

SCHOOL DISTRICT 63 (SAANICH)  
EDUCATION DIRECTIONS COMMITTEE

**Report to the Board of November 29, 2023**

Committee Members: Trustee Silzer, Chair  
Trustee Vandall  
Trustee VanWell

Staff Support: Carly Hunter, Director of Instruction, Learning & Innovation - regrets  
Paul McKenzie, Assistant Superintendent

Partner Representatives: Leila Sinclair-Wise, SAA - Elementary  
Don Peterson, STA  
Candace Whitney, CUPE - regrets  
COPACS - regrets

Other Attendees: Chair Dunford, Trustee Elder, Trustee Hickman, Peter Westhaver & Melissa Austin

**Tuesday, November 21, 2023**  
3:00 pm

**A. PRESENTATIONS AND QUESTIONS**

No Items

**B. ITEMS DISCUSSED**

No Items.

**C. ITEMS FOR RECOMMENDATION**

No Items.

**D. ITEMS FOR INFORMATION**

The Committee received a presentation and report for information on 2023/2024 School Plans from Paul McKenzie and Melissa Austin.

**E. FUTURE AGENDA ITEMS**

No Items.

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To: Education Directions Committee

Prepared By: Paul McKenzie

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Subject: 23/24 School Plans

Date: November 21, 2023

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## Context

The development of the Saanich School District Strategic Plan, 2022-2027, ‘serves as a framework through which district directions and decisions are considered and initiated’. Further, ‘it is our public commitment, and acts as a road map to guide the district from where it is, to where it wants to be’. True to the spirit and the promise of these core themes, school plans are intended to reflect an evidence-informed, responsive, and ultimately iterative PROCESS that is simultaneously aligned to district priorities, and is uniquely contextualized to the school communities to which we serve. To this end, the school plans have been (and will continue to be) designed around:

- Goals aligned to our district priorities;
- Robust inquiry questions that frame the evidence we will use, and the strategic actions we will take;
- Direct connectivity to First Peoples Principles of Learning;
- Responsive strategic actions that are precisely attached to our inquiry;
- Annual processes for tracking in-year progress; and
- Summative identification of key learnings that will inform next steps for subsequent years.

The theme of ‘awakening’ our plans, not as products, but as living processes for improvement, is centred equally in First Peoples Principles of Learning, and has been a critical and essential part of our planning. In the spirit of ‘nothing about us without us’, our Indigenous Education department, under the tremendous leadership of Melissa Austin, Sheralyn MacRae, and Director of Instruction Carly Hunter, has been profound and inspiring. The metaphor of the ‘drum’ which thematically is woven through our journey to date, is meant to serve as an articulation of the rhythm of a school district awakened to the challenge and the opportunity of continuous improvement.

## Process

Since the spring of 2022, schools have engaged in the process of re-imagining school planning, through an equity informed lens to develop goals, inquiry, strategy and process metrics for plans. Included in this work, schools have:

1. Engaged at the school level in determining priorities, goals and ultimately inquiry questions drawn from a range of evidence sources;
2. District administrators and school teams were invited to participate in a full year learning series, facilitated by Shane Safir, centred using ‘Street Data’ to draw on voices from across school communities to inform our skills in listening effectively to be a more responsive learning community.

3. Developing school planning drafts (ongoing) that will form the basis for a process and will serve as our road map at the school level to guide our work, and track our progress.
4. Create an outward facing articulation of these plans to our school websites, that reflect our process for continuous improvement.
5. Regularly share / support on our progress.

### Summary and Next Steps

Attached for information are the final edits for our elementary school plans. Middle school and secondary edits are in their final stages and will be completed in January. All plans will be formatted for posting to the school websites in January 2024.

The intention subsequent to the January launch will be for schools to lean into the tracking of the 'How We Are Doing' section of our school plans with the intention of summarizing (for that year) key learnings and next steps. This will form the basis of an annual process for our district.

In closing, it is important to acknowledge the remarkable, dedicated and passionate leadership of our school administrators, teacher leaders, and the voices of our students and community. Gratitude extends to all for courageously leaning into and embarking on this learning journey.

Respectfully submitted,

A handwritten signature in black ink that reads "P McKenzie".

