

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, March 4, 2024 @ 1:30 p.m.
AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Framework Presentations & Departmental Reports (Attachments)

- | | |
|--|------------------|
| a) Anne Roberts Young Elementary School
<i>Broyden Bennett, Administrator</i>
<i>Melissa deGroot, Vice-Principal</i> | 1:30 – 2:00 p.m. |
| b) Duncan Cran Elementary School
<i>Griff Peet, Administrator</i>
<i>Janny Lavoie, Vice-Principal</i> | 2:15 – 2:45 p.m. |
| c) Alwin Holland Elementary School
<i>Melody Braun, Administrator</i>
<i>Laurie Petrucci, Vice-Principal</i> | 3:00 – 3:30 p.m. |
| d) Taylor Elementary School
<i>Nancy Maxfield, Administrator</i> | 3:30 – 4:00 p.m. |

Governance

1. BCSTA AGM Registrations – April 18 – 21, 2024

Helen Gilbert, Board Chair

Operations

1. Operations Report (Attachment)

Angela Telford, Secretary-Treasurer



Anne Roberts Young Context:

- Opened in September 2020
- Co-creative approach to planning and learning
- Designed and built to facilitate a project-based/hands-on learning environment with a connection to community
- Focus on arts integration and a partnership with SD60 utilizing the Heather Hannaford Music Room
- Breakfast & lunch programs to support our students in their learning
- 340 students
- Diverse population which includes 58 Indigenous Students (31 Primary, 27 Intermediate), 37 ELL Students
- Staff includes
 - 2 Admin Staff (Principal & Vice-Principal)
 - 16 Enrolling Teachers
 - 1.2 Fine Arts/ ADST/ PE prep teachers
 - 0.5 Librarian
 - 1 Learning Assistant / ELL / SERT Teacher
 - 0.4 Reading Recovery (Unfilled)
 - 0.2 Reading Support Teacher
 - 13 Educational Assistants / Lunch Period Monitors
 - 1 Youth Care Worker
 - 1 ISSW
 - 1 Secretary
 - 3 Custodians
 - 1 Part time SEL (2 Days a week)



Anne Roberts Young Communication Plan:

Initial Phases

- ARYES Framework Mission/Vision Collaboration Session - April 22nd 2020 - Staff met together and started working on a Mission/Vision for ARYES.
- Framework Goal Collaboration Session - May 7th 2020 - Staff Collaboration Session with discussions and hopes for the ARYES community and an initial outline was drafted for our 2020/21 Framework Goal of building community.
- Framework linked onto ARYES website as a working document that the school community can follow.
- September 25th 2020 - Planning Day - Discussed draft of Human & Social Goal and finalized goal. Activity in groups discussing an Action Plan as well as evidence of goals. Began initial steps towards a school acronym.
- October 2020 Staff Meeting - Discussion looking at action plan and evidence that came from all groups on planning day. Finalized list that would be attainable in year one, how we will assess our goal and ideas that we would revisit in the future.
- October 15th 2020 - Creation of PAC. Sharing Vision/Mission & Framework.
- Continually grounding to Framework at PAC meetings and Staff Meetings. Regular sharing and activities looking at action plans and evidence.
- February 1st 2021 - Framework Presentation to Board
- February Staff / PAC Meeting - Share Framework Presentation
- September 24th 2021- Discussed Human & Social Goal, discussing action plan as well as evidence of goals. Initially draft of timeline for Intellectual & Career/Skill Development Goals.
- October 2021 Staff Meeting - Intellectual Goal discussion & creating
- October 2021 PAC Meeting - Share updated framework & 2021/22 Action Plan / Evidence
- December 2021 Staff Meeting - Career/Skill Development discussion & creating
- February 7th 2022 - Framework Presentation to Board
- February Staff / PAC Meeting - Share Framework Presentation
- Framework Presentation to Board
- February Staff / PAC Meeting - Share Framework Presentation

Communication Plan Cycle

- September Planning Day- Discuss action plan as well as evidence of goals.
- Staff Meetings - Always discussing action plans & evidence with staff
- October PAC Meeting - Share updated framework
- PAC Meetings - Continue to ground to Framework document
- February - Framework Presentation to Board
- February Staff / PAC Meeting - Share Framework Presentation

Communication Channels

At ARYES our communication channels include:

- ARYES Website – ary.prn.bc.ca
- Facebook – Anne Roberts Young School
- Email - ary@prn.bc.ca
- You can also stay updated through SD60’s primary channel, www.prn.bc.ca , social media via www.facebook.com/sd60prn and www.twitter.com/sd60

Anne Roberts Young Goals:

<p>Human and Social Goal: To build a community of self-aware, empathetic learners with a sense of pride and joy. At Anne Roberts Young, we want our community members to feel safe, welcomed, and respected.</p>		
ACTION PLAN / CAPACITY BUILDING	EVIDENCE (QUANTITATIVE)	EVIDENCE (QUALITATIVE)
<ul style="list-style-type: none"> - Halloween parade – virtual - “I am important” activity - Rik Leaf Video & Residency - Slam Poetry - Name rocks activity - Creating an Acronym - Completed Matrix - common language, consistency in problem solving language - PAC (Parent Advisory Council) - 7 Teachings - Clubs & Sports teams recognition assemblies - Zones of regulation - Walking outside/inside for self-regulation - Birthday recognition pencils - Fun Days (Twice a year) - POD Assemblies (WE 	<ul style="list-style-type: none"> - Shapes tell a lot activity - Self Assessments using the Core Comps (Personal & Social) - Assess Data - Behavioural Referrals - Work habits - Social Responsibility Data - Student/Parent/Staff Satisfaction Surveys - Class Dojo 	<ul style="list-style-type: none"> - Pictures of activities (eg “I am important”) - Videos of school community celebrations - Terry Fox Run / Walk for Wenjack pictures - Class Dojo & Facebook celebrations - Recycling in PODS - Random show of WOW Work - Feeling check ins - Positive feedback - Reduced waste - Shape or color check ins

ROCK)

- Slideshow showcasing each POD (teacher/class of the week)
- TV's showcasing student work
- Holiday carols & cards
- Jayscare Program
- Story time with intermediates, have intermediates introduce themselves and read a story to primary grades (buddy time)
- Monthly SEL activities
- Spirit days (themes)
- Yearbook
- NEAT - recycling, composting, landscaping, gardening, litterless lunch challenge
- Making our space our own (personalizing)
- Painted Rock pathway / Healing Garden
- Concerts & Family Activities
- Community fundraising
- Christmas sponsor a family - each class/PODs
- Terry Fox / Walk for Wenjack

Intellectual Goals: Literacy and Numeracy

To foster a positive attitude towards literacy and numeracy as well as to provide students with the tools necessary to increase achievement.

- i) At ARYES, students will improve reading fluency and comprehension as well as develop strong writing skills. All students will aim to achieve proficiency in these areas.
- ii) At ARYES, students will aim to achieve proficiency in numeracy. Students will work towards becoming confident, competent and creative numeracy learners.

