

School District #60 (Peace River North)
Committee of the Whole
Regular Meeting
Monday, April 8, 2024 @ 1:30 p.m.
AGENDA

Education

1. Education Update

Stephen Petrucci, Superintendent

Framework Presentations & Departmental Reports (Attachments)

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|--|--------------------------------------|
| a) Bert Bowes Middle School
<i>Jason Gill, Administrator</i>
<i>Theresa Hipkiss, Vice-Principal</i> | 1:30 – 2:00 p.m. |
| b) Upper Halfway Elementary/Jr. Secondary
Wonowon Elementary School
<i>Jaelyn Gieni, Administrator</i> | 2:00 – 2:30 p.m.
2:30 – 3:00 p.m. |
| c) Margaret Ma Murray Community School
<i>Kathy Scheck, Administrator</i>
<i>Cody Clements, Vice-Principal</i> | 3:00 – 3:30 p.m. |

Governance

1. BCSTA AGM Motions

Operations

1. Operations Report (Attachment)

Angela Telford, Secretary-Treasurer



School District No. 60 (Peace River North)

Framework for Enhancing Student Learning



SCHOOL NAME: Bert Bowes Middle School

DATE: September 2023/2024

VISION:

At Bert Bowes, community members strive together to build success for all. We have a caring, safe, healthy and welcoming environment where everybody belongs. We are engaged, willing to be adventurous and take ownership of our learning. Through *structure, resources and technology, we promote meaningful and authentic learning experiences.*

SCHOOL CONTEXT:

Bert Bowes Middle School is a Grade 7-9 school. In September, our enrollment was 495 with 164 (33%) Grade 7 students, 150 (30%) Grade 8 students and 181 (35%) Grade 9 students. Of the 495 students who attended Bert Bowes, 73 students (15%) were French Immersion students and 90 students (18%) had been identified of Indigenous ancestry. In the area of Special Education, 15% of Bert Bowes' students had been identified as meeting specific criteria for the Ministry's Needs list.

Bert Bowes has a staffing complement of 26 teachers which includes 1.5 LAT, 1.5 Counselors, Transition Coach, Jr. Alternate Teacher, Librarian as well as a Principal and Vice Principal. Our school support staff consists of 3 secretaries, Indigenous Support Teacher, 2 Youth Care Workers, 8 Educational Assistants and 3 custodians.

Bert Bowes has a tradition of offering our students a wide selection of programs and courses. We are one of three schools in the District that offer the French Immersion program. In addition, we offered a large number of Fine Arts and Applied Skills electives for grade 9 students to select from. These electives included: Art, Band, Clothing & Textiles, Drama, Fitness, Foods & Nutrition, Metalwork, Outdoor Recreation, Robotics & Electronics, Video Production & Media Arts, Woodwork, and Yearbook. We also offer electives for French, Spanish, and Leadership. This year, our school scheduled all grade 8 students with two sampler classes consisting of the following courses: Art, Digital Design, Drama, Foods, Music, and Woodwork. We are also proud of our practice for integrating technology into the classroom.

Our grade 7 students have the opportunity to take a variety of classes through exploratory courses as well. These courses include Art, Digital Literacy, Drama, Foods, French, Music, Textiles, and Woodwork.

SCHOOL CONTEXT (cont'd):

Bert Bowes Middle School continues to offer a Leadership program. Leadership students welcome our grade 7 students early in September and help to make them feel comfortable throughout the first year of their Middle School experience. As positive role models, our leaders are motivators and teachers who guide the grade 7 students to discover what it takes to be successful during the transition to Middle School, thus increasing success in their first year; more and more studies are showing that if students have a positive experience in their first year in Middle School, their chances for continued success are exponential. The Leadership class provides the structure for grade 7 students to receive support and guidance from grade 9 students who have been through the challenges that Middle School poses, and understands that the transition to a larger school can sometimes be overwhelming.

Bert Bowes Middle School continues to utilize Teacher Advisor Groups (TAG), in which all students are assigned to a teacher advisor who meets with their group of students daily. During TAG, students spend time with their advisor in the hopes of developing a closer student-teacher relationship and, in turn, promote a healthy transition through the Middle School years. As well, advisors continue to support students’ social-emotional learning (SEL) through various lessons, activities, and small group conferencing within the TAG program. These SEL strategies are also incorporated into lessons by teachers at strategic times to assist with learning.

Goal: To improve student responsibility and develop quality citizens~ SEL direction 2022-2023

Inquiry:

- If we explicitly teach school-wide expectations will student social responsibility improve
- If we continue to implement school-wide positive behaviour strategies and practices, will student social-responsibility improve

Strategies/Actions	Time	Responsibility	Indicators of Success
1. SEL Book Review~Jod Carrington / Kids These Days: as a staff, we have read through and reviewed the chapters on a week by week basis. Further, these conversations lent themselves to our weekly “Monday Morning Minute” where further dialogue could happen around the topics from the weekly chapters.	Chapter Reviews ~ Sept. 2022- June 2023 Monday Morning Minutes ~ weekly through 2023/2024.	*Reading ~ All staff Monday Morning Minutes / “Counselor’s Corner” ~ Counselors. SEL Committee	Dialogue with staff during staff meetings and casual conversations stirred up further inquiry about next-steps.
2. SEL Connector Activities	February 2024	SEL Team to coordinate	Reduction in office referrals.

		Staff to implement individual “connector” events	Improved sense of community in the building/positive student-teacher connections.
3. We will implement school-wide PBS initiatives such as PAWS lessons, Office Discipline Referral Procedures, accessing menu of supports, PAWS recognition system, teaching of school-wide behaviour expectations, bullying prevention and response lessons, TAG lessons and monthly themes that coincide with the school-wide themes presented via the BBMS Leadership class. Weekly Attendance Tracking Process	Ongoing	PBS/SEL Committee and Staff	Establish a baseline for monthly PAWS postcards awarded. Encourage staff each month to recognize the good they see.
TAG groupings~making an 8/9 TAG grouping and distributing Leadership students throughout all TAG groups.	Sept 2023-June 2024	Administration Teachers	Planning Day conversations in September Conversations in Staff Committee meetings.



Goal: Engaging and empowering students in their learning.

Inquiry:

- If we focus on research-based strategies and practices that support diversity, will students acquire the skills that will help them become lifelong learners?

Strategies/Actions	Time	Responsibility	Indicators of Success
Student Support ~In response to the changing needs of our students, the School-Based Team has been working with members	Ongoing	School-Based Team, support staff, and community partners.	<ul style="list-style-type: none"> ● Student attendance issues reduced/removed

<p>of the District and the community to come up with ways to support those who sometimes need more than we can offer within our regular schedule:</p> <p>1a. Jr. Alt/Soft Start Program facilitated by the program teacher, YCW and an EA. Occasional collaboration/support from DKMS, NPSS and community members</p> <p>1b. Career groups facilitated by Mel Carew and Monica Conway.</p> <p>1c. Youth Care Workers ~ staff brought on board who support classroom teachers and families.</p> <p>1e. Outside agency contacts/meeting space in-house</p>			<ul style="list-style-type: none"> ● Students re-engaging in their learning journey. Improvements in overall academics. ● Supporting families who struggle to get their student to school
<p>2a. Increase the visibility and acknowledgement of Indigenous culture and history</p> <p>2b. Creating an Indigenous TAG group with a focus on developing strong leadership skills and abilities.</p>	<p>September-June 2023/2024</p>	<p>Indigenous Support Teacher (including support from Pat Jansen and the SD 60 Indigenous Education Department), Posts of Responsibility, Staff Committee</p>	<ul style="list-style-type: none"> ● Morning announcements ● Learning activities during staff meetings 2023/2024 school year ● Share resources from Indigenous Ed. with the rest of the staff ● Dane-zaa signage to be added to the school ● Bringing in Indigenous presenters ● Indigenous display in the front hallway (across from Canteen) ● Indigenous word of the day~tv monitors in the school.

<p>3. Implement a Snoezelen sensory room/program to assist students with learning challenges as they navigate their school day.</p>	<p>Full implementation 2023-2024</p> 	<p>Learning Assistance Teacher, Support Staff, Learning Services</p> 	<ul style="list-style-type: none"> ● With support from staff, students can partially/fully return to their classroom setting(s) following a visit to the Snoezelen room. ● Students independently recognize the need for the Snoezelen room and, following the visit, recognize how the calm down strategies/space have positively impacted their learning.
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Goal: To broaden student experiences and exposure to career paths and local expertise, developing CORE Competencies in preparation for the future

Strategies/Actions	Time	Responsibility	Indicators of Success
<p>1. Increase the number of opportunities for students to participate in School-Wide Applied Design, Skills and Technologies Events, SEL events Career Fair, Find Your Fit</p>	<p>September-June 2023/2024</p>	<p>Admin Teachers Guest presenters</p>	<p>All students will participate in at least two events during the school year</p>
<p>2. Implement a Careers Fair for our Grade 9 students through “Find Your Fit” or Northern Health” presentation.</p>	<p>Fall of 2023</p>	<p>Administration Grade 9 Teachers WorkBC</p>	<p>Students attending the event and interacting with local professionals</p>

Bert Bowes Middle School ~ MAP Data (2022-2023)

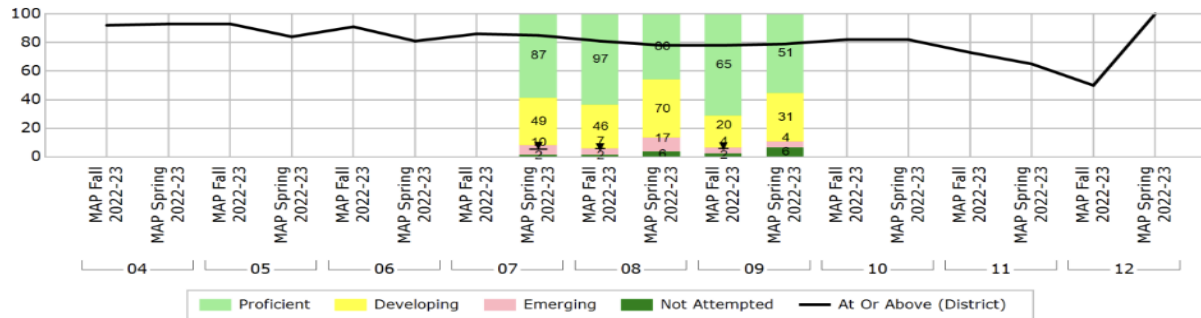
School Results - Communicating and Representing

School	07		08		09
	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23
Not Attempted	2	2	6	2	6
Emerging	10	2	17	4	4
Developing	49	46	70	20	31
Proficient	87	97	80	65	51
Total	148	152	173	91	92
Meets/Exceeds	92	94	87	93	89

District Results - Communicating and Representing

District	04		05		06		07		08	
	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23
Not Attempted		3		4	8	10		10	10	27
Emerging	7	23	24	57	27	58	3	44	66	48
Developing	15	92	74	135	96	148	9	135	138	132
Proficient	66	264	232	195	249	145	9	180	185	137
Total	88	382	330	391	380	361	21	369	399	344
Meets/Exceeds	92	93	93	84	91	81	86	85	81	78

Assessment Item Results by Performance Level(%) and Student Count(n) - Communicating and Representing



