendance, music levels, firebird coins
- Pod system
- Room, space for adults
- Explicit teaching: kindness, gratitude and empathy

I.S.S.W & S.W.I.S. Program

Here is the land, here is the sky. Here are my friends and here am I. We thank and acknowledge the Dena Zaa people on whose land we work on and play and we promise to take care of it every day.

Indigenous Students' Support:

- Full time support every day
- Engaged ISSW (contacts, visits, liaison)
- Cultural activities/month
- 7 Sacred Teachings infusion in assemblies
- Materials to support instruction
- Dane-Zaa word of the week
- Breakfast baking with students
- Breaks for tier 3 students built in to schedule
- Part of our CORE team
- Liaison with YCW for help with rides and trauma
- Attendance accountability
- Supports students
- Handgames and art projects



SWIS Worker:

- 5 hours/week (District Funded)
- Staff member on site
- Meets all new families
- Meets 4 times/month for activities and crafts
- Lunch together
- Community connection to after school activities, pro-d day activities, and cultural events
- In house support rather than SWIS worker coming in brings a stronger connection to community and to friendship
- Supports 25 students (+friends)

Numeracy:

- Project based, play based
- Daily 3 (whole group, teacher lesson, tech time, projects)
- Math rotations
- Primary Mathology pilot project
- 6 staff involved in "Thinking Classrooms"
- Online programs: Mathletics, Prodigy, Xtramath, Mathology

School Wide Strategies:

- Staff Meetings: Look at data from term/pod
- Discuss resources (library, book room, manipulatives)
- Showcase professional development
- CORE Team weekly meetings
- Class Reviews fall/winter
- Common Prep time aligned with collaboration time
- Grade Level/Pod Preview/Team Teaching

Goal #2

To identify students' abilities and develop personalized opportunities for intellectual growth.

Literacy:

- Culturally appropriate guided reading/literature material
- Story Workshop in Kindergarten (4th year)
- Theme material matches SS/SC
- Anchor books for Adrienne Gear strategies
- Daily 5 embedded in practice
- LAT/ELL works with CT during rotations
- LAT/ELL assist with assessment
- Team teaching/pod
- Morning tubs for centers
- Guided Writing/Expanding Tools Program
- Integrated projects (voice/choice)
- Wrap Around support
- Jolly Phonics/Heggerty Program
- Science of "Reading"

Goal #3

Provide a variety of engaging opportunities for students to develop A.D.S.T.

School Wide Strategies:

- House Team Challenges (Turkey Time)
- Food Security Projects/Gardening
- Play Based Learning
- Project Based Learning
- Music
- Maker activities
- Integrated projects
- Cooking - kindergarten, grade 4-6 rotations