ACTION PLAN / CAPACITY BUILDING	EVIDENCE (QUANTITATIVE)	EVIDENCE (QUALITATIVE)
<ul style="list-style-type: none"> - Literacy/Numeracy/Interest survey twice a year - District Literacy & numeracy Coaches for support - Teach vocabulary every day (word wall, ELL personal dictionaries, Heggerty, content vocab in math) - Celebrating student success @ assemblies - By using common Literacy programs, students will develop strong foundational skills for Writing and Reading - Primary Word Walls/Halls could have specific Dolch sight words. - Words Their Way Spelling could be used to teach kids about prefixes, suffixes, etc in grades late-3 and up - All classes will ensure each child has at least 10 minutes of time to read leveled text - All classes will ensure their students listen to an adult read for 10 minutes every day - All classes ensure that students 	<ul style="list-style-type: none"> - Increased Learning Update Data Collection (3 times a year) - FSA - Satisfaction Survey - IEP Objectives & Progress Reports - PM Benchmarks - QCA/Read 73 - K Phonological - Running records - Reading Recovery - Letter sound assessments - Cold Write - MAP 	<ul style="list-style-type: none"> - Common Groupings within PODS - Reading Recovery - LA - Self Assessments of Core Competencies (Communication / Collaboration) - Discussions - Learning Portfolios - Journals - Learning Progressions

<p>read text of their own choosing every day for 10 minutes</p> <ul style="list-style-type: none"> - Epic - Heggerty - Itchy's Alphabet - 6 minute solution - All students write every day (stories, personal opinion) <p>SEL supports in place for boosting literacy</p> <ul style="list-style-type: none"> - Reading Challenges - Olympic & Gum Ball Challenges - Reading Support Teacher - Guided reading - Smart Learning - Adrienne Gear - To develop a school wide balanced literacy program that focuses on fluency and comprehension - Read 73 assessment - Reading recovery <p>- MAP</p> <ul style="list-style-type: none"> - Primary exposure to MAP in order to understand math goals - Numeracy - real life problem solving - Thinking Classrooms to foster self-advocacy, risk taking, flexible thinking, group work - Focus on building fact fluency - School wide numeracy activity (problem of the month) - Family math night??? 		
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Career/Skill Development Goal:

To increase student engagement, focus, and ownership in career/skill development, students will be able to recognize personal strengths and stretches while exploring 1-2 different careers in primary and 3-5 different careers in intermediate.

ACTION PLAN / CAPACITY BUILDING	EVIDENCE (QUANTITATIVE)	EVIDENCE (QUALITATIVE)
<ul style="list-style-type: none"> - Regular opportunities for Goal setting - Teach students problem-solving and decision-making strategies (STEM) - Student led conferences - SEL activities - Opportunities for student leadership - Leadership club - Inspiring, buttons, challenges, hands on activities - Career day - Primary - where kids rotate through stations - ADST sessions or modules to teach kids about different careers, research community-based & global careers, maker days to explore different tools/trades - Personal Inquiry, Passion Project - Career Education Curriculum - Teaching technology skills as well as internet safety - Maker / Tinker Club - 7 after school sessions - Core Competencies (7 teachings) - Critical thinking opportunities - Passion Projects - 100's Day Activities - Activities that promote adaptability/ risk taking 	<ul style="list-style-type: none"> - Work habits/Skills checklist (on time, prepared, etc). Create a rubric using the career education curricular competencies and content. - Passport for Maker Days (Multiple Maker/Career days per year) - Student Satisfaction Survey - Core Competencies 	<ul style="list-style-type: none"> - Student Reflections - Journal writing & vlogs about various careers - ADST Observations - Goal setting

<ul style="list-style-type: none">- Working as a team member-communication skills in multi age situations- Lessons on simple machines- Field trips to learn about careers- Buddies & primary helping		
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Duncan Cran Elementary School Framework for Enhanced Student Learning 2023-2024

Duncan Cran is a place where:

- Our students are safe and have a sense of belonging, take personal responsibility for their learning and for their interactions with others, have both voice and choice and are fully engaged in their learning in arts, athletics and careers as well as academics

SCHOOL MISSION STATEMENT

Duncan Cran strives to demonstrate positive attitudes, strong work ethics while maintaining a safe environment.

Framework for Enhancing Student Learning

Goal 1: Throughout grades K-6, students will identify and understand what self-regulation is and will be able to readily utilize these self-regulation strategies to build and maintain positive peer relationships.

Goal 2: Students will demonstrate growth in reading and writing achievements.

Goal 3: Students will develop confidence and ability to use math in real life situations by developing their number sense.

Goal 4: Through exploration, creativity and technology, students will make connections to a variety of career options and skills.

Introduction

School District 60: Peace River North | www.prn.bc.ca
Duncan Cran Elementary School | www.duncan.prn.bc.ca



Duncan Cran Elementary is a Kindergarten to grade 6 school with approximately 320 students. We have a Strong Start, daily preschool program and a before and after school Daycare which are an integral part of our school.

At Duncan Cran we value our community and teach our children the importance of a diverse community. We are made up of individuals with unique skills and abilities and together we form our community. We are a school focusing on developing Positive School Culture. Our school focus is to develop the social, emotional, and academic potential for our students. A goal of our school is to make connections and form emotional attachments to develop a strong sense of community. When the staff and parents work as a team for their child's betterment then the student flourishes and grows. You will see that Social Responsibility is our first human and social goal and as a staff we dedicate time weekly to develop meaningful relationships with our students, teach positive social interactions, and help students become interdependent and supportive of each other. We believe that if students feel that they are part of a community, they will also improve their self-image and this will also be reflected in improved academic performance.

To support our students, we have a Learning Assistance teacher, 18 teachers, a librarian and two Reading Intervention Teachers. We have a strong School Based Team that meets weekly to discuss the needs of our school. We have approximately 18 educational assistants who work with ministry-designated students to facilitate their development. We also have a part time school counselor who works with a variety of students on an ongoing basis to support their emotional needs. Fifteen percent of the school's population are Aboriginal students. An Aboriginal Support Worker works with these students and their families to provide academic, emotional, and cultural support. She does cultural activities with our school community to help develop an awareness and appreciation of Aboriginal culture for all of our students.

Framework Development Process

The staff supports the goals of the school through professional development activities and by working collaboratively to meet the students' needs. We take the approach that in order to maximize student learning we are all responsible for all of the students. Therefore, we develop school wide programs to provide a continuous sequence and framework for students. This allows students to develop and build their skills throughout their time at Duncan Cran School.

Our teachers have worked hard to implement practices that will help our students experience ongoing success. The CWT Program (C... with Technology) has enabled our grade 6 students to use iPads to expand their learning and has helped our intermediate students become better writers. We are constantly working to provide



relevant literacy resources throughout our entire school as well as create an opportunity to collaborate and plan literacy activities.

We have a Parent Advisory Council that offers events to bridge the gap between the home and school. They meet monthly to discuss school programs and ways to support the children in the school. This group of parents supports the school and offers valuable insight to the teachers and administrators. Our Executive members from our PAC are invited to join us on our School Planning Day, which ensures that there is a parent voice in our school and Framework for Enhanced Student Learning. A FESL presentation to PAC occurs each October at the PAC meeting.

Our staff and parents are committed to our learning community and we strive to work together to improve the learning of our students. Our learning framework allows our school to enhance student learning and potential.

What the Evidence Told Us

SEL- As a result of observational data and a school wide survey, we saw the need to focus our efforts on self-regulation in order to build and maintain positive peer relationships.

Literacy- Our literacy data showed areas for growth in both reading and writing.

Numeracy- Our numeracy data showed specific areas for growth in number sense and real life understanding of numbers.

Careers- We are meeting the requirements of hands on opportunities so a shift to exploration is now a focus.



Goal 1- Social Emotional Learning

Throughout grades K-6, students will identify and understand what self-regulation is and will be able to readily utilize these self-regulation strategies to build and maintain positive peer relationships.