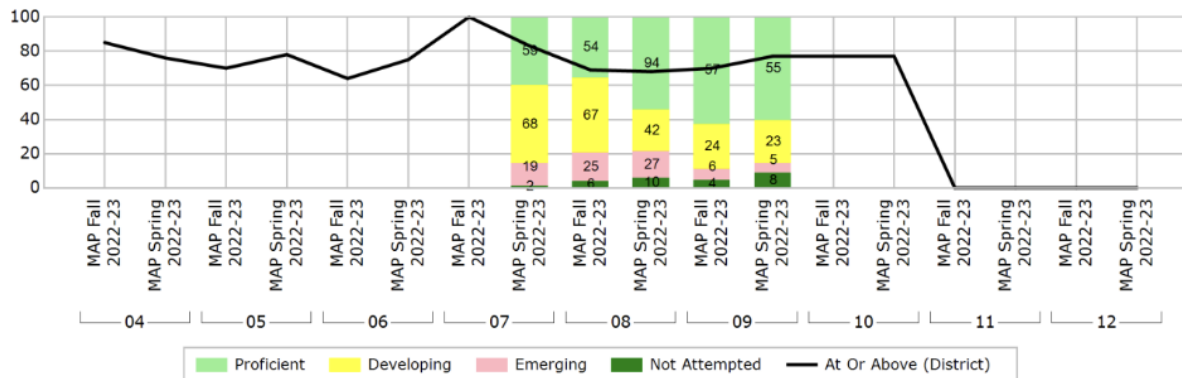
School Results - Connecting and Reflecting

School	07		08		09	
	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23
Not Attempted	2	6	10	4	8	
Emerging	19	25	27	6	5	
Developing	68	67	42	24	23	
Proficient	59	54	94	57	55	
Total	148	152	173	91	91	
Meets/Exceeds	86	80	79	89	86	

District Results - Connecting and Reflecting

District	04		05		06		07		08	
	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23
Not Attempted	6	15	11	13	18	18		12	22	34
Emerging	7	79	89	73	118	73		51	104	77
Developing	58	222	163	199	181	190	7	140	169	110
Proficient	17	69	66	109	64	81	14	166	105	123
Total	88	385	329	394	381	362	21	369	400	344
Meets/Exceeds	85	76	70	78	64	75	100	83	69	68

Assessment Item Results by Performance Level(%) and Student Count(n) - Connecting and Reflecting



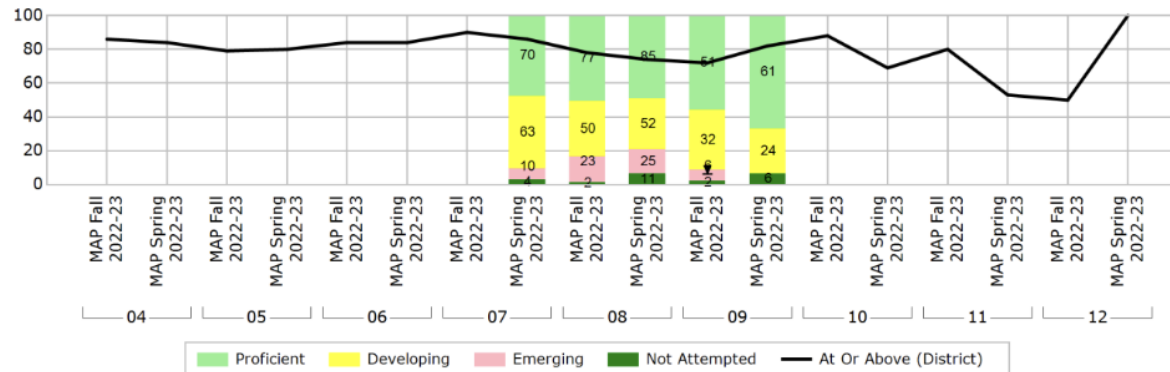
School Results - Reasoning and Analyzing

School	07		08		09	
	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23
Not Attempted	4	2	11	2	6	
Emerging	10	23	25	6		
Developing	63	50	52	32	24	
Proficient	70	77	85	51	61	
Total	147	152	173	91	91	
Meets/Exceeds	90	84	79	91	93	

District Results - Reasoning and Analyzing

District	04		05		06		07		08	
	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23
Not Attempted	2	11	7	7	10	11		13	15	31
Emerging	10	52	62	71	51	46	2	40	74	57
Developing	51	218	156	173	170	187	11	169	153	125
Proficient	25	102	104	143	149	119	8	146	158	131
Total	88	383	329	394	380	363	21	368	400	344
Meets/Exceeds	86	84	79	80	84	84	90	86	78	74

Assessment Item Results by Performance Level(%) and Student Count(n) - Reasoning and Analyzing



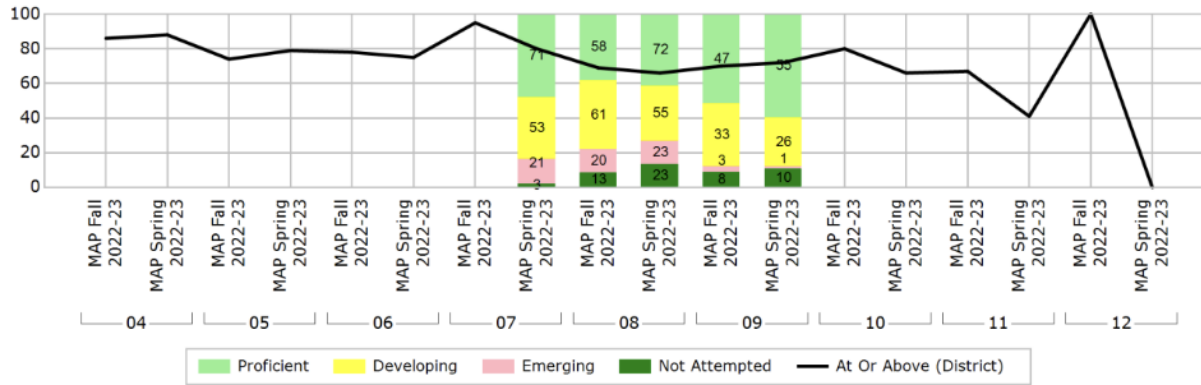
School Results - Understanding and Solving

School	07		08		09
	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23
Not Attempted	3	13	23	8	10
Emerging	21	20	23	3	1
Developing	53	61	55	33	26
Proficient	71	58	72	47	55
Total	148	152	173	91	92
Meets/Exceeds	84	78	73	88	88

District Results - Understanding and Solving

District	04		05		06		07		08	
	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23	MAP Fall 2022-23	MAP Spring 2022-23
Not Attempted	3	8	13	7	21	21		14	22	55
Emerging	9	39	72	76	62	69	1	60	103	62
Developing	37	187	148	161	191	161	16	148	165	125
Proficient	39	149	96	150	107	112	4	147	110	102
Total	88	383	329	394	381	363	21	369	400	344
Meets/Exceeds	86	88	74	79	78	75	95	80	69	66

Assessment Item Results by Performance Level(%) and Student Count(n) - Understanding and Solving

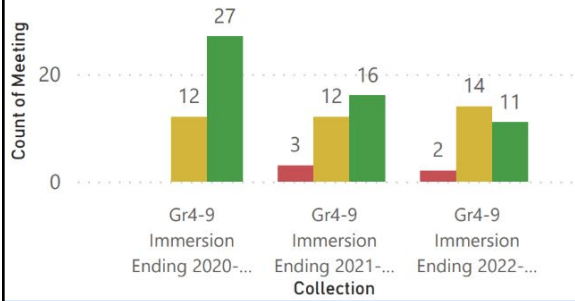


Bert Bowes Middle School ~ Read 73 Data (2022-2023)



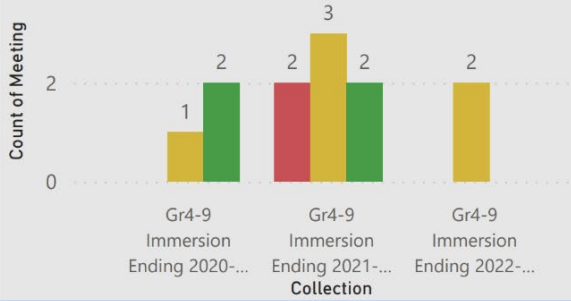
Read Gr7 FIMM - ALL

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



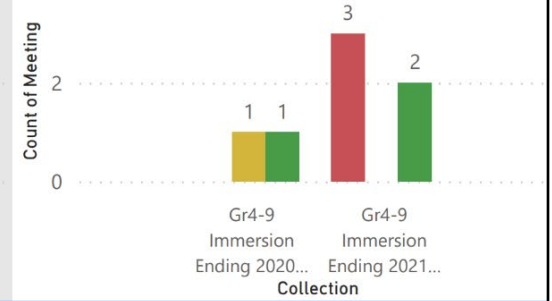
Read Gr7 FIMM - Indigenous

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



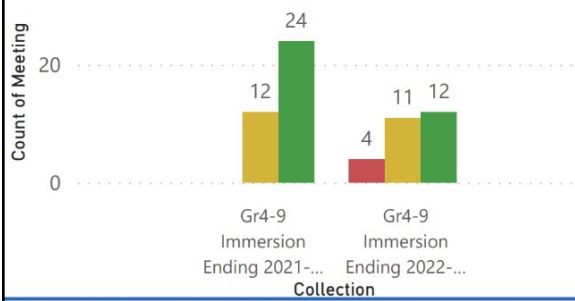
Read Gr7 FIMM - Diverse Abilities

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



Read Gr8 FIMM - ALL

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



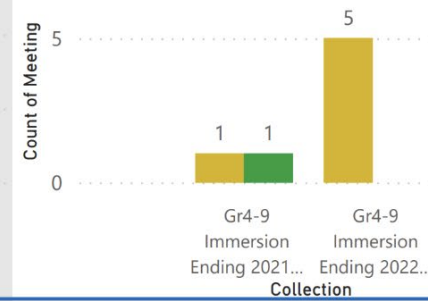
Read Gr8 FIMM - Indigenous

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



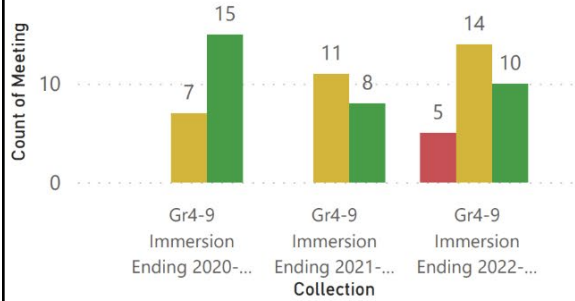
Read Gr8 FIMM - Diverse Abilities

Meeting ● Approaching ● Meet / Exceeds



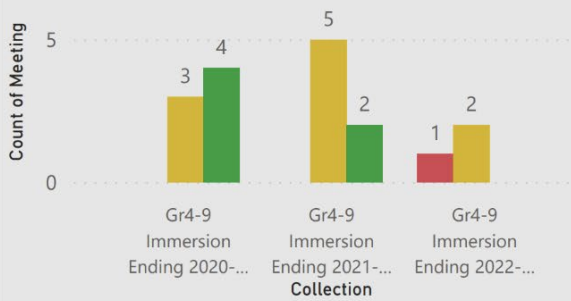
Read Gr9 FIMM - ALL

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



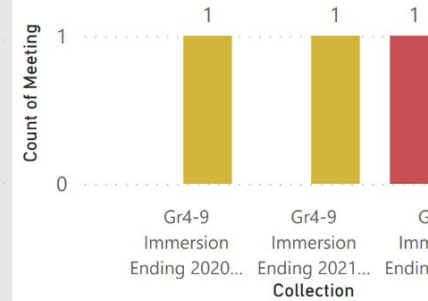
Read Gr9 FIMM - Indigenous

Meeting ● Not Yet Within ● Approaching ● Meet / Exceeds



Read Gr9 FIMM - Diverse Abilities

Meeting ● Not Yet Within ● Approaching



Bert Bowes Middle School ~ Writing Data (2022-2023)