Paul McKenzie  
Assistant Superintendent

PM/skd

# Brentwood Elementary School

## 2023-2024 School Plan



### School Goal: Mental Health and Well-Being

**Promote mental health and well-being through Social Emotional Learning and trauma informed practice.**

#### Inquiry Question:

**How will strengthening resilience and perseverance strategies in our students impact their academic success and well being?**

#### What Do We Know About Our Learners?

At Brentwood Elementary, we are committed to improving academic achievement for all learners. Additionally, we believe that a strong foundation in social-emotional learning is crucial to achieve academic success and for overall personal well-being. Observations and Discussion points May 2023 during school planning session surfaced the following:

- Less social connections last 3 years due to pandemic;
- Observed increase in anxious thoughts in students; and
- Less perseverance, i.e. a tendency to 'give up easily'.

This goal and driving inquiry aligns to both our Mental Health and Well Being and Indigenous Learner Success strategic goals and First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

#### What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

1. Build Capacity and training for staff:
  - a. Arrange ProD in August with Shannon Husk in the area of SEL resiliency and perseverance, School planning day April <https://casel.org/blog/favorite-tools-for-starting-the-school-year/>;
  - b. Schedule regular "lunch and learns" for staff on relevant SEL topics/strategies:
    - i. Oct 31 Self management - Executive function;
    - ii. Nov 14 Self awareness and self management; and
    - iii. Dec, Jan, Feb, April, May.
2. Provide structure and staff to support SEL learning by having Class profile meetings that use 3 tier intervention model and emphasis on supporting teachers in tier 1- Universal design of learning (UDL) in the classroom;
3. Collect Base line data- Collaborate to find a way to record Base line of current levels of resilience/perseverance to tasks- DESSA? Student survey questions/other/grit; and
4. Capacity build for families- parent night in new year.
  - Aligns with evidence based research from CASEL 5 pillars of SEL;
  - Aligns with current resources found in Growth mindset, We Thinkers, SuperFlex, Zones;
  - Aligns with Trauma informed practice:
    - WSÁNEĆ cultural traditions that strengthen mental wellness

# Brentwood Elementary School

## 2023-2024 School Plan



### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

- **Class profile meeting** - bi-annual review of academic and SEL strengths and stretches with Inclusion support team (IST, counselor, admin, ELS, SLP, Psychologist, Literacy intervention) to guide term to term interventions in the area of SEL and support using the 3 tiers of intervention model and track and adjust over the year;
- **Report card:** data from previous year and current year to observe the work habits and growth mindset (resilience to difficult tasks);
- **Teacher capacity** - Through PRO-D and Lunch/Learn - Increase in teacher competency in the area of SEL and regular targeted instruction of strategies (modeling) with students, increase use of common language in the area of SEL;
- **Teacher observations** - increase in student awareness of applying strategies, increase academic readiness, increase motivation, increase resilience and perseverance; and
- **Student Empathy interviews/ Survey-** base line on mental wellness, strategies to that are used to persevere through tasks and be resilient.

### Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

# Brentwood Elementary School

## 2023-2024 School Plan



### School Goal: Literacy

To improve literacy for all students with a particular focus on early learning.

#### Inquiry Question:

**How can strengthening oral language and storytelling impact literacy skills in all learners?**

#### What Do We Know About Our Learners?

At Brentwood Elementary, we are committed to improving academic achievement for all learners. Additionally, we believe that a strong foundation in literacy is crucial to achieve academic success and for overall personal well-being.

Observations and Discussion points May 2023 during school planning session:

- identify areas based on student achievement through informal assessments, FSA data, report card data and observations;
- Data showed lower scores in Writing has been a school goal in past but more around building scope and sequence;
- Can we narrow down our focus to have a strong impact?;
- Teacher have noted many reluctant writers, especially in intermediate grades;
- SLP and kindergarten teachers report children ages 4-6 are coming to school with less oral language skills; and
- A number of students in intermediate grades with language disabilities.

This is important because pedagogy in language acquisition indicates the importance of oral language skills. Oral language skills are building blocks to literacy, social connections, culture and communication. The impact of oral language on written language is significant; proficiency in oral communication often leads to enhanced written skills. It forms the basis of grammar, vocabulary, and syntax which are all vital for effective written communication.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning, specifically that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

#### What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

1. Build Capacity and training for staff in the area of supporting oral language
  - a. PRO D - SKILLS program, Story workshop;
  - b. regular lunch and learns for staff on relevant oral language strategies:
    - i. Sept 20 SLP Caitin Mali -oral language - Phoneme and phonological awareness; and
    - ii. Nov 21 SKILLS; and
  - c. explore oral language rubric for grade levels.
2. Structural changes to interventions through class profile to include oral language support, Structure and staff to model story workshops in classes to increase oral language;