Key Strategies

- Establish school wide behavior expectations through teaching and learning positive behaviour throughout the school.
- Establish a safe and caring learning environment for the Duncan Cran school community, and appreciating the strengths and potential of others.
- Contribute to a positive classroom and school community recognizing our unity through diversity and inclusion.
- Learn to solve problems in peaceful ways. (W.I.T.S)
- Conflict resolution
- Develop strategies to develop and maintain positive peer relationships



Indicators

- Increase the number of students who feel safe at school
- Decrease the number of students who feel bullied at school

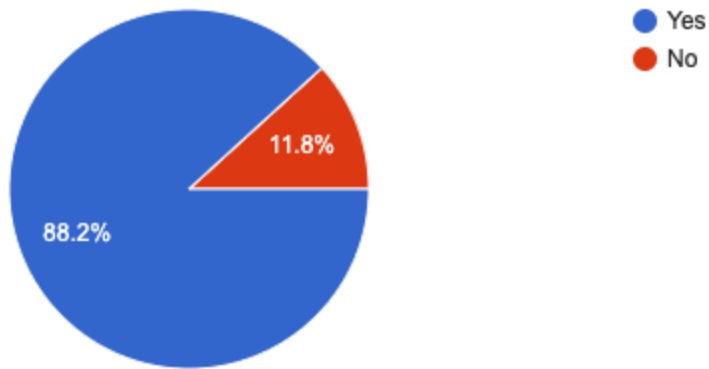
Do you feel safe at school? "Many times" or "All of the time"		At school, are you bullied, teased or picked on? (Most, All the Time)	
School year	Grade 4 students	School year	Grade 4 students
2017/2018	74%	2017/2018	16%
2018-2019	77%	2018-2019	7%
2019-2020**	65%	2019-2020**	16%
2020-2021	70%	2020-2021	12%
2021-2022	85%	2021-2022	9%
2022-2023	85%	2022-2023	14% INCLUDED "EVER"

STAFF SURVEY on W.I.T.S



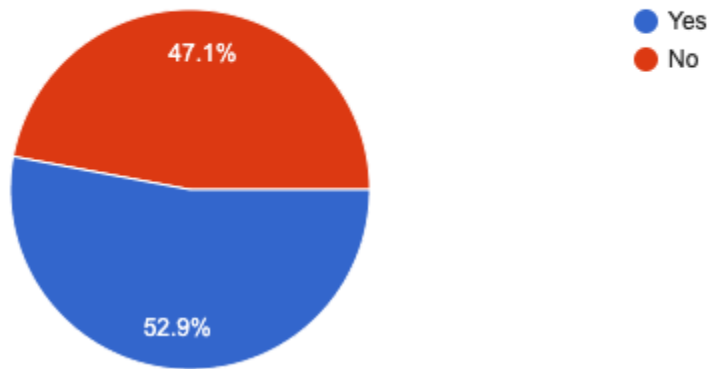
I know what W.I.T.S. stands for.

17 responses



I have taught W.I.T.S. in my class this year.

17 responses



End of the year data coming in Spring 2024 from both Staff and Students.

Goal 2- Literacy



Students will demonstrate growth in reading and writing achievements.

Key Strategies

- To increase student engagement in literacy.
- To provide increased opportunities for literacy activities - Eg. Reading Support Students and Buddy Readers
- To build consistently within our primary literacy programs - Jolly Phonics/Guided Reading
- To bring in a residency to focus on literacy skill development - Rik Leaf



Indicators-

Reading Data: Spring both fluency and comprehension meeting or exceeding



Year	Grade 1 PM Benchmark (% meeting or exceeding)	Grade 2 PM Benchmark (% meeting or exceeding)	Grade 3 QCA (% both meeting or exceeding)	Grade 4 QCA (% meeting or exceeding)	Grade 5 QCA (% meeting or exceeding)
2015-2016	26/35 57%	25/29 86%	18/45 40%	N/A	N/A
2016-2017	25/38 66%	25/38 66%	19/31 61%	29/43 67%	N/A
2017-2018	31/39 79%	22/43 51%	20/39 51%	14/33 42%	29/47 62%
2018-2019	18/27 67%	40/44 91%	14/42 33%	25/45 56%	20/34 59%
2019-2020	3/51 6%	17/32 53%	30/45 67%	31/41 76%	35/43 81%
2020-2021	20/42 48%	30/42 71%	14/29 48%	22/36 61%	17/32 53%
2021-2022	27/48 56%	26/45 58%	29/49 59%	21/37 57% READ73 3/29 10%	10/16 63%
2022-2023	23/47 49%	37/47 79%	21/46 46%	READ73 1/52	READ73 6/33 18%

Writing Data: meeting or exceeding of snapshot

Year	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
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	Writing Experience Fall (% Minimal Meeting and up)	Writing Experience Fall (% Minimal Meeting and up)	Writing Experience Fall (% Minimal Meeting and up)	Writing Experience Fall (% Minimal Meeting and up)	Writing Experience Fall (% Minimal Meeting and up)
2015-2016	16/20 75%	23/36 64%	N/A	N/A	N/A
2016-2017	30/40 75%	21/39 54%	10/20 50%	N/A	N/A
2017-2018	25/29 86%	20/35 57%	16/29 55%	13/33 39%	N/A
2018-2019	19/25 76%	14/28 50%	27/40 68%	21/26 81%	15/34 44%
2019-2020	14/33 42%	34/45 76%	30/41 73%	32/43 74%	20/32 63%
2020-2021	28/36 78%	22/27 81%	29/36 81%	16/28 57%	N/A
2021-2022	31/42 74%	23/46 50%	24/30 80%	28/39 72%	12/32 38%
2022-2023	12/22 55%	30/43 70%	44/51 86%	21/24 88%	

Data for 2022-2023 is from classes who chose to do the Fall assessment. Future assessments will be Spring.

Literacy Data from FSA

	Emerging	Ontrack	Extending
2022-2023	16%	78%	6%



Goal 3- Numeracy

Students will develop confidence and ability to use math in real life situations by developing their number sense.

Key Strategies

- To improve primary students' understanding of foundational numeracy skills.
- To provide additional and consistent number sense activities and assessments - Eg. MAP for all grade levels
- To provide additional digital math practice for students - Mathletics
- To explore a school wide math program foundation - Mathology



Indicators-

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Duncan Cran Elementary School | www.duncan.prn.bc.ca



FSA Numeracy up until 2021-2022

	Numeracy: % of Students Meeting or exceeding
2016-2017	63%
2017-2018	63%
2018-2019	% of Students On Track or Extending 56%
2019-2020	46%
2020-2021	64%
2021-2022	63%

Numeracy Data from FSA 2022-2023 onward

	Emerging	Ontrack	Extending
2022-2023	40%	60%	0%
2023-2024			

MAP Data- Communicating and Representing

New Spring 2022-2023

Goal 80% from developing and proficient

2022-2023 Spring	Not Attempted	Emerging	Developing	Proficient
Grade 4- /44	2	3- 37%	6- 14%	33- 75%
Grade 5- /30	0	9- 30%	7- 23%	14- 47%
Grade 6- /43	4	8- 19%	9- 21%	22- 51%



Goal 4- Careers

Through exploration, creativity and technology, students will make connections to a variety of career options and skills.