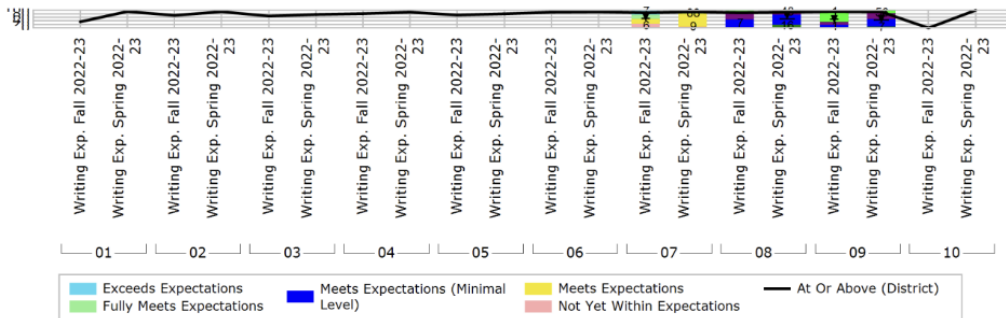
School Results - Conventions

School	07		08		09	
	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23
Not Yet Within Expectations	6	9		16		7
Meets Expectations (Minimal Level)	7	88				
Meets Expectations (Minimal Level)			7	48	1	56
Fully Meets Expectations	7	23	6	20	1	43
Exceeds Expectations	7	3	2	4	4	25
Total	27	123	15	88	6	131
Meets/Exceeds	78	93	100	82	100	95

District Results - Conventions

District	01		02		03		04		05	
	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23
Not Yet Within Expectations	34	4	21	8	40	24	24	16	31	33
Meets Expectations (Minimal Level)	11	11	26	36	56	35	54	49	55	67
Meets Expectations (Minimal Level)										
Fully Meets Expectations	3	38	20	51	25	32	42	70	25	64
Exceeds Expectations	4	2	6	11	2	8	7	11	4	4
Total	52	55	73	106	123	99	127	146	115	168
Meets/Exceeds	35	93	71	92	67	76	81	89	73	80

Assessment Item Results by Performance Level(%) and Student Count(n) - Conventions



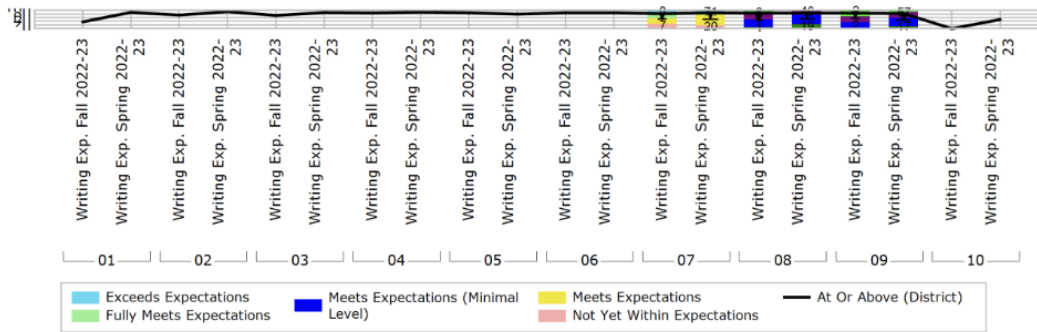
School Results - Form

School	07		08		09	
	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23
Not Yet Within Expectations	7	20	1	19		17
Meets Expectations (Minimal Level)	8	71				
Meets Expectations (Minimal Level)			6	46	2	57
Fully Meets Expectations	5	23	6	21	2	43
Exceeds Expectations	7	9	1	2	2	14
Total	27	123	14	88	6	131
Meets/Exceeds	74	84	93	78	100	87

District Results - Form

District	01		02		03		04		05	
	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23
Not Yet Within Expectations	34	6	19	7	35	12	18	14	15	36
Meets Expectations (Minimal Level)	12	12	21	27	49	43	59	50	41	56
Meets Expectations (Minimal Level)										
Fully Meets Expectations	5	36	31	61	41	38	48	69	54	74
Exceeds Expectations	3	1	3	11		6	3	14	7	3
Total	54	55	74	106	125	99	128	147	117	169
Meets/Exceeds	37	89	74	93	72	88	86	90	87	79

Assessment Item Results by Performance Level(%) and Student Count(n) - Form



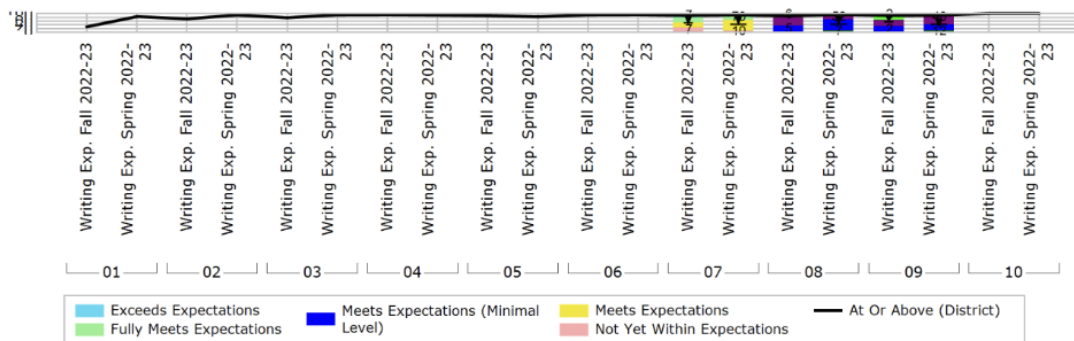
School Results - Meaning

School	07		08		09	
	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23
Not Yet Within Expectations	7	10		7		12
Meets Expectations (Minimal Level)	7	70				
Meets Expectations (Minimal Level)			5	52	2	40
Fully Meets Expectations	7	36	6	27	2	56
Exceeds Expectations	6	7	3	2	2	22
Total	27	123	14	88	6	130
Meets/Exceeds	74	92	100	92	100	91

District Results - Meaning

District	01		02		03		04		05	
	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23
Not Yet Within Expectations	38	9	21	8	27	7	8	12	13	28
Meets Expectations (Minimal Level)	8	11	23	24	48	47	50	38	45	64
Meets Expectations (Minimal Level)										
Fully Meets Expectations	6	23	23	57	50	38	59	79	56	73
Exceeds Expectations	2	12	7	17		7	11	18	5	4
Total	54	55	74	106	125	99	128	147	119	169
Meets/Exceeds	30	84	72	92	78	93	94	92	89	83

Assessment Item Results by Performance Level(%) and Student Count(n) - Meaning



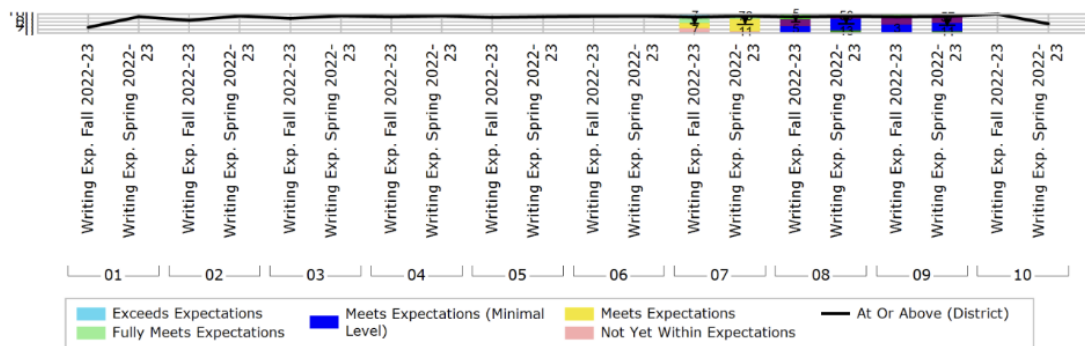
School Results - Snapshot

School	07		08		09	
	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23
Not Yet Within Expectations	7	11		13		11
Meets Expectations (Minimal Level)	7	78				
Meets Expectations (Minimal Level)			5	50	3	57
Fully Meets Expectations	7	28	5	21	3	46
Exceeds Expectations	6	6	4	3	1	18
Total	27	123	14	87	7	132
Meets/Exceeds	74	91	100	85	100	92

District Results - Snapshot

District	01		02		03		04		05	
	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23
Not Yet Within Expectations	37	7	23	10	28	10	20	14	20	26
Meets Expectations (Minimal Level)	11	10	26	34	57	49	66	69	55	81
Meets Expectations (Minimal Level)										
Fully Meets Expectations	3	37	19	55	40	55	63	80	45	84
Exceeds Expectations	3	1	5	10		9	4	12	1	5
Total	54	55	73	109	125	123	153	175	121	196
Meets/Exceeds	31	87	68	91	78	92	87	92	83	87

Assessment Item Results by Performance Level(%) and Student Count(n) - Snapshot



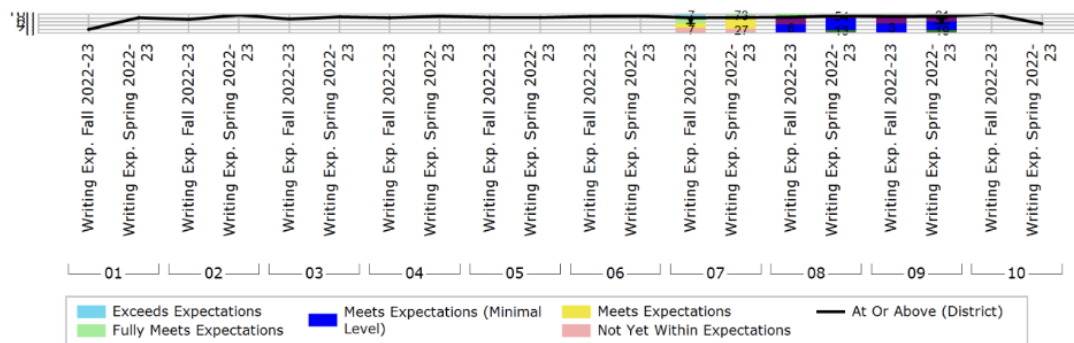
School Results - Style

School	07		08		09	
	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23
Not Yet Within Expectations	7	27		13		19
Meets Expectations (Minimal Level)	7	73				
Meets Expectations (Minimal Level)			6	54	3	61
Fully Meets Expectations	7	18	6	17	2	43
Exceeds Expectations	6	5	2	4	1	8
Total	27	123	14	88	6	131
Meets/Exceeds	74	78	100	85	100	85

District Results - Style

District	01		02		03		04		05	
	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23	Writing Exp. Fall 2022-23	Writing Exp. Spring 2022-23
Not Yet Within Expectations	43	10	20	4	31	14	23	16	19	28
Meets Expectations (Minimal Level)	4	10	36	42	58	48	48	51	54	79
Meets Expectations (Minimal Level)										
Fully Meets Expectations	4	30	14	54	34	32	52	70	42	58
Exceeds Expectations	3	5	4	6	2	5	5	9	2	4
Total	54	55	74	106	125	99	128	146	117	169
Meets/Exceeds	20	82	73	96	75	86	82	89	84	83

Assessment Item Results by Performance Level(%) and Student Count(n) - Style



Bert Bowes Middle School ~ Grade 7 FSA Data (2022-2023)

Grade 7~All Students

Literacy			Numeracy			
School Name	Emerging Rate	Ontrack Rate	Extending Rate	Emerging Rate	Ontrack Rate	Extending Rate
Bert Bowes Middle School	38%	60%	3%	48%	48%	4%

Grade 7 ~Indigenous Students

Literacy			Numeracy			
School Name	Emerging Rate	Ontrack Rate	Extending Rate	Emerging Rate	Ontrack Rate	Extending Rate
Bert Bowes Middle School	28%	69%	3%	61%	36%	3%

Grade 7~Diverse Abilities and Disabilities

Literacy			Numeracy			
School Name	Emerging Rate	Ontrack Rate	Extending Rate	Emerging Rate	Ontrack Rate	Extending Rate
Bert Bowes Middle School	61%	39%	0%	83%	17%	0%