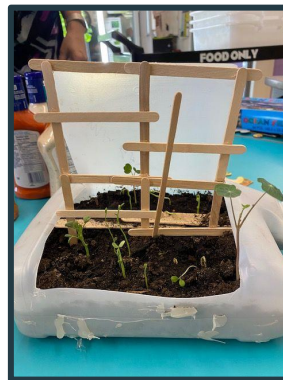
Morning tubs in Kindergarten



Tasty Tuesday in K



Mini-Greenhouses Gr 1/2

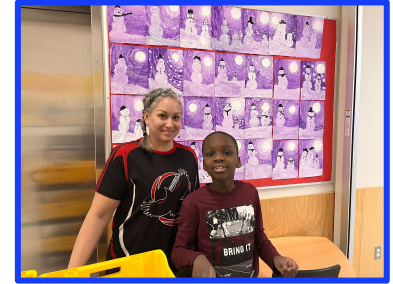


Community Forest Field Trips

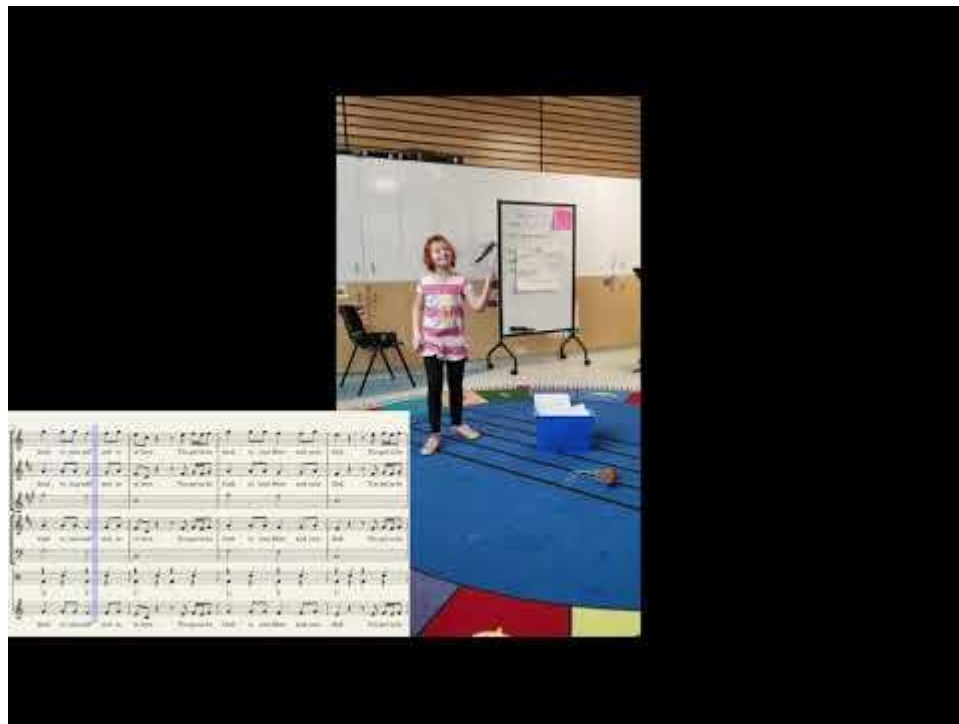


Learning Support Fund

- Shelley Moore sessions for staff
- Programs/books for LAT, Inclusion & Library
- Collaboration time - class profile meetings
- .2 FTE SEL Support Teacher
- ISSW books/resources
- Collaboration time weekly -built in to schedule
- Books for book study - Cultivating Kindness
- Increase EA support for vulnerable learners
- TTOC time for class profiles Fall/Winter



How can we utilize funds to best support our school?



What achieving our goals **looks** like in **action**.

1. *To foster a community where everyone feels safe, respected, welcome and accepted.*

Many staff along the way taught the other children to behave in a way around Chloe (her speech is very delayed) in a way that she felt safe enough to perform, brave enough to create something, and welcome and accepted despite the fact she is functioning intellectually at a preschool level.

2. *To identify students' abilities and develop personalized opportunities for intellectual growth.*

In every subject and grade, staff have adapted and modified for Chloe so that every day she is making progress at her own rate and every year there is measurable progress and cause for celebration.

3. *Provide a variety of engaging opportunities for students to develop ADST skills.*

Music is just one of the many opportunities MMCS students have to apply design and skills, and MMCS has a large variety of adaptive instruments, iPads and specialized music programs so that all students K-6 of all abilities can participate. This is the attitude that all staff at MMCS take in all subjects.

Celebrations



Celebrations

Ongoing
Inquiries

Risks and
Requests

Endeavors



Relationships
Kindness
Empathy
Gratitude
Inclusion
Culture

let us remember:
one BOOK,
one PEN,
one CHILD,
one TEACHER,
can change the
world
-Malala
Yousafzai



All Are Welcome

All are Welcome, come and see
Our Firebird School Community
Together we learn, laugh and grow
Always share what we know.

Lunch, recess, and all through the day
We look out for each other in every way
Words matter, so we must be kind
Never leaving a friend behind.

Be responsible and kind, open -minded too
Respect each other it's what we do!
All Are Welcome, come and see
Our Firebird School Community!