Key Strategies

- To engage students in learning about the roles of members in the community.
- To explore career possibilities
- To create a maker-space allowing students to explore and build designs developing their creativity and curiosity using



Indicators

- Class goal of 14/14 classes will complete the grade level expectations on Career Explorations
- Student goal of 80% of students will complete their grade level requirements of Career Expectations

Grade Level Targets-

Kindergarten - 3 Opportunities, Primary- 4 Opportunities, Intermediate- 6 Opportunities

2019-2020	2020-2021	2021-2022	2022-2023
K- 100% Primary- 100% Intermediate- 100%	K- 100% Primary- 100% Intermediate- 100%	K- 100% Primary- 100% Intermediate- 100%	K- 100% Primary- 100% Intermediate- 100%





Alwin Holland Elementary School
 Framework for Enhancing Student Learning
 2023/2024



Students

236 Amazing Kids - Kindergarten to Grade 6
 67 Students (31%) Indigenous Ancestry
 20 (10%) ELL Students
 30 (15%) Students with Ministry Designations

Communication

Regular Newsletters
 Website
 Facebook
 Monthly PAC Meetings
 Fresh Grade
 Class Newsletters
 Agendas
 Phone Calls
 Monthly Calendars

Together

Everyone

Student Opportunities

Sports Teams
 Library Club
 Leadership
 Student Canteen Helpers
 Student Lunch Monitors
 Office helpers
 Beginning Band
 Science Fair
 Clubs, Math, Science, Art
 Lunchtime Activities

Staff

34 Incredible Staff (FT & PT)
 10 Classroom Teachers
 1 Learning Assistant
 1 Full time resource teacher
 2 Prep Teachers
 1 Teacher-Librarian
 13 Educational Assistants
 1 Indigenous Youth Care Worker
 1 Meals Coordinator
 2 Administrators
 1 Secretary
 2 Custodians

Events

Morning Muffin Meet & Greet
 Family Day Breakfast
 Monthly Assemblies
 Remembrance Day Assembly
 Christmas Activities
 Dress Up Days
 Colour Team Challenges
 Cabin Fever Day
 Fire Safety Week
 Term Celebrations
 Terry Fox Run/Fundraiser
 Jump Rope for Heart
 Food Drives
 Talent Show
 Science Fair

Achieves

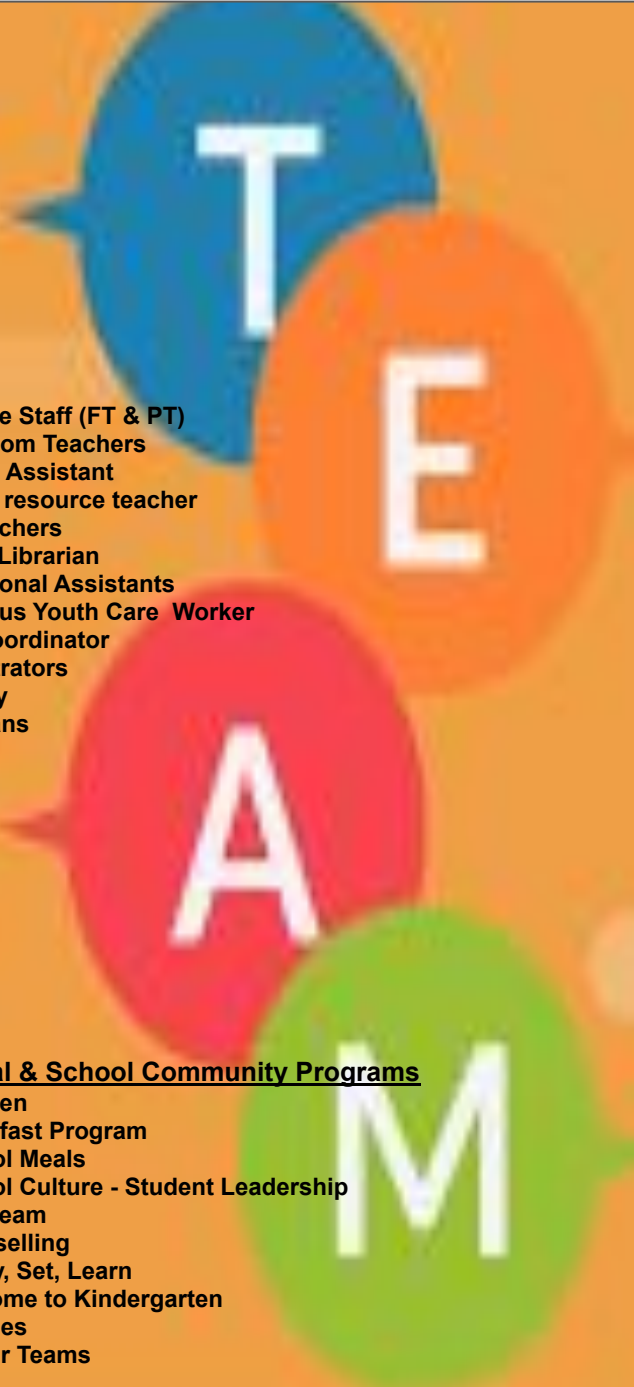
More

Our Supports

Supportive PAC
 Parent/Guardian Volunteers
 District Itinerants (Autism, Speech, Vision, Hearing, PT/OT)
 Math & Literacy Coaching
 Complex Behaviour Support
 Technology Support
 Counselling
 Before & After School Child Care
 Pomeroy Hotel & Conference Centre
 Breakfast Club of Canada

Social & School Community Programs

Canteen
 Breakfast Program
 School Meals
 School Culture - Student Leadership
 SEL Team
 Counselling
 Ready, Set, Learn
 Welcome to Kindergarten
 Buddies
 Colour Teams



Social/Emotional Goal: Students will feel a sense of belonging, safety and value, and be self-regulated.

Strategies

Counselling
 Targeted Classroom Lessons
 Office Breaks to Provide Quiet Space

Group Counselling
 Clubs
 IYCW, YCW Support
 After School Support
 School Teams
 Canteen, Library Lunch Helpers
 Self-Regulation Rooms
 Art Journaling

Interact with students at the beginning/end of day
 Clubs & Intramurals, Tribes
 Buddies, Big Big Buddies
 School Wide Breakfasts, Muffin Meet & Greet
 Christmas Lunch
 Christmas Activities (Concerts, Mingle Jingle, Dance)
 Class Meetings, Sharing Circles
 Playground Ambassadors
 Youth Care Worker, Mind Up Lessons
 Building Community
 Pleasing Physical Environment
 Trauma-Informed Practice Training (All Staff)
 OT Review of Activities/Function of Self-Reg Rooms (EAs)
 Our previews reflect this goal over all subject areas
 Our TTOC binders reflect this goal

Rationale/Background

Feeling safe, having a sense of belonging, and being self-regulated contribute to a child who is able to learn. We feel that when students feel safe and have that sense of belonging all of the other goals will also be achievable.

Evidence/Data Collection

School Connectedness Survey - Spring 2022
 Students answered with: Rarely, Sometimes, Usually, Consistently

Total - average	2021	2022	2023
Happy at School	58%	70%	74%
At least 1 Adult to talk to	62%	94%	90%
Sense of Belonging	55%	75%	79%
Feel Safe	69%	83%	85%

Social/Emotional Goal: Students will feel a sense of belonging, safety and value, and be self-regulated.