Upper Halfway Elementary

Framework for Enhancing Student Learning



Upper Halfway Elementary is a place where:

- Our **students** are safe and invited to participate in the creation of their learning environment. Students are continuously welcomed to exercise their voices within their learning environment. Students are encouraged to work alongside their peers, teachers, and members of the learning community so that their basic needs are not only met, but that their learning goals are meaningful to themselves, as well as their community
- Our **employees** are responsive to the skills, interests, desires, and needs of our learners; they take personal responsibility to form an inclusive, safe, and compassionate learning culture for students
- Our **schools** are student-centered, safe, inclusive, and responsive, and interwoven through the needs and values of our surrounding communities
- Our **communities** are continue to remain as active participants within the development of our students' learning experiences and personal growth

At Upper Halfway Elementary, we are committed to making a safe, inclusive, and responsive environment for all students, as well as teachers, staff members, and community members. We care about:

- ❖ Cooperation & Communication
- ❖ Acceptance & Achievement
- ❖ Confident & Compliments
- ❖ Independence & Inquiry
- ❖ Education & Encouragement

At Upper Halfway, we strive to ensure that students have both voice and choice in their learning; students must be encouraged and supported to take the initiative over their own learning goals and aspirations. We believe that:

- ⊙ Learning requires the active participation of students
- ⊙ Learning can happen in a variety of ways and at different rates
 - ⊙ Learning is both an individual and group process
- ⊙ Learning requires the supports of parents, guardians, and community



Framework for Enhancing Student Learning 2023-2024

At Upper Halfway Elementary, teachers and staff discuss, reflect upon, and redefine the learning goals on an annual basis so that we may ensure students are provided with the opportunity to continue their development towards becoming independent, responsible, and compassionate members of their community. As a means of supporting our learners' growth, we are responding to the following goals:

- **Goal 1: Support Personal and Social Growth, Responsibility, & Identity**
- **Goal 2: Strengthen Intellectual Skills**
- **Goal 3: Promote Career & Skill Development**

Introduction

Upper Halfway School is a rural school which supports students from grade levels of K – 10. Located in the picturesque valley near the forks of the Graham and Upper Halfway Rivers, approximately 130km northwest of Fort St. John, Upper Halfway Elementary offers an extraordinary learning environment for all involved. Currently, 28 students are enrolled and all students are facilitated to school from the Halfway River First Nations Reserve, as well as and surrounding communities. Here, students, teachers, and staff members are privileged to live, work, and learn on the traditional territory of the Dane-zaa, within Treaty 8.

While our students may change from one year to the next as they move towards graduation, we also see many familiar faces each year. Approximately 60% of Upper Halfway students are First Nations. Many of our students qualify as English Language Learners (ELL); 40% have English as a second language. In total, 100% of our students receive ELL or ESD support and 22% of our students are identified with special needs. Upper Halfway School receives administrative assistance from SD60's Rural Principal, and on-site Principal, as well as three full-time teachers. The school also employs one Educational Assistant, one Aboriginal Student Support Worker, and receives biweekly on-site support from Learning Services – Learning Assistance, English Language Learners (ELL), English as a Second Dialect (ESD), Deaf & Hard of Hearing, Speech-Language Therapy, Physiotherapy, and Occupational Therapy; Technology Services – Library, Curriculum with Technology (CWT), and Technology support; and Aboriginal Services – Counselling, Cultural and Social-Emotional support.

Upper Halfway School has two multi-grade classrooms, three multi-purpose classrooms, a variety of outdoor classroom and a large outdoor sports field, a school vegetable garden, a natural seasonal snow packed sledding hill, and even seasonal outdoor skating rink! The nearby Halfway-Graham Community Hall is used to support PE programs and host special events. A gym is being built. Upper Halfway school operates on a four-day schedule, Monday – Thursday, with extended daily hours of operation to ensure students are provided with the opportunity to interact with their peers in a supportive, educational setting.

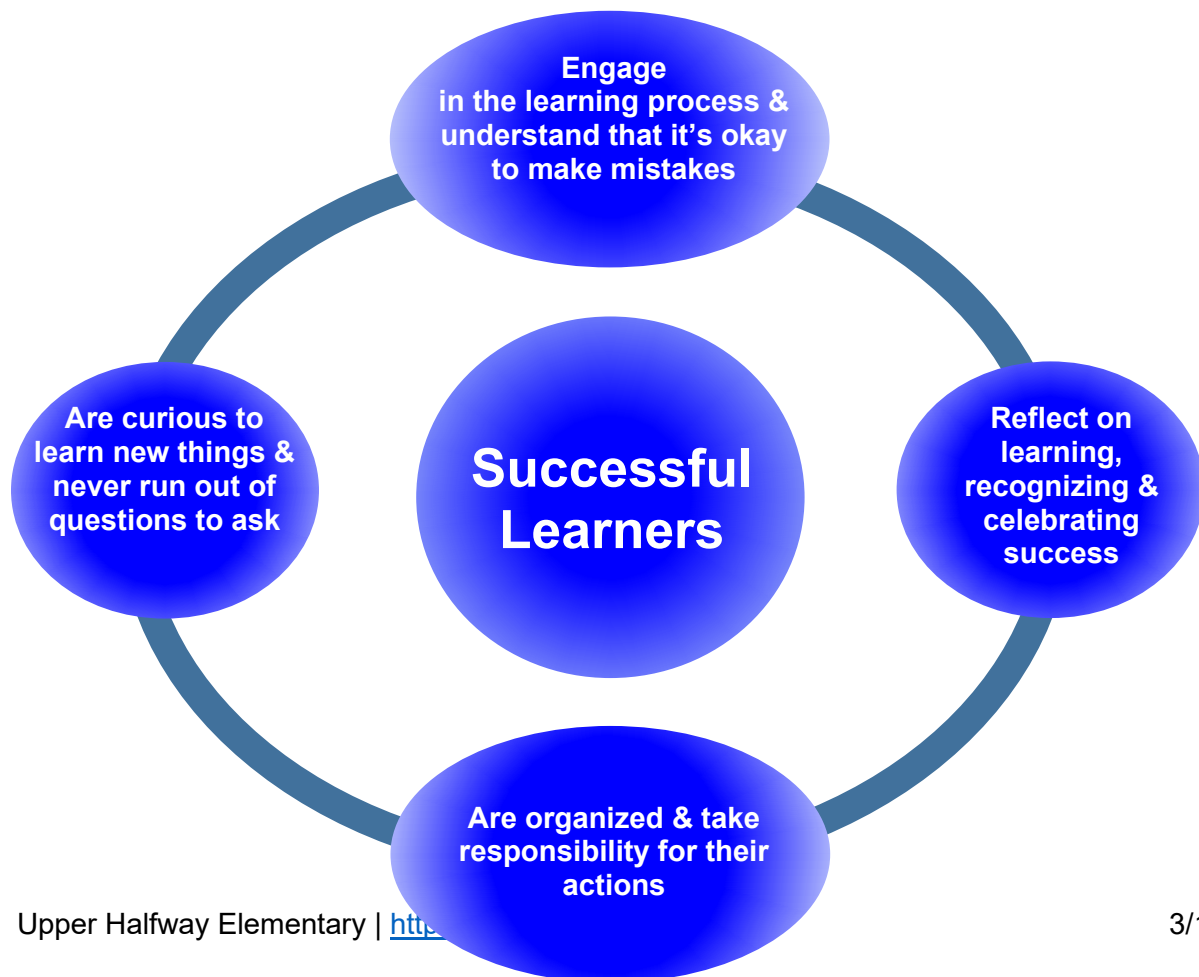


Mission

At Upper Halfway Elementary, we foster a safe, responsive, and inclusive learning environment. Creating a welcoming school community, students, teachers, and staff are able to support one another in the pursuit of equipping young learners with the knowledge and skills necessary to become compassionate citizens and lifelong learners. Through hands-on inquiry based learning, and by encouraging a positive attitude towards personal growth, academic development, and community patronage, we believe each student has the opportunity to become lifelong learners.

Vision

Upper Halfway Elementary is a space where students are able to develop the skills to achieve success in a manner which is meaningful to both them and their community. By participating in our learning community, students will draw from personal strengths and interests, take responsibility for their own learning, consolidate their knowledge, and receive support from teachers and staff to meet their unique needs and perspectives. Here, students will develop the knowledge and ability to transition to their next step; whether a school in Fort St. John, Distributed Learning, or life in our community and abroad, we believe that students have the opportunity to become successful learners.



Goal 1: Support Personal and Social Growth, Responsibility, & Identity

Objective 1.1: Social Responsibility

Rationale

Teachers and staff members believe that we are all responsible to foster a community where everyone feels welcome, safe, respected and accepted. Through discussion, social exercises, and the development of a meaningful relationship between students and teachers, students may be able to take risks, consolidate their thinking, analyze the different viewpoints from their peers, as well as the different biases and views from those involved.

Supporting Education Programs, Strategies and Structures

Mind-Up Program

- The Mind-Up program is a research-based curriculum which features lessons that use the latest information about the brain to dramatically improve behaviour and learning for all students. The lessons offer both teachers and students strategies for helping focus attention, improve self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life.

Classroom Champions

- Classroom Champions empowers children to thrive academically, socially and emotionally. Through the mentorship and mindset of world-class athletes, we improve student engagement, build growth mindsets, and inspire positive classroom culture.

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Throughout the school year, teachers and staff members are fortunate to have an opportunity to attend Professional Development workshops, sessions, and discussions with the district's resource staff. Through such learning opportunities, Upper Halfway Elementary teachers and staff are currently incorporating both the Mind-Up Program, and Classroom Champions into their teaching routines. Teachers are also promoting school connectedness and culture initiatives through classroom-collaborative activities. Providing students with an opportunity to have a voice in the design and maintenance of their classroom and school, through such activities as displaying art, participating in recycling initiatives, and so forth, we are continually reassessing the ways in which students, families, teachers and staff members may contribute to the development of a welcoming, safe, respected and accepted learning environment.



Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing social responsibility skills and knowledge:

- Parental Contacts
- Records of Ongoing Contact with Parents and Guardians
- Pictures of Positive Interactions
- Slide Shows
- Spirit Activities and School-House Teams
- Core Competency Exercises
- Self-Assessments

Objective 1.2: Self Identity

Rationale

Students should be able to build on prior knowledge during various learning experiences and exercises so that they, as well as their peers, may come to further appreciate the gifts and abilities each person brings to our learning community. Students should become aware that the knowledge gained, and concepts covered in a class will not simply be abandoned at the end of June. Students should have the opportunity to utilize their unique experiences as a learner, and human being.

Supporting Education Programs, Strategies and Structures

Mind-Up Program

- Previously mentioned in our Social Responsibility goal, the Mind-Up program is a research-based curriculum which features lessons that use the latest information about the brain to dramatically improve behavior and learning for all students.

Circle Talks

- Talking circles act as an opportunity to remind one another of the importance of placing ourselves in a vulnerable position when participating in a talking circle. Teachers reflect on the importance of developing a space where participants may feel safe in being vulnerable. Not only does a motion of vulnerability allow our students to potentially gain a stronger understanding of who they truly are, it will also illustrate to students that they are in an area where they may place themselves in a vulnerable position, and learn how to address and overcome the biases, barriers, and power dynamics that may limit their prospects for learning, growing, and fully contributing to society.



Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Teachers and staff members are continually reflecting upon and discussing with each other, as well as the district's supportive staff members the ways in which we may provide students with the knowledge and skills they may use to better understand their own identity, gifts, and abilities. Through programs and initiatives discussed above, teachers and staff members continue to seek a deeper understanding as to how we may guide students towards better understanding themselves, and how they may contribute to their own community.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing social responsibility skills and knowledge:

- Interim Reports
- Self-Assessments
- Artifacts and Projects
- Core Competency Exercises
- Journals, artistic work, and various mediums of conveying personal thoughts and emotions

Targets

- Increase attendance for all students
- Classroom Community
- Proactive Leadership Behavior and Social Responsibility

Alignment of Resource Allocations with this Goal:

- SEL Resources \$1000
- Maker Room \$1500
- Transition to and from \$500
- Collaboration \$1000
- Support Staff

Goal 2: Strengthen Intellectual Skills

Objective 2.1: Literacy

Rationale

In an ever-changing world, communication is a vital skill that allows us to understand our own perspectives, the feelings of others, and complex abstract concepts. Ensuring that our students are supported to develop and strengthen their oral, reading and writing skills will allow students to express their thoughts and emotions in a safe, respectful and responsive manner. Through the ongoing promotion of oral, writing, and reading education and development, students will be



supported in their progression towards attaining new knowledge and communicating personal thoughts both effectively and respectfully.

Supporting Education Programs, Strategies and Structures

Heggerty

- Heggerty Phonemic Awareness is a research-based 35-week curriculum of daily phonemic and phonological awareness lesson plans. Each level of the Heggerty Phonemic Awareness Curriculum, focusing on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness. Lessons are designed for a classroom setting, and only take 10-12 minutes.

Words Their Way

- Words Their Way allows students to examine words in order to reveal consistencies within our written language system. In doing so, students are able to discover the basic principles of spelling.

Phonological Awareness

- Kindergarten phonological awareness screening.

Jolly Phonics

- Teaching words-sounds, formatting, blending, and segmenting the Jolly Phonics Program introduces young learners to the alphabet through the sounds of letters. Through characters, stories, actions, songs and games, students begin to learn to read and write.

Handwriting Without Tears

- Implementing multisensory teaching strategies, cross-curricular connections, unique letter ordering, and personalized designs, Handwriting Without Tears supports our students as they begin the journey of learning to write, and handwrite.

RAZ Kids

- The RAZ Kids program provides students with an opportunity to access reading material at their own level and monitor their progress as they strengthen their reading and comprehension skills. Students are supported to complete corresponding comprehension assessments following their reading.

Chapter One

- Phonics program to improve reading levels and fill in gaps. Students will be assessed and placed on a daily tutor program with an ELI. The tutor will be on a computer in the classroom from 9-10am daily.



Talking Tables

- Talking Tables Kindergarten Program is rooted in the recognition that talk is central to learning and that through talking and listening, the capacity to gain literacy skills is enhanced. A focus on oral language is beneficial for our ELL learners and learning through play. Essentially the program is about having fun with language and helping children explore the power of sounds, words, and ideas.

Guided Reading/Fluency Practice

- Learning Assistance Teacher and EA support the students grade 2-5 through guided reading lessons, Fluency Practice and additional materials as needed mini grammar lessons, vocabulary, dictionary support. Reading strategies taught and sound wall use to help with reading and writing.
- Guided Reading with classroom teachers and Fluency practice supported by LA support.

EET/CWT

- The EET is designed to provide students with hands on approach to describing and defining objects. The tool provides the student with a mnemonic device along with visual and tactile information.
- CWT started as the Wireless Writing Program that evolved to encompass much more than only the writing curriculum and asked for a change of focus and program name to Curriculum with Technology. Used cross curricular has been a benefit to all students including our ELL and ESD learners.

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Receiving continuous support from our District's Literacy Support Coach, teachers and staff members are not only collaborating to ensure that each student receives the support they may need to achieve success, but to also consolidate their current literacy education practices and consider the ways in which we may empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens in a digital age.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing their oral, reading and writing skills:

- Interim Reports and Report Card
- District Literacy Assessments
- Self-Assessments
- Core Competency Exercises
- Reading and Writing Assessments



- PM Benchmarks
- QCA
- RAD
- Read73 Assessment

Targets

- 60% of students at grade level for district literacy assessments

Alignment of Resource Allocations With This Goal:

- Support Staff
- Professional Development \$1000
- Collaboration \$1000
- Resources \$2000
- Travel \$1000

Objective 2.2: Numeracy

Rationale

Another form of communication, mathematical knowledge enables individuals to connect, create, communicate, visualize, and reason, as they work together through the complex process of problem solving. Upper Halfway Elementary teachers and staff members recognize the notion that observing, learning, and engaging in mathematical thinking empowers learners to make sense of their world. Through ongoing supportive strategies and consultation with the District's Numeracy Coach, teachers and staff members are continually reflecting on the ways in which they may support our learners to problem-solve abstract and real-life concepts, both independently and collaboratively.

Supporting Education Programs, Strategies and Structures

Mathletics

- An online, and personal hands-on resource, the Mathletics program allows teachers and staff members to incorporate different approaches to solving mathematical operations in a manner which reflects the needs, knowledge, and skills of the student. Mathletics also provides students with online supportive exercises which teachers may then monitor to reflect on the most effective ways to continue supporting the student.

Fact Fluency: Stenhouse kits Using both *Building Fact Fluency: A Toolkit for Addition & Subtraction* and *Building Fact Fluency: A Toolkit for Multiplication & Division*—two research-driven, engaging, ready-to-use resources—in your school to create cohesion in your math instruction by using common routines and formative assessment strategies that students will recognize across the grades.



Basic Math Facts/MAP

- MAP a math assessment & practice tool to support teachers and students in numeracy instruction and learning.
- Focus on Basic Math Facts to build a foundation of numeracy for life.

Mathology

- Mathology is a comprehensive, yet flexible family of print and digital math resources with real-world applications that help educators engage and teach students across all skill levels. K-3 through the district to have a consistent math program and assess where students are at in Math.

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Receiving continuous support from our District's Numeracy Support Coach, teachers and staff members are regularly reflecting upon the ways in which we may support students to achieve success both through District math assessments, as well as through real-life situations. Researching, discussing, and gaining expert insight from the District's Numeracy Support Coach on redesigned approaches to math strategies, concepts, and learning goals, Upper Halfway Elementary teachers and staff members are continually working to ensure our students are provided with the opportunity to gain the mathematical skills and knowledge they need to achieve success.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing their mathematical problem solving skills:

- District Numeracy Assessment
- MAP Assessment
- Interim Reports and Report Cards
- Core Competency Assessments

Targets

- Grade level achievement at 75% on grade level math assessments

Alignment of Resource Allocations With This Goal:

- Support Staff
- Professional Development \$1000
- Collaboration \$1000
- Resources \$2000
- Travel \$500



Goal 3: Promote Career & Skill Development

Objective 3.1: Building Meaningful Life Skills

Rationale

Upper Halfway Elementary provides students with a unique opportunity to participate in hands-on, inquiry based learning projects and exercises. Through the preservation of a welcoming school community, teachers and staff support students by equipping young learners with the knowledge and skills necessary to become compassionate citizens and lifelong learners. Maintaining contact with community members, organizations, and District Support Staff, students will continue to be provided with the opportunity to participate in a range of extraordinary learning experiences. These experiences will guide students towards becoming compassionate citizens and lifelong learners.

Supporting Education Programs, Strategies and Structures

ADST Initiatives

- Whether gardening, woodworking, food studies, or textiles, each teacher or staff member draws from the resources and expertise available to incorporate meaningful exercises and projects into the school. Throughout the year, students are invited to participate in different exercises, generate ideas independently and collaboratively, prototype their plans, consolidate their thinking, and evaluate the final design. In doing so, students will be expected to work collaboratively with their peers and teachers as they reflect on how to overcome various challenges.

Community Involvement

- Local farmers, community members, representatives from the Halfway River First Nation, as well as School District Organizations will interact with students in various respects as they present particular challenges they have faced and demonstrate the ways in which their expertise provided them with an opportunity to achieve success. Such experiences will guide students towards personal growth and the consideration of possible career, and lifelong learning, opportunities.

Class Routines and Incentives

- Through incentive initiatives which reward students for positive, responsible, respectful, and exemplary behaviour, students will be encouraged to continue their development as inclusive and responsive citizens. Following daily routines, teachers and staff will promote the ways in which an individual student, or collection of people may contribute to the development of a welcoming, safe, respected and accepted learning environment.

CWT/iPads



- Seeking to provide students with the critical thinking skills and knowledge within a technology-driven world, Upper Halfway Elementary staff and District Support Staff have worked to implement programs and exercises which allow students to effectively use technology. Whether through online research, or developing an accessible product for users across the globe, students will take advantage of new technologies so that they may design, reflect upon, and respond to various challenges.

Professional Development Initiatives Implemented, Reflected Upon, and Discussed

Receiving support from District Staff members, as well as Project Based Learning Support Staff, Northern Health, Northern Environmental Action Team, and various other community partners, Upper Halfway teachers and staff remain in professional relationships with many District and community members. By maintaining such ongoing conversations, students will continually be provided with an opportunity to participate in unique, hands-on learning experiences that will support their growth as lifelong learners. Whether learning to stay safe and healthy, or how to repair a water pipe, Upper Halfway Elementary empowers students to understand what tools they need to find the solution to different challenges throughout their lives.

Indicators

Throughout the school year, teachers and staff members initiate, participate, enact, and record the following discussions, exercises, and measurements, as a means of acknowledging the degree to which our students are developing their problem-solving skills:

- Core Competency Assessments
- Fulfilling Classroom and School routines, procedures, and tasks
- Personal care, and respect of personal belongings
- Participation in, and completion of ADST exercises, tasks, and projects

Targets

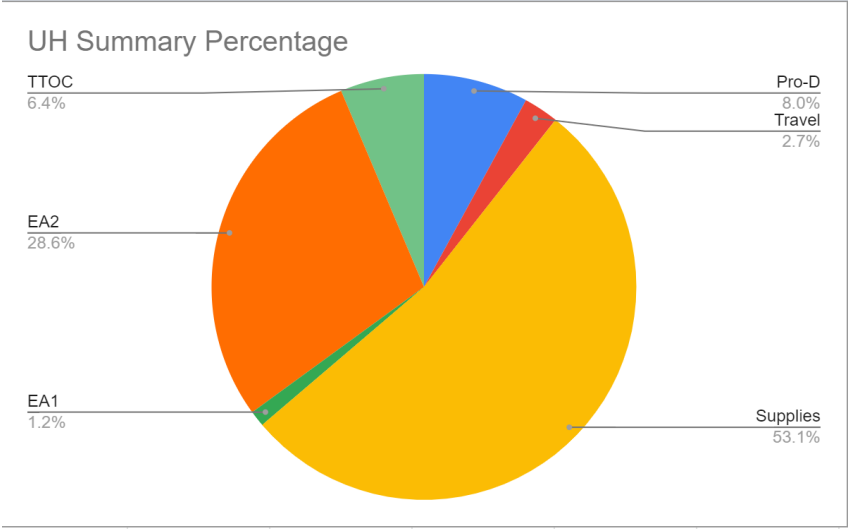
- Increase Indigenous Attendance
- Improve programing for middle school students

Alignment of Resource Allocations With This Goal:

- | | |
|----------------------------|---------------------------|
| • Support Staff | • Outdoor Classroom \$500 |
| • Maker Room \$ 500 | • Kitchen \$1000 |
| • ADST/Horsemanship \$1000 | • Gym \$1000 |



Alignment of Learning Support Funds 2023/24





Together We Learn



Wonowon School Framework for Enhancing Student Learning 2023-24

School Context:

Wonowon School is a rural school located 90 kilometers north of Fort St. John on the historical Alaska Highway. The school supports students from grade levels of Kindergarten to grade 9.

Wonowon school has an offsite .2 administrator, a head, prep. and learning resource teacher, and 4 classroom teachers. The school has three Educational Assistant and receives additional support services from Learning Services. These services from district teaching staff include English Language Learning, Speech-Language Support, Technology Services, Library, Curriculum Coaching and Mentoring.

Approximately 90% of our student population is English Language Learners from families whose first language is Russian or Ukrainian and curriculum implementation is diverse to meet their needs. Students receive 5 years of ELL support from the Learning Resource Teacher and Classroom instruction.

The school community is a very close-knit community with large and extended families. The students spend a great deal of time together outside of school time. This closeness creates a unique dynamic throughout the school and the older students have a strong influence over the younger students. The community and PAC is very supportive of the school and is willing to work with the staff for the benefit of the children and the school.



Wonowon School

Mission:

To promote responsible student leaders who work towards their own successes in all areas of life.
To become honest, respectful, and contributing members of the community.

Goals	Rationale	What supporting educational programs, strategies and structures	What Pro D are we engaged in?	What evidence are we collecting to support our progress on our goals?
<p>Human And Social</p>	<p>To develop self regulation skills to ensure all students become confident, caring, and empathic members of our school community</p> <p>Student Voice and Leadership</p>	<p>School Wide implementation of:</p> <ul style="list-style-type: none"> ● Positive Behavior <p>Support: Rubrics and Gotchas;</p> <ul style="list-style-type: none"> ● Zones of Regulation ● Classroom Meetings ● Strength based Assemblies ● ‘Understanding Self’ ● Variety of UDL ● Ready Set Learn ● K Transition ● Social Emotional Learning Lessons 	<p>On going:</p> <ul style="list-style-type: none"> ● Activities/lessons to teach expected behaviors. ● Collaboration Time ● In Service- SEL; ● Coaching from District staff for Teachers 	<p>Tracking:</p> <ul style="list-style-type: none"> ● School Money ● Lessons Taught ● Office Referrals ● Create a Scene to Display ● Positive behaviors ● Self Assessments

Alignment of allocations with this goal

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Resources/Supplies \$6500 ● Collaboration \$1000 | <ul style="list-style-type: none"> ● SEL \$3000 ● Support Staff |
|---|---|

Wonowon School

Mission:

To promote responsible student leaders who work towards their own successes in all areas of life. To become honest, respectful, and contributing members of the community.

Goals	Rationale	What supporting educational programs, strategies and structures	What Pro D are we engaged in?	What evidence are we collecting to support our progress on our goals?
Intellectual	<p>Literacy: To increase students expressive and receptive language skills to enable them to understand and communicate appropriately. Student Retention</p>	<p>Learning Centers: As needed- - Jolly Phonics - Talking Tables - Word Work Daily- Heggerty -Writing Without Tears (Explore the Code) -Model and Teach 5 W and questioning strategies -Opportunities to verbal demonstrate understanding throughout the day (A/B partners; buddy conversations -EET - -Pre-Teach vocabulary -Reading and Writing Power (Adrienne Gear) -Story Work Shop</p>	<p>Collaboration to learn Reading Assessments Coaching Support from District Staff Itinerants and School LA and ELL teacher: EET</p>	<p>Improved outcomes on ELL assessments, district reading and assessments, And PM Benchmarks Home Reading Reading Time Pm Joy of Reading</p>

Alignment of allocations with this goal

- ProD \$2000
- Travel \$1000
- Collaboration \$1500
- Resources/Supplies \$5000/\$2000
- Support Staff

Wonowon School

Mission:

To promote responsible student leaders who work towards their own successes in all areas of life. We are honest, respectful, and contributing members of the community.

Goals	Rationale	What supporting educational programs, strategies and structures	What Pro D are we engaged in?	What evidence are we collecting to support our progress on our goals?
Intellectual	Literacy: To increase fluency and comprehension in reading and writing	Daily: Phonemic Awareness lessons Heggerty Jolly phonics lessons Daily reading instruction Teaching of comprehension strategies ‘Reading and Writing Power’ Adrienne Gear Reading Buddies Guided Reading Read Alouds	Coaching Support from District Staff Itinerants and School LA and ELL teacher In-services and work shops	Improved outcomes on District reading and writing assessments BC Performance Rubrics Rubrics for Writing

Alignment of allocations with this goal

- Resources/Supplies \$3500
- Support Staff

Wonowon School

Mission:

To promote responsible student leaders who work towards their own successes in all areas of life. To become honest, respectful, and contributing members of the community.

Goals	Rationale	What supporting educational programs, strategies and structures	What Pro D are we engaged in?	What evidence are we collecting to support our progress on our goals?
Intellectual	Numeracy: to increase students' number sense problem solving and knowledge of basic math facts recall.	Daily: Mad Minutes (basic facts) Math Games Number Talks Use Math Manipulatives Daily Number Mathology Mathletics	Coaching Support from District Staff Itinerants and School LA and ELL teacher Mathletics - CWT Mathology – coaching Math- Fun (games)	Improved outcomes on District Math assessments and classroom assessments MAP 4-6 Mathology K-3 Coding

Alignment of allocations with this goal

- Travel \$500
- Pro D \$ 1000
- Collaboration \$1600
- Resources/Supplies \$5000
- Support Staff

Wonowon School

Communicating our Plan

We included our PAC President in Planning Day

Presented our plan at November PAC meeting.

Publish the Framework on the school website.

Updated our Framework Brochure including graphics, pictures, and reduce the amount of written language.

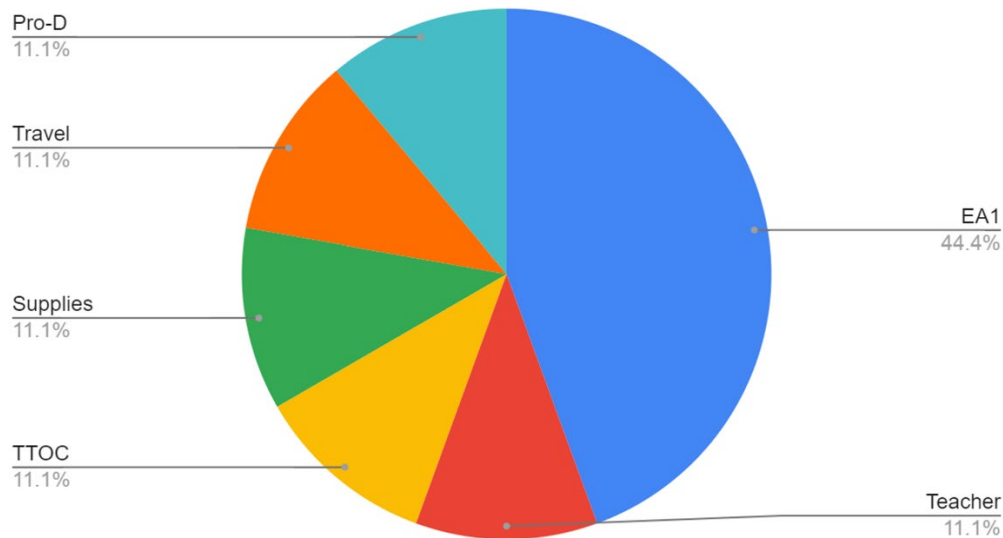
Teach the students the plan and have an open house so that they can communicate the plan to the parents.

Post Goals in the classrooms.

Present and discuss to our Grade 4-6 classroom and Grade 7-10 classroom the school plans.

Allocations of Learning Support Fund

Wonowon Summary Percentages





Margaret Ma Murray Community School Enhancing Schools Framework



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

We are a caring community. We create, we learn, we collaborate!
We Celebrate!



Our CORE
VALUES:
Kindness
Responsibility
Curiosity
Perseverance
Acceptance



The Story of Margaret “Ma” Murray Community School



Margaret Ma Murray Community School is the home of the “Firebirds”. We are a brand-new school in Fort St. John and opened to our first group of students on Tuesday, September 4th, 2018. Our current student population is 345. We have students here from eight other elementary schools in Fort St. John. Students come from diverse backgrounds. Many of our students have moved in to our community from other areas in Canada and locations all around the world. We are very excited to have 90 students who have an ELL background and speak 31 different languages. Our focus for the first term in 2020-2021 has been to make everyone feel welcome, accepted and respected.

Our school is named after Margaret Ma Murray, a pioneer woman who started the Alaska Highway Newspaper. She was known as a hero in her community. At the front of our school is the Bella Yahey Gathering Space. This is named after Bella Yahey, an elder from the Blueberry Reserve. Bella was known for her kind and nurturing nature. She was the keeper of the traditional stories and had a prominent role as the educator in her community. We will strive to be like Ma Murray

and Bella Yahey and have adapted a H.E.R.O. theme to start our year. We want to emanate the legacy of these fine ladies and be heroes in our school community.

“A H.E.R.O. is an ordinary person who does extraordinary things for other people.”

What Makes Us Unique?

Learning environment design: learning pods, teacher collaboration rooms, break out rooms all help students and staff develop a sense of community, collaboration and team building

Open Concept Design: Learning Commons (aka library), Bella Yahey Gathering Space, gym, music room allow staff and students to work and learn together in a variety of spaces with a variety of students on a daily basis, build in flexibility to learning and allow creative inquiry based learning to occur in a collaborative planning model

Community Connections: YMCA organization, community user groups, walking trails, district Grade 6 band program help us to make connections to the world around us



Friends enjoying our “Festival of Colours”

Kindergarten students planting “Seeds of Kindness” with our seniors

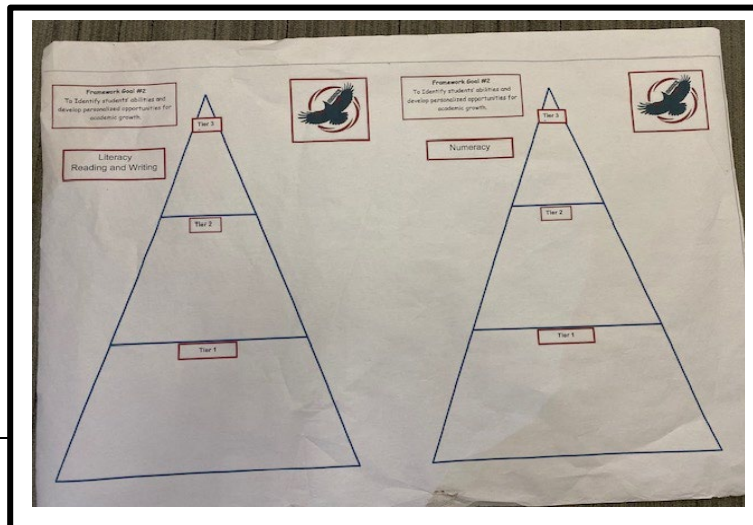


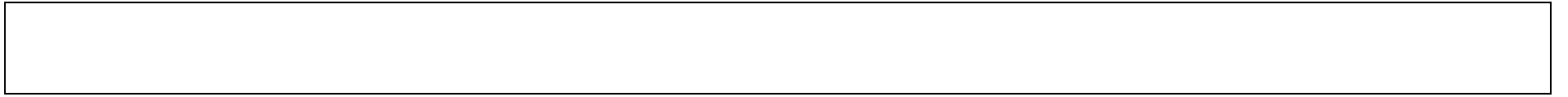
We have learned to embrace diversity
 We acknowledge that our strength lies in our differences not in our similarities
 Together we are a strong team of H.E.R.O.'s



← Staff collaboration at Planning Day □

Staff worked collaboratively to design cups that represented why they were educators. Planning sheets were used in groups for the goals of our framework while thinking of tiered support.





This graphic was created from a planning session in June where staff worked on the vision and mission statement along with CORE values. Core values were reviewed with all staff on planning day September, 2018.