**Data -
the
growth**

Grade 1	2021	2022	2023
Happy at School	67%	68%	70%
At least 1 Adult to talk to	78%	97%	96%
Sense of Belonging	39%	77%	80%
Feel Safe	44%	77%	80%

Grade 2	2021	2022	2023
Happy at School	52%	84%	83%
At least 1 Adult to talk to	76%	100%	95%
Sense of Belonging	68%	77%	80%
Feel Safe	68%	77%	80%

Grade 3	2021	2022	2023
Happy at School	55%	77%	78%
At least 1 Adult to talk to	73%	100%	98%
Sense of Belonging	55%	82%	83%
Feel Safe	73%	91%	92%

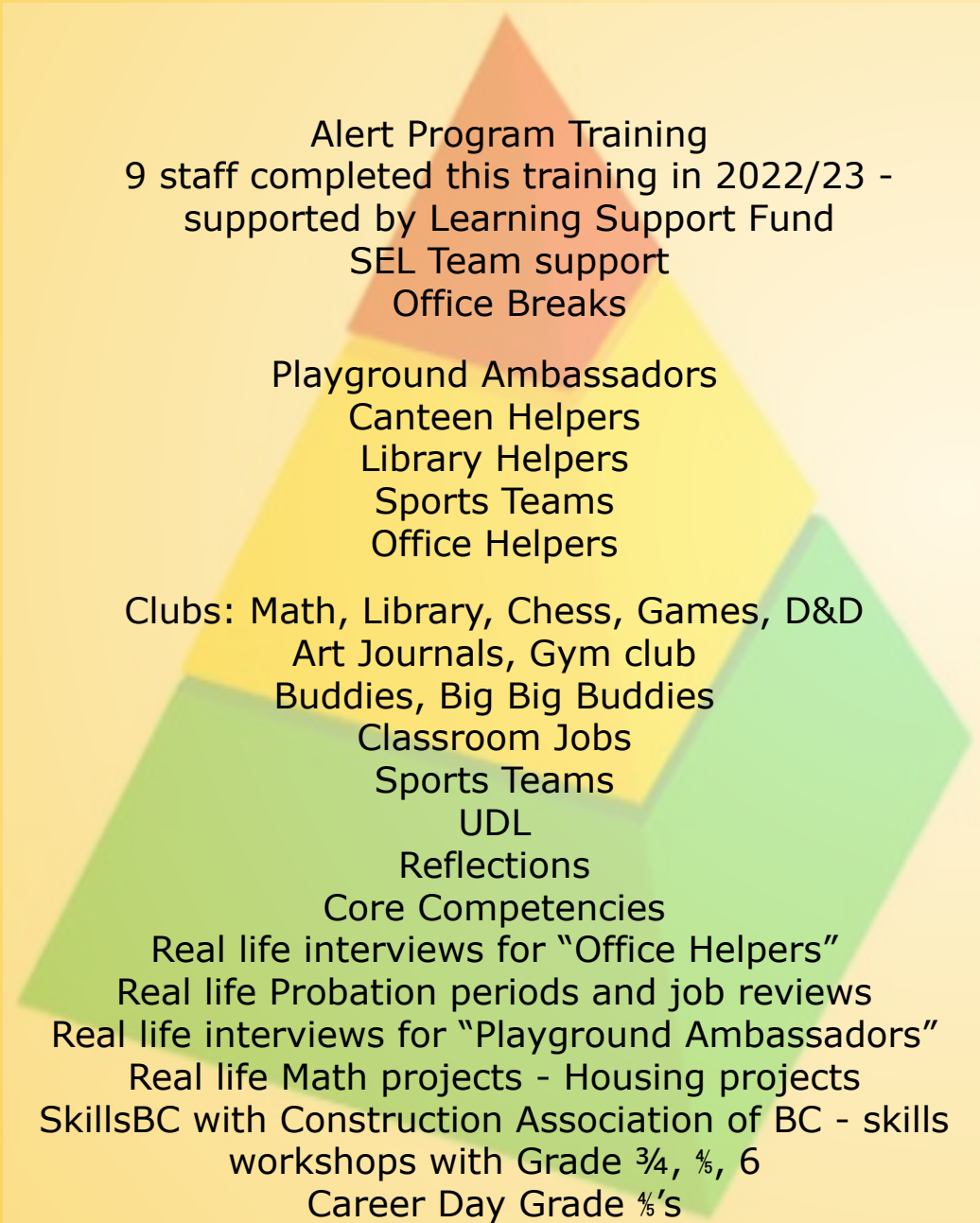
Grade 4	2021	2022	2023
Happy at School	50%	86%	80%
At least 1 Adult to talk to	50%	90%	85%
Sense of Belonging	50%	86%	85%
Feel Safe	68%	90%	87%

Grade 5	2021	2022	2023
Happy at School	62%	58%	60%
At least 1 Adult to talk to	43%	96%	90%
Sense of Belonging	38%	67%	70%
Feel Safe	76%	96%	90%

Grade 6	2021	2022	2023
Happy at School	65%	43%	70%
At least 1 Adult to talk to	50%	76%	80%
Sense of Belonging	85%	67%	75%
Feel Safe	85%	76%	80%

Career/Skills Goal: Students will work towards developing into members of society that are engaged, self-motivated, reflective and courageous when it comes to their learning.

Strategies



Rationale/Background

Our Employability Skills data from Spring 2021 indicated concerns with risk-taking, resilience and asking for help. Students need to feel safe in order to take risks and ask for help. A lack of resilience can result in disappoint, behaviour concerns, etc.

Evidence/Data Collection

Employability Skills Data

Preparedness, Completion of Assignments, Engagement, Participation, Teamwork, Leadership/Helpfulness, Respect for Others, Following Instructions, Effort, Time Management, Asking for Help, Risk Taking, Resilience

**We did not complete the survey in the fall of 2023 - the plan is to complete the survey in the spring of 2024

	Risk Taking		Extra Help		Resilience	
	2021	2022	2021	2022	2021	2022
Grade 1	52%	55%	68%	79%	58%	76%
Grade 2	55%	88%	79%	83%	76%	92%
Grade 3	88%	71%	83%	67%	92%	81%
Grade 4	71%	57%	67%	67%	81%	72%
Grade 5	57%	57%	67%	52%	72%	72%
Grade 6	57%	54%	52%	54%	72%	55%

Intellectual Goal - Reading: At Least 80% of Students Will Reading At or Above Grade Level with Fluency and Comprehension

Strategies

Reading Intervention Gr 3/4
Learning Assistance - One-to-One Support
Speech Language Therapy
ELL Support
Clicker Books
Reading Recovery Gr 1/2

Learning Assistance - Small Groups
Talking Tables
Guided Reading
Buddy Reading

Home Reading Program
Library Time
Reading Contest
Read and Feed
Graphic Organizers
Literacy Circles
Balanced Literacy
Phonemic Awareness

Rationale/Background

Reading is a foundational skill that future skills rely on. Various studies indicate that reading ability in primary grades is a predictor of life success.

Evidence/Data Collection

Gr 2 - 63% Meeting or Exceeding
Gr 3 - 87% Meeting or Exceeding
Gr 4 - 57% Meeting or Exceeding *** Area of concern
Gr 5 - 72% Meeting or Exceeding
Gr 6 - 67% Meeting or Exceeding

Discussion

Full time Resource teacher, in the building, who participates in our weekly SBTM's has been great to have.

Staff have been communicating concerns with the learning assistant on a regular basis.

Reading Recovery support - all year.
Guiding Reading support - all year.

Parent volunteers to help with Home Reading program.

Learning Support Funds - increase reading intervention teacher.

Intellectual Goal - Writing: At Least 80% of Students Will Meeting Grade Level or IEP Expectations in Writing.