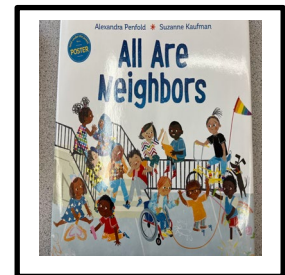
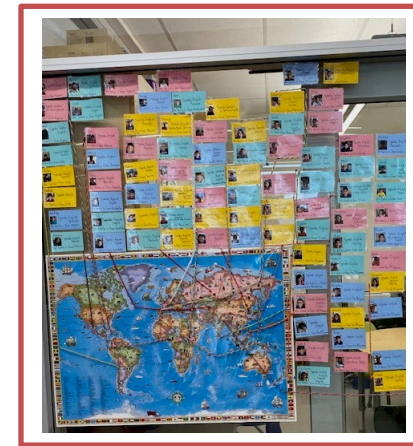


Goal #1 – Social, Emotional Goal

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

In order for people to feel a sense of welcoming, belonging, acceptance and connectedness, students need to have their basic physical, emotional and social needs met. Students and Staff need to be problem-solvers, be Upstanders and be accountable for their actions. We believe we can help students build respect, responsibility and empathy through our actions, activities and initiatives. We also believe that focusing on positive areas of social responsibility through the following strategies and structures will continue to build on positive behaviour. We must strive to build community in Margaret Ma Murray Community School. Transiency rates of students continues to be at or above 10% as families come to our community to access employment and housing.

We have noticed when looking at our data that we have an attendance problem. We believe that students are anxious to come to school and are staying home instead of working on anxiety. We have also noticed that students who are not attending school regularly, have problems feeling safe, respected, welcome and accepted. This overall issue affects their social and emotional health and spills in to their academic success. In 2021-2022, our absentee rates were 40% of students missing 20+ days of school and 50% of our Indigenous students missing 20+ days of school. This is compounding when looking at year to year rates. In 2022-2023 the trend for absentee rates increased, with 50% of our students missing 20+ days of school and 55% of our Indigenous students missing 20+ days of school.



Examples of activities completed in 2023-2024



Framework Goal #1
To foster a community where everyone feels safe, respected, welcome and accepted.

All Students

Big Idea/Question:
Will a more structured system of support and interventions around attendance issues, assist students with feeling safe, respected, welcome and accepted?

Tier Three Strategies/Supports:
-Sensory Room
-S.E.L. programs
-Biking program
-Small Groups with SEL team
-Collaboration to develop programs
-Counsellor
Consultant work with parents
-Attendance calls

2023-2034 What's Next:
-How to we build in time for teachers to collaborate with support staff?
-Tier 3 student number is growing – How do we support this need?
-Presentations on hallway tvs to showcase pictures and learning?
-Will offering more opportunities for student voice help to build connection at school?



Framework Goal #1
To foster a community where everyone feels safe, respected, welcome and accepted.

Inclusion Students

Tier Three Strategies/Supports:
-Celebrate strengths
-Staff greetings
-Sensory room
-Physical development using bikes, scooters
-Social Stories
-Toileting Programs
-PT, OT, Speech support



Tier Two Strategies/Supports:
-Targeted social outings (gymnastics, swimming)
-Career Development/Life Skills around school (mail delivery, breakfast program)
-Students work on friendship skills and inclusion with peers/buddies
-SEL Support Team (inclusion teacher, SEL EA, Counsellor and SEL Specialist, Admin)
-Programming in class
-EA specific to needs (match personalities and skill sets)
-Curricular and schedule adaptations



Tier Two Strategies/Supports:
-Clubs established to include art, Earth Rangers, gardening, SWIS, crossing guards, Culture
-Sports program to align with School District #60 calendar
-Science Fair
-Brain Breaks/Exercise Breaks
-CORE team meetings to discuss needs of individuals/groups
-Alternative workspaces for students
-SEL specialist working with targeted groups as needed
-collaborative process with CORE, classroom teachers
-music room open at recess and lunch

Tier One Supports:
-Behaviour matrix taught in all classes and at assemblies
-School Culture Committee
-Buddy Classes established for class and school wide activities
-Early Act Student Leadership Club/Rotary Sponsorship to develop student voice
-Kindness Survey – U.B.C.
-Class Meetings/Circles talks
*Focused Instruction for SEL: Zones of Regulation, Friends Program, Mind-Up Curriculum, SuperFlex, Strong Kids (K-6) WITS Program, EASE Program, We Thinkers Programs 1 & 2
-CASEL indicators survey
-Attendance Checks/Promotion of 100% attendance in classes (announcements)
-Multi-Cultural awareness
-Class profile meetings
-Reading Challenge
-House Team Challenges
-Music room open for additional practice
-Breakfast program served in pods
-CORE team meeting weekly
-1.4 Inclusion teachers and 1.2 ELL teachers
-Weekly office newsletters/updates to include attendance information
-Soft starts in class to include touching base with all students (breakfast program)
-Pickins in students at entrances, meetings by all staff -SAFE spaces stickers/posters

Tier One Strategies/Supports:
-Calm corners in all classrooms and breakout rooms available
-Sensory bins in all classrooms, support rooms, breakout rooms, office
-Inclusion Support Teachers assigned to each pod (1.4 FTE schoolwide)
-Visual schedules for students posted and individually on desks/fanny packs
-Sensory room with allocated break time and routines
-Flexible seating (stools, chairs, floor cushions, therabands)
-Schoolwide teaching of "Everybody is Different, Everybody is Awesome!"
-Differentiated instruction to meet individual needs
-CORE team, support team, parent participation
-Outside agency liaison: Friendship Center, Child Development Center

Framework Goal #1
To foster a community where everyone feels safe, respected, welcome and accepted.



Indigenous Students

Big Idea/Question:
Will a more structured system of support and interventions around attendance issues, assist students with feeling safe, respected, welcome and accepted?

Tier Three Strategies/Supports:
-1:1 time with ISSW and Youth Support Worker
-Parents contacted by ISSW for attendance issues and incentives
-Weekly check-ins
-Attendance support and family support outside of

2023-2034 What's Next:
Can we have older students mentor and work with younger students who may need a role model or a big buddy?

Tier Two Strategies/Supports:
-Nenan Pre-School group comes to work with our students monthly
-Culture group meets every Thursday
-Friendship Center works with some students
-SEL group with Mrs. Brittany
-Grade 6 baking program to develop skills and understand the importance of giving back to your community
-Lunch Program – snowshoeing, beading, yoga, friendship bracelets



Tier One Strategies/Supports:
-Cultural lessons taught by Indigenous Staff in classrooms (Mrs. Barklay, Mrs. Brittany)
-Assembly presentations to showcase 7 teachings, Orange Shirt Day, Words of the month
-Cultural presentations and dance (Bev Lambert, Gary Oker, drummers)
-School "Artic Games" planned and Grade 4 Doig Day participation
-First People's Principles of learning embedded in lessons
-ISSW visible in school and room accessible to all students/families
-Bella Yahey Gathering Space infused and used
-Students see themselves in many ways around the school (library books, classroom resources, posters, content, guided reading materials)
-ISSW liaises with family around needs and with teachers
-Indigenous art lessons by classroom teachers and Mrs. Brittany (grade 6 painting)

Framework Goal #1
To foster a community where everyone feels safe, respected, welcome and accepted.



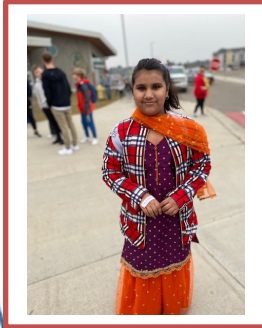
ELL Students

Big Idea/Question:
Will a more structured system of support and interventions around language and culture, assist students with feeling safe, respected, welcome and accepted?

Tier Three Strategies/Supports:
-when new students arrive, they are connected to students from their culture
-1:1 support for students upon arrival
-ELL teachers build bridge between families and school

2023-2034 What's Next:
Can we have culture slide at each monthly assembly showcasing the cultures in our school?
Can our ELL/SWIS students recognize that they have a voice at school?

Tier Two Strategies/Supports:
-Google translate being used to assist students and staff
-Canteen offers a variety of foods for culture groups
-ELL pull-out groups to target and front load vocabulary needed in classroom lessons
-Targeted reading and writing groups
-Learning resources are culturally appropriate with representation
-Library resources are culturally appropriate with representation
-Primary and Intermediate SWIS club once/week



Tier One Strategies/Supports:
-District has funded our school with a SWIS worker 2 hrs/week – supports families with registration, school settings, community contacts
-1.2 ELL support from the district for our students – gives students access points to curriculum, language, lessons (whole group)
-ELL teachers work with students to develop understanding around culture through assemblies, presentations, and special activities (Diwali, Festival of Colours, Lunar New Year for examples)
-ELL teachers work to develop resources for classrooms to bring learning and understanding to all student around special activities/cultural celebrations (Diwali, Lunar New Years, Ramadan, mandalas for examples)
-ELL teachers greet families upon arrival and are a liaison between families and teachers
-Teacher led art project at the beginning of each year to make all feel welcome based on a common book "All Are Neighbours" (2023)

Goal #2 ~ Intellectual Goal

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

We want to develop students' sense of confidence in their intellectual abilities, ensure there is common language used in instructional time, teach using problem solving and raise the literacy and numeracy rates of students. It is also important for our students to identify their strengths and areas that need to be strengthened. With a transient student population, assessing students and making decisions about how to best support student learning is key. We need to make sure that students feel safe, supported and be in attendance, as this can impact student achievement. 30% of our students are ELL learners. A strong ELL program is necessary for students to succeed. We have noticed that our ELL students can read well but have difficulty with comprehension. Our overall comprehension scores are concerning, particularly in intermediate students and believe this will have an impact on core subject understanding.



Developing fine motor skills in Kindergarten



Morning tubs for Story Workshop

Science Experiments in Grade 5

Oral Language Development and presentation skills at Remembrance Day Assembly



Celebrating success in reading!

Framework Goal #2
To Identify students' abilities and develop personalized opportunities for academic growth.
LITERACY



Tier Three Strategies/Supports:

- Reading Recovery
- LAT support groups
- Vocabulary specific lessons specific to units of study, pre-teaching for ELL
- Six Minute Solution
- Technology Support: speech to text, reading pens
- Teacher led small group and 1:1 support

2023-2024 Additional Strategies:

- Mentorship and coaching supports
- Collaboration on Pro-D Days
- Expand non-fiction reading and writing (especially for comprehension /inferencing)

Tier Two Strategies and Supports:

- Small group sessions with EA support for writing and reading
- Expanding Expression lessons for writing
- Talking Tables targeted support groups
- ELL staff doing groups that include students who need extra support in vocabulary
- Home reading program
- LAT tool kits for struggling learners
- Great Leaps program for reading intervention specifically at intermediate level
- Literature Circles – material at a variety of reading levels and cooks students can listen to
- lpads for writing and reading supports
- Google slide stories to support themes, center time, cultural learning
- Google classroom, keyboarding programs

Tier One Strategies and Supports:

- Class profile meeting in October (by pod) to discuss needs of all students within the pod – CORE team works to develop schedules and supports for all
- Assessments completed and ongoing assessments to formulate groups – combine students for tiers support and within classrooms
- Adrienne Gear strategies to develop comprehension and connection
- Spelling inventories completed for focussed targetted support
- SMART learning lessons in intermediate
- Jolly Phonics and Heggerty Phonics embedded strategies to develop and strengthen phonological awareness
- Science of Reading along with Guided Reading groups in primary classrooms (decodable readers added)
- Book room inventory /purchases to match needs of students – includes novel sets, non-fiction sets, material to match science/social studies, Indigenous content and ELL content
- Writing programs included from grade 1-up
- Librarian to work with teachers to take small groups for extra reading activities
- Common prep time so that teachers can work collaboratively to develop programs and common goals, as well as work to build assessment walls to group students for extra support
- Story Workshop (Kindergarten), targeted centers with teacher led group (primary)
- Home Reading Program available for all students
- Literacy Week and Reading Challenges

Framework Goal #2
To Identify students' abilities and develop personalized opportunities for academic growth.
NUMERACY



2023-2024 Additional Strategies:

- Plan and develop a "Numeracy Week" similar to Literacy Week
- Investigate model of support to include a "Numeracy teacher"
- Coaching and Collaboration supported through district model
- Investigate remedial programs
- Word Problems/Comprehension of strategies needed to solve problems is weak area in students

Tier Three Strategies/Supports:

- IEP students with targeted programs (Touch Math)
- Inclusion and LAT teacher – targeted

Tier Two Strategies and Supports:

- Guided math lessons -similar to guided reading with small pull-out targeted support
- Fact Fluency program grade 2-6
- Math Toolkits developed – calculator, charts, grids-
- Remedy teacher support to teach small groups of students needing extra support
- ELL teachers support during math sessions and look to pre-teach vocabulary

Tier One Strategies and Supports:

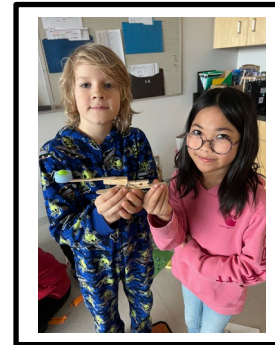
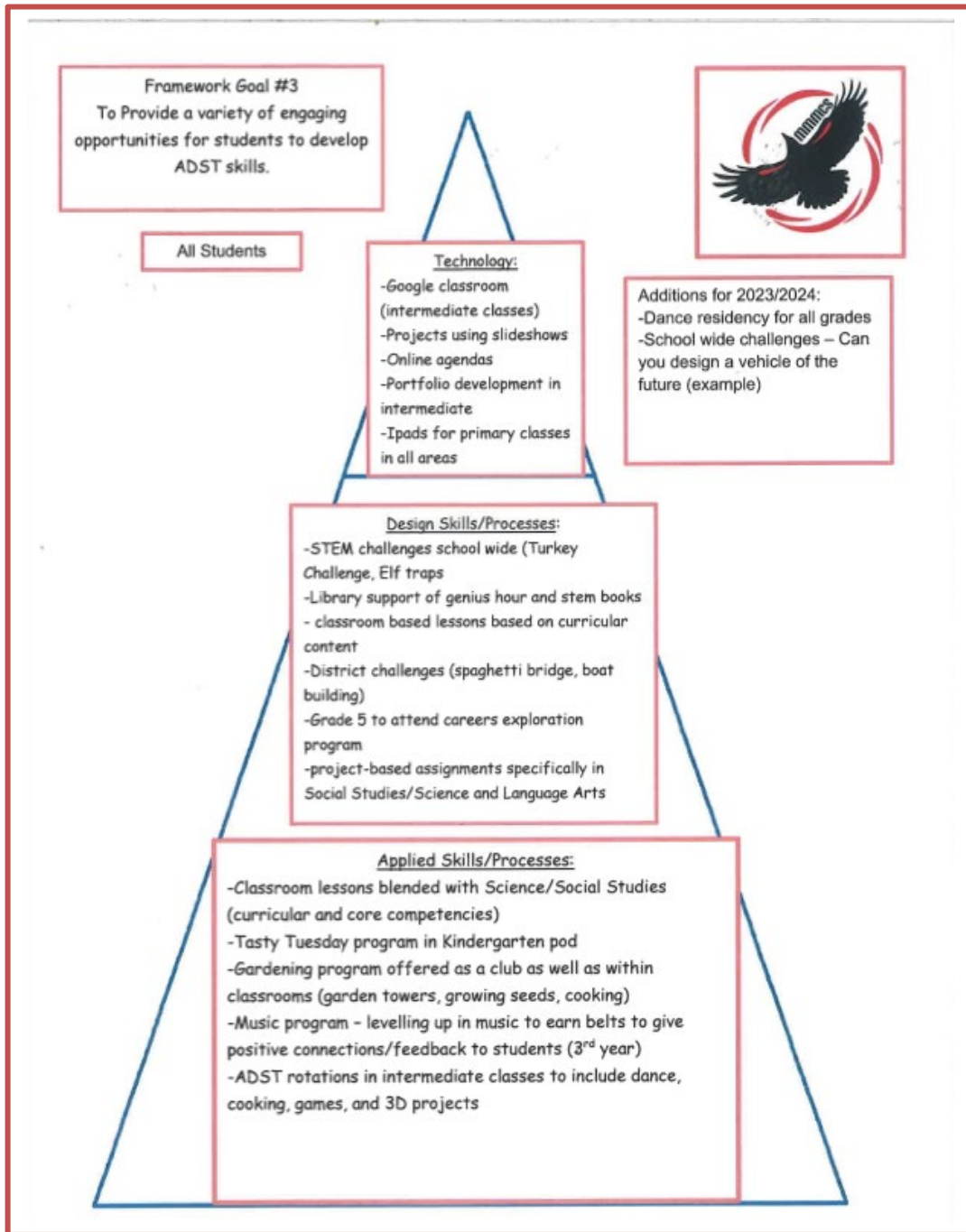
- Class profile meetings to discuss needs of each pod
- Common Programs/Strategies within the school: Mathology (primary) Thinking Classrooms (all levels), Mathletics, Prodigy (grade 2-6)
- Use of manipulatives and small group targeted supports/rotations/centers with small teacher groups
- Number talks strategy
- differentiating groups based on assessments
- infusing mathematics into STEM challenges and ADST rotations (ie measuring, cooking, building)

Goal #3 – Career and ADST Goal

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

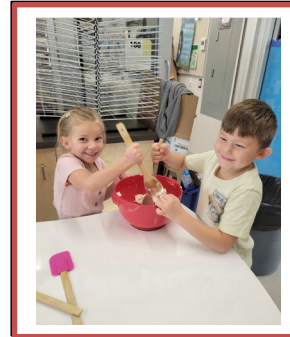
These skills will become more important in the workforce of the future and to create 21st Century citizens. It will help students reach their potential as learners, develop the core competencies, and an innovation mindset. Through these lessons, students will have the opportunity to have voice and choice in projects, utilize project based skills, develop critical thinking, cooperation, communication skills, collaboration skills, engage their curiosity and become aware of the skills they have.

Activities from 2023-2024:



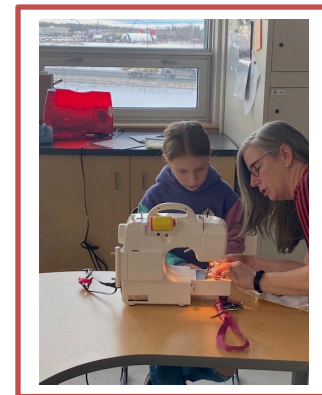
Making catapults in grade 4/5 class

Tasty Tuesday in Kpod



Sewing fabric dyed with natural dyes steeped in class to make a wall hanging

Learning instruments during music class



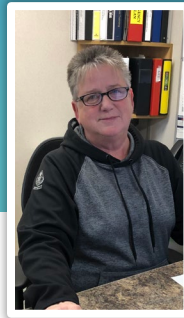
Data:

The following data points will be used to determine how we are doing

School Data:	District Data:	Provincial Data:
<ul style="list-style-type: none">○ Attendance○ Report Cards Term 1-3○ Kindness Survey○ ASSESS notes/observations○ CORE team meeting notes	<ul style="list-style-type: none">○ Kindergarten Phonological Data○ Reading Data (PM, QCA Read 73) Numeracy MAPS	<ul style="list-style-type: none">○ FSA Results Grade 4○ Satisfaction Survey Results○ MDI Grade 5 results

Operations Update

April 8, 2024



Facilities

- Upper Halfway Gymnasium
 - Permit documentation has been provided to PRRD for review
- Wonowon School Replacement
 - Preliminary drawings have been presented to staff and there will be an open house in Wonowon in the near future presenting it to community
- Renovations were done at Dr. Kearney Middle School (ie. VP office, gym wood panelling & re-wiring)
- Basketball hoops at Anne Roberts Young Elementary School have been adjusted to fit all ages so the gym can be used for by a variety of user groups
- Appliances in the majority of our schools were replaced during Spring Break from the Feeding Futures fund
 - More replacements still coming
- Spring cleanup was a priority over the closure; gravel and sand removal as well as a general maintenance review in buildings.

Safety & Custodial

Safety

- Fire inspections took place at Alwin Holland and Facilities
- Lead Testing Results (*Attachment*)
- Asbestos reassessments/labelling and fire safety inspections were conducted during the break
- Statistics – [March 2024 Stats.pdf](#)

Custodial

- Department meeting took place on March 1, 2024 - training new waxing program
- Deep/targeted cleaning took place over the break

Technology

- Security assessments and training is ongoing
- In April 2024, Google will be launching “MeetCall”, enabling third-party domains to schedule meetings
- Visited Buick Creek School to plan for computer setup that is taking place over the summer

Transportation

- Transportation department currently has two mechanics; the search is ongoing to bring the department up to four.
- Awaiting CVSE arrival for bus inspections so they can be deployed and used by the District
- Two buses from last year's order should be here by the end of June

LEAD TEST RESULTS 2024

LOCATION	DATE OF SAMPLE	RESULTS
ALWIN HOLLAND	February 10, 2024	0.0023 / <0.0001 / <0.0001
ANNE ROBERTS YOUNG	February 17, 2024	0.0005 / <0.0001 / <0.0001
BALDONNEL	February 16, 2024	0.0013 / 0.0031 / <0.0001
BERT AMBROSE	February 09, 2024	<0.0001 / <0.0001 / 0.0018
BERT BOWES	February 07, 2024	<0.0001 / 0.0012 / 0.0032
ADMINISTRATION OFFICE	February 05, 2024	0.0016 / 0.0018 / 0.0022
BUICK CREEK	February 08, 2024	0.0017 / 0.0025 / <0.0001
CENTRAL	February 07, 2024	0.0017 / <0.0001 / 0.0040
CHARLIE LAKE	March 01, 2024	0.0012 / 0.0014 / <0.0001
CLEARVIEW	February 12, 2024	<0.0001 / 0.0008 / 0.0014
CM FINCH	February 06, 2024	<0.0001 / <0.0001 / 0.0013
DR. KEARNEY	February 12, 2024	0.0019 / <0.0001 / <0.0001
DUNCAN CRAN	February 18, 2024	<0.0001 / <0.0001 / 0.0018
ELC	February 05, 2024	<0.0001 / 0.0011 / <0.0001
FACILITIES	February 01, 2024	<0.0001 / <0.0001 / 0.0013
HUDSON'S HOPE	February 02, 2024	<0.0001 / <0.0001 / 0.0007
MA MURRAY	February 28, 2024	0.0003 / <0.0001 / 0.0010
NPSS	February 06, 2024	<0.0001 / 0.0015 / 0.0010
PRESPATOU	February 28, 2024	0.0009 / 0.0021 / <0.0001
ROBERT OGILVIEE	February 06, 2024	<0.0001 / 0.0009 / 0.0041
TAYLOR	February 08, 2024	<0.0001 / <0.0001 / 0.0031
TECHNOLOGY / INDIGENOUS	February 02, 2024	0.0007 / 0.0008 / 0.0011
THE KEY	February 07, 2024	<0.0001 / 0.0035 / 0.0016
UPPER HALFWAY	February 29, 2024	0.0080 / 0.0005 / 0.0017
UPPER PINE	February 09, 2024	<0.0001 / 0.0014 / 0.0004
WONOWON	February 28, 2024	0.0008 / <0.0001 / <0.0001

MAXIMUM ALLOWABLE LIMIT IS .005mg/L

**The one faucet at Upper Halfway has been restricted for use. This faucet will be inspected and replaced if needed. Re-sampling will take place once corrective action is complete.