Strategies

ELL Support
 Learning Assistance - One-to-One Clicker
 Expanding Expression Tool
 EA Scribes
 Speech-to-Text
 Purchasing new Chromebooks for students with more needs

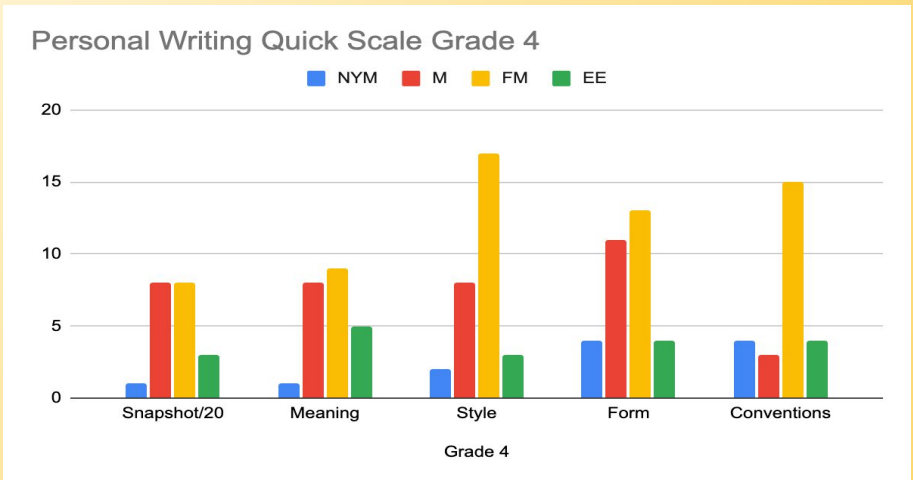
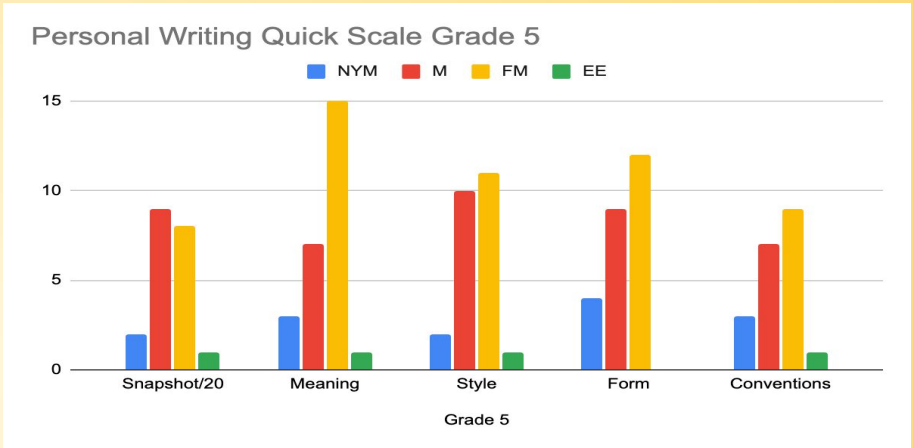
Speech-to-Text
 Individual Word Lists
 iPads
 Computers
 CWT

Literacy Centers
 Graphic Organizers
 Peer Editing
 Choice
 iPads
 Spelling Dictionaries
 Balanced Literacy
 Role Plays, Dramatic Play, Clear Criteria

Rationale/Background

Writing is a necessary skill for life.

Evidence/Data Collection June 2023



Intellectual Goal - Numeracy: 80% of students will demonstrate age-appropriate Number Sense at a proficient or extending level.

Strategies

Scribe
Reader
Touch Math

Differentiated Word Problems
Learning Assistance Support Groups
Small Group Work
Multiplication Tables
District Math Support
Mathletics

Basic Facts, MAP
Daily Mental Math Routines
UDL, Manipulatives
Number Talks
Calculators, 100s Chart
Interactive Journals, Play, Centers
Mathletics, IXL
Mathology (training fall of 2023)
Building Fact Fluency
(training spring of 2024)
Real life Math projects
Housing projects

Rationale/Background

Problem solving involves multiple skills--reading, recognizing key information, choosing appropriate strategies, making/ following/adapting a plan, estimating, checking for accuracy, and using math facts.

Evidence/Data Collection

Numeracy Primary Data

June 2022 76% 3 or 4 – June 2023 67% at Prof or Ext, 95% Dev,Pro,Ext

	1	Emer	2	Devel	3	Pro	4	Ext
Kindergarten	1	1	7	6	24	12	2	0
Grade 1	1	0	11	3	19	6	4	2
Grade 2	2	2	6	8	21	15	3	2
Grade 3	0	1	2	6	21	17	0	2

MAP Intermediate Data

	Communicating & Representing			Understanding & Solving			Connecting & Reflecting			Reasoning & Analyzing		
	Fall 2021	Fall 2022	Spr 2023	Fall 2021	Fall 2022	Spr 2023	Fall 2021	Fall 2022	Spr 2023	Fall 2021	Fall 2022	Spr 2023
Meets/Exceeds Grade 5	86%	87%	56%	100%	65%	50%	100	83%	58%	71%	73%	54%
Meets/Exceeds Grade 6	94%	91%	70%	88%	85%	83%	88%	52%	83%	75%	62%	75%

Parent Engagement:
**Our goal is to continue to increase engaging with parents
in a variety of ways throughout the school year.**

Strategies

Parents
How can the PAC become
more involved with parents?

Engagement for more

Noisy reading with parents/guardians
Mingle Jingle
Open Houses throughout the year
PAC Muffin Morning
Pancake breakfast
Bike-a-thon in the evening
Talent show
Recycled Art Show

Communication for all

School Newsletters, Class newsletters, AH Website
updated to include a Calendar of AH events, Website
connected to Facebook, Emails from teachers as well
as from the office

Rationale/Background

As we move forward from the pandemic how engaged are our families? With our school community? With their child/ren's classes? With many different areas in the school? We know that engaging parents in a variety of ways in their children's education is beneficial to all.

Evidence/Data Collection

Each staff meeting last year we looked at ways to measure family engagement. We put together an online survey of 4 questions. First PAC meeting 2023 had 13 participants, last year average was 4.

Discussion

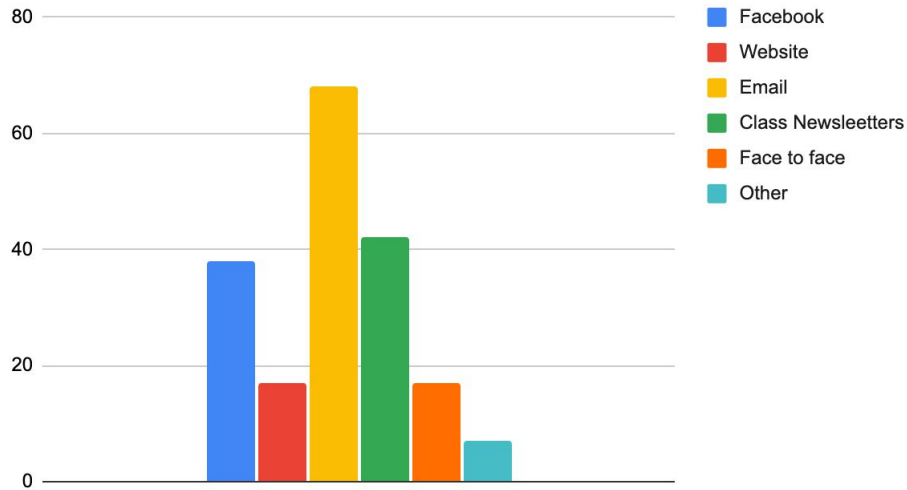
We are looking for questions that try to not assume engagement or assume certain reasons for not engaging.

June 2023 - we had 35 online surveys completed

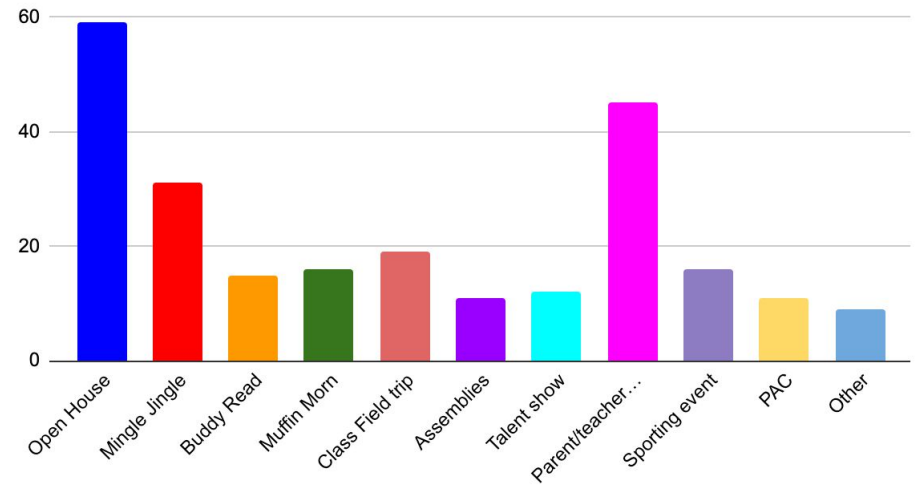
September 2023 - we had an additional 43 paper copies surveys completed

Parent Survey results

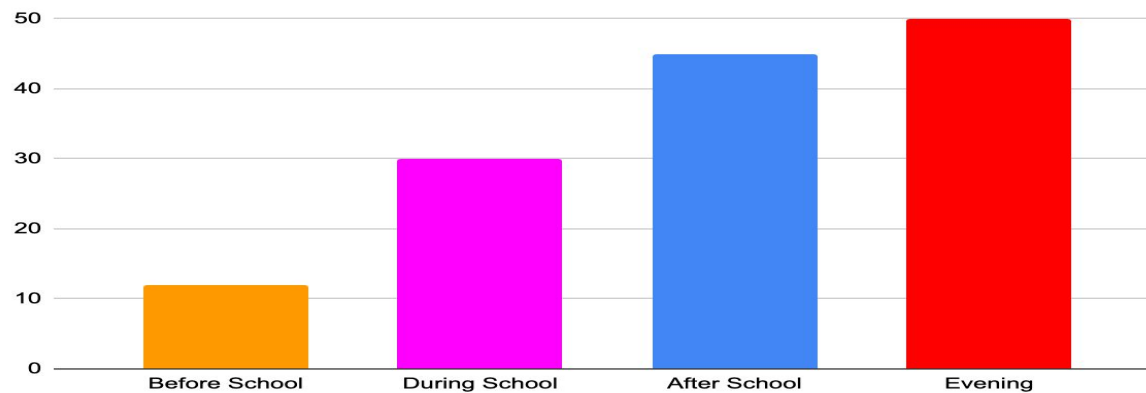
#1 How do you keep informed?



#2 What activities have you been able to join?



#4 When works best for you to join an activity?



TAYLOR ELEMENTARY SCHOOL FRAMEWORK 2023-2024

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. DOJO has a school story as well, so messages can be shared with all 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 eight students attending our school. Our teaching staff consists of 7 teachers, educational assistants, an Indigenous Support worker, and one Early Childhood Educator. 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.
- Opportunity for teachers to observe each other teach and debrief (Dec.- May - release time provided by FESL fund and administration)

Focus

A systemic and collaborative approach to improving student achievement.

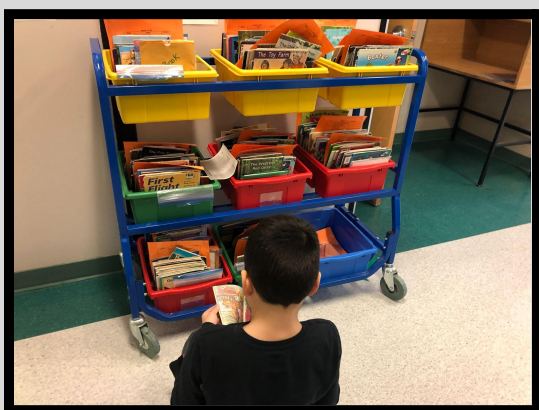
Goal 1: Increase Literacy Skills, Reading and Writing.

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 & 4.
- 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 & Grade 1-2 class.
- Research Reading Fluency Program in Intermediate classrooms (6 minute reading solution) that can be administered classwide and or by a teaching assistant.
- 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& 4, 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”



Home Reading Tips Taylor Elementary School

CHILDREN ARE MADE READERS
ON THE LAPS
OF THEIR PARENTS.

— Emilie Buchwald

“Read to self in Grade 1”

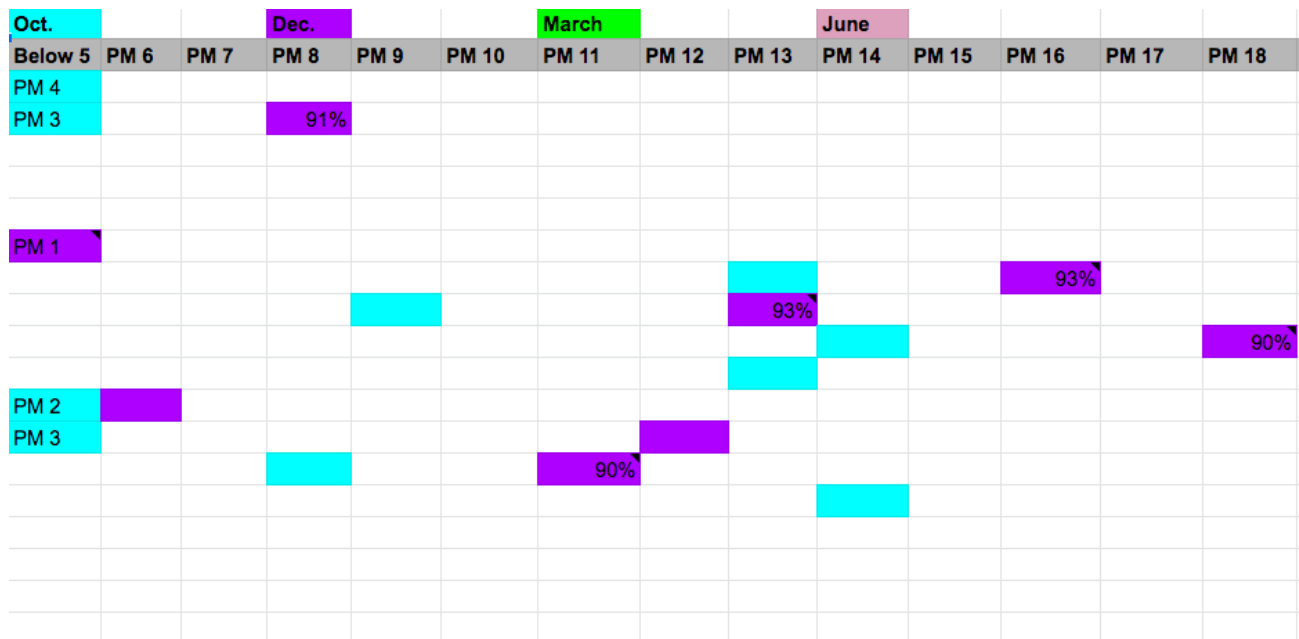
Indicators/Evidence -

- Grade 2, 3 & 4 “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
- Home Reading Resources Update

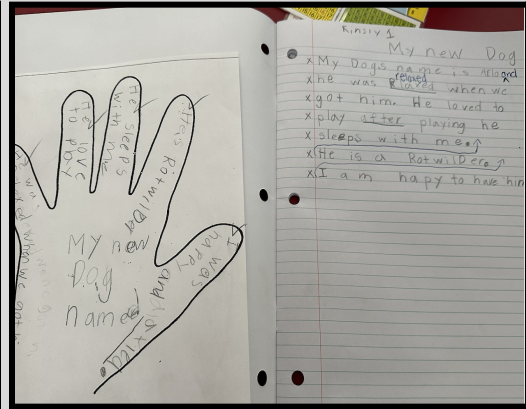
What’s next?

- 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 - funded by school FESL (Education budget)
 - Adrienne Gear and Lori-Jamison Rog Resources for Writing Workshop - focusing on common language across the grades (ie. GUM it/Triple Scoop words..)
 - Collaborative sessions focusing on the writing data - pulled from the performance standard information from Insight.



“Writing Workshop Time”

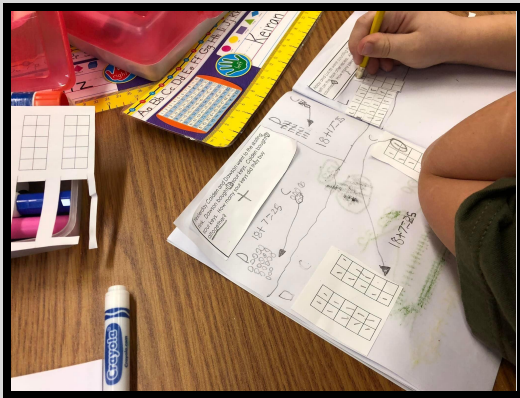
Goal 2: To improve students’ performance in the knowledge, skills and attitudes related to Mathematics and problem solving.

Objective 2.1: Improve numeracy skills

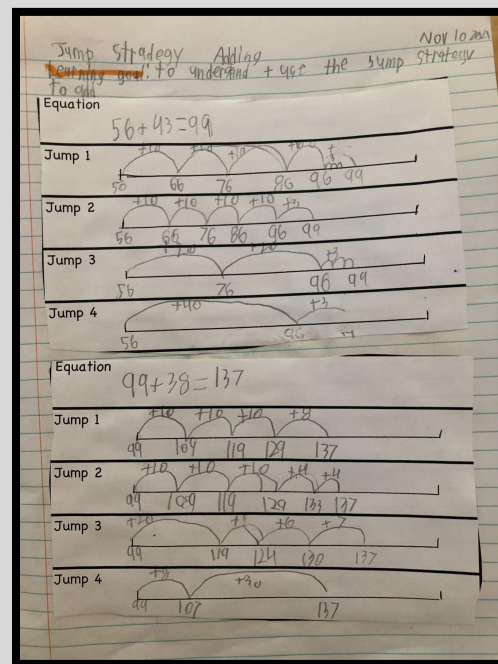
Key Strategies

- 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 - in progress
- Numeracy Night for families - Math games
- Mathology Pilot - all teachers are participating in the Mathology Pilot
- Stenhouse Fact Fluency Program
- Release time for teachers to observe each other teaching.
- 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:

- Mathletics Licenses - Grades 3-6
- Coaching and Collaboration
- MAP/numeracy support

- Math manipulative resource update

Goal 3: Social and Human Development

Focus

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

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

Key Strategies

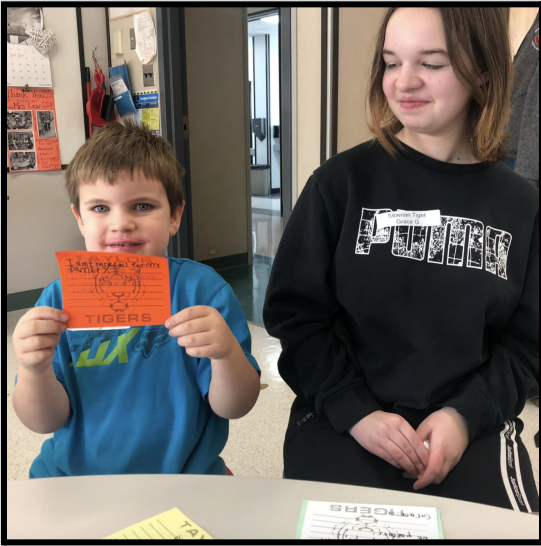
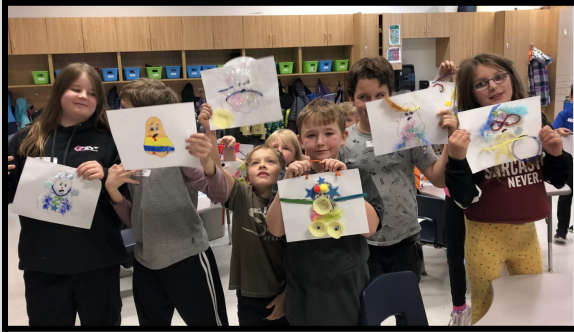
- Teacher collaboration for SEL curriculum and strategies.
- Determine SEL inquiry focus - student relationships and start on inquiry this year and continue into the 2022-2023 school year.

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

Key Strategies

- Rebuild Tiger Matrix - align with Tiger Song
- Review code of conduct - update major/minor behaviors with staff
- Yearly Art Residency - Puppetry Residency for 2023-2024
- EASE Program - Librarian is trained in EASE.
- 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
- Breakfast & Snack program
- Daily Lunch Program with Mrs. Law (each class has one day every week that they can have lunch with Mrs. Law and participate in crafts and games)
- SEL groups - Girl Power Group, Art Club, and SEL Centers.
- Teacher School Home communication platforms - DOJO & SeeSaw
- Community partnership - events/access to community facilities (rink, golf course..)

“Spirit Activities”



“Dance Residency”

Indicators/Evidence

- Insight 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:

- Puppetry Residency

- WITS program subscription
- Feeding Futures Fund for food and staffing for our Breakfast and Lunch program.



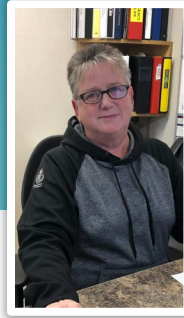
“Taylor Tiger Staff in our new Spirit Wear with our new logo”



“Taylor Hill Climb”

Operations Update

March 4, 2024



Facilities

- Upper Halfway Gymnasium
 - Universal Power System (UPS) installation has taken place to ensure continued power is available to the building
- Wonowon School Replacement
 - Consultations with the architect and groups of district staff and Wonowon community took place
 - Engagement was high and a lot of good feedback received
- The RCMP has recovered some of the previously stolen tools from Facilities vehicles
 - The recovery was possible because the tools were labelled as SD #60 property
- Totem Daycare Sewer Line – the sewer line has been replaced and repairs completed
- Lines are being painted on the Bert Ambrose parking lot this summer
- Upper Pine school has had a section of the roof replaced/repaired
- Bert Bowes is in progress of replacing the light fixtures in the main hallway to new LED lights.

Safety & Custodial

Safety

- Statistics – YTD
 - [Incidents YTD](#)
 - [January Breakdown](#)
 - [Top 10 accident types](#)
- 24 members of the Joint Health & Safety Committees attended and completed the new member safety training
- Fit and Hearing Testing tentative dates are April 29 & 30, 2024
- Fire Safety Inspections are scheduled at most locations over Spring Break
- First Aid – Level 1 was offered March 1, 2024

Custodial

- A Custodial Meeting took place on March 1, 2024
- Internal training on equipment is taking place for custodians

Technology

- 60 old square monitors have been replaced in the Clearview and Duncan Cran school computer labs

- Terus Construction Ltd. donated 10 Dell monitors to the School District, which were distributed to the library stations and computer labs at C.M. Finch, Alwin Holland and Upper Pine schools
- This year's school server replacement schedule includes Grandhaven, Taylor, C.M. Finch, Clearview and Key Learning Centre locations. The replacement has already taken place at Taylor
- The Board Office Internet Upgrade was completed on February 15, 2024
- As follow up to a cyber security incident on February 14 at School District 67, an email was sent to all district employees to increase awareness and assist the IT department in protecting our system. Will continue to monitor the situation for the next several weeks.
- Security Training

Transportation

- Bus Driver Step One Replacement position - filled
- Casual bus driver hired and in training for the Fort St John - Taylor - Charlie Lake areas
- Newest mechanic just passed probationary period and is doing well
- Last two buses currently on order should be here in June