# Brentwood Elementary School

## 2023-2024 School Plan



3. Build materials and supplies for story workshop bins;
4. Find opportunities for storytelling and modeling:
  - a. <https://anneglover.ca/>;
  - b. Arts starts Story theater - Oral storytelling workshop (5 classes);
  - c. Indigenous story tellers; and
  - d. Assemblies.
5. Language learning pedagogy -increase proficiency in oral language to improve written communication, explicit linking of speech to print;
6. <https://www.ldatschool.ca/oral-language-skills/>
7. First people's learning- cultural, knowledge and social value of oral storytelling;
8. Enhancement Agreement Goal: WSÁNEĆ, other First Nations, Métis and Inuit students will experience academic success while maintaining a strong cultural identity; and
9. RTI model of support for classes - targeted support for oral language and literacy learning.

### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

- **Class profile meeting-** bi annual review of academic and SEL strengths and stretches with Inclusion support team (IST, counselor, admin, ELL, SLP, Psychologist, Literacy intervention) to guide term to term interventions in the area of SEL and support using the 3 tiers of intervention model and track over the year;
- **Report card:** data from previous year and current year to observe the oral language/ literacy growth
- Rubric oral language proficiency;
- **Teacher capacity-** Through PRO-D and Lunch /Learn - Increase in teacher competency in the area of strengthening oral language and regular targeted instruction of strategies (modeling) and impacts on literacy achievement (SKILLS/story workshop);
- **Teacher observations** - increase in student's ability to communicate and increase oral language skills, opportunities for modeling and experience with storytelling; and
- **Student Empathy interviews / Survey** - base line on mental wellness, strategies to that are used to persevere through tasks and be resilience.

### Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

# Cordova Bay Elementary School

## 2023-2024 School Plan



### School Goal:

**To foster a culturally responsive school community that celebrates continuous improvement of students' skills in creative and critical thinking.**

### Inquiry Question:

**How can we support our students in their ongoing development of critical and creative thinking skills through a First Peoples' principles of learning lens?**

### What Do We Know About Our Learners?

We believe that strong critical and creative thinking skills are important to addressing complex 21st century issues, such as Truth and Reconciliation. Explicit instruction of thinking skills, over time, supports students in being reflective, challenging assumptions and celebrating diversity and multiple perspectives. Students who are critical thinkers are able to move beyond simply knowing information to becoming active, engaged and socially responsible citizens.

This goal and driving inquiry aligns to both our Global Citizenship and Indigenous Learner Success strategic goals and First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning recognizes the role of Indigenous knowledge.
- Learning requires exploration of one's identity.

### What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- School-wide explicit instruction of critical and creative thinking strategies (assemblies, class, clubs, teams);
- School-wide critical and creative thinking challenges/inquiries (monthly);
- Sustained Inquiry - ensure daily opportunities to practice creative and critical thinking, by providing a balance of process-based learning and product-based learning, offering daily/weekly challenges, asking a wide variety of open-ended questions, supporting skill development for problem-solving during class meetings, social skills lessons, connections to self, others and world, etc.);
- Inquiry-Based Learning;
- Project-Based Learning;
- Assessment Practices - ensure a balance of formative and summative assessment practices. Consistent formative assessment encourages continual feedback practices to support ongoing revisions of student work at each step of the learning. Evidence of learning is shown in a variety of ways and reflects student diversity; and
- Teacher Pro-D (monthly, lunch and learns, summer pro-d) - critical and creative thinking, building capacity for sustained inquiry through a cascading challenges approach, embedded daily and weekly inquiries/challenges, build teacher and student capacity for feedback and reflection practices.



# Cordova Bay Elementary School

## 2023-2024 School Plan



### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. More specifically:

- **Anecdotal reports** - Following school-wide and class challenges practicing the critical and thinking competencies, we will debrief via google doc feedback and share out at staff meeting;
- **Parent Checklist** - We will collect parent observations via a checklist related to their child's critical and thinking competency and transfer from school to home;
- **Student Satisfaction Surveys** - Determine those questions related to creative and critical thinking and use as data;
- **Our School Survey** - We will ensure that there are at least 2 questions focused on the thinking competency to be used as data;
- **FSA results** - We will review the % of students who score 3/4 or 4/4 on questions requiring higher level mental processing and creativity, as noted in each year's FSA school assessment reports for particular questions;
- **Exit Interviews** - We will conduct exit interviews with our Gr 5 students with at least 2 questions related to critical and creative thinking competency; and
- **Core Competency Student Self-Reflections** - Student self-reflection of the thinking competency will be collected and reviewed 3rd term at final staff meeting to determine trends, stretches and strengths for 24/25.

### Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

# Cordova Bay Elementary School

## 2023-2024 School Plan



### School Goal: Literacy

#### Inquiry Question:

**How can we continue to increase student success in literacy?**

#### What Do We Know About Our Learners?

Literate students are able to explore language and story to learn more about themselves, their families and the role of Indigenous knowledge in their learning. Through ongoing development of listening and speaking skills, students can connect with others near and far which is fundamental to global citizenship. Strong literacy skills allow students to deepen subject-specific and cross-curricular understanding, thereby supporting increased academic success in all content areas.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning, specifically that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

#### What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- Integration of Indigenous literature, language and culture to support connectedness, reciprocal relationships and a sense of place, as we address the 94 Calls to Action;
- Ongoing focus on Call to Action #62 - Teachers will learn the tools to teach about Indigenous cultures, languages, including residential schools, and will learn to use Indigenous teaching styles, as outlined in the Indigenous Principles of Learning;
- Access to just right and culturally responsive text for all students;
- Access to Google ReadWrite and other assistive technologies where possible;
- Inclusion Support Team to engage weekly at Wednesday meeting in a review of the comprehensive support model (balance of push-in and pull-out support where necessary); and
- Regularly scheduled School-Based Team meetings with teachers to plan for students with lagging skills, using an RTI model (Tier 1,2,3), differentiation of instruction and comprehensive support model.

# Cordova Bay Elementary School

## 2023-2024 School Plan



### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

- DLA data review fall and spring (note trends, monitor progress, inform instruction, pro-d development, instructional strategies, resources, learning support models);
- Report card data - June summative reports in ELA will be reviewed in fall in grade groups during class profile team meetings (learning support model will reflect the fall needs and will be on a 6-8 week review cycle); and
- FSA Data will inform whole school instructional practices for literacy and guide our teacher and Educational Assistant professional development model.

### Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

# Deep Cove Elementary School

## 2023-2024 School Plan



### School Goal #1: Social Emotional Learning (SEL)

To build belonging and connection by developing students' social-emotional and social communication skills

### School Goal #2: Communication Skills

to grow students' abilities to effectively communicate with others, with a focus on literacy communication skills.

#### Inquiry Question:

**Through school-wide consistency, local teachings of the WSÁNEĆ peoples, and a lens of equity, how will a school-wide SEL approach targeting communication and language learning opportunities impact student achievement in literacy?**

#### What Do We Know About Our Learners?

- Our school data indicates that there are learning opportunities where we can improve students' social communication and thinking communication skills particularly within literacy;
- We recognize the link between students' **social-emotional learning skills**, engagement with others and with learning, and student success at school. Research shows that a focus on social-emotional learning helps meet the diverse needs of students;
- We value and include all students. In a supportive, authentic environment, students are empowered to be true to self and the best versions of themselves;
- We are committed to open, honest, and respectful communication, character development, global learning, social justice, environmental sustainability and emotional wellbeing;
- All students communicate. As such, a **communication goal** is inclusive for all students, staff, and programs: English French Immersion, ELL, ESL, SENĆOŦEN, FSL;
- We know that strong student achievement and social skills stem from students' abilities, confidence, and willingness to engage with language and communicate needs, wants, feelings, and thoughts in social settings. This core competency - effective communication - is about effective meaning making in social settings;
- Staff strive to create thoughtful, purposeful, and **intentional** learning opportunities, which lead to successful student experiences, growth, and results; and
- We are a **language-rich**, dual track English and French Immersion school. Both programs celebrate our school-wide focus on developing students' language skills: reading, writing, listening, and speaking.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principals of Learning, specifically that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

# Deep Cove Elementary School

## 2023-2024 School Plan



### What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- Continue to collaborate with staff and students regarding ways to ensure students feel connected and have a sense of belonging in their school (student leadership opportunities, assemblies, school-wide events, etc.);
- Implement common SEL language school-wide;
- Explicit teaching of the MindUp! resource school-wide;
- Direct resources towards the school goal;
- Explicit teaching of conflict resolution, and communication skills, school-wide;
- Continue to offer before and after school Reading Club to provide early intervention reading support; and
- Provide regular school updates to parents on goal progress and activities, and how parents can support learning.

### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

- Foundational Skills Assessment (FSA);
- Engagement Data: OurSCHOOL Survey
- Social Emotional Learning DESSA School Survey;
- DLA/FI DLA;
- Office Visits;
- *"Reading Between The Lines"*: Gathering Street Data;
- Capturing data: Bi-annual class profile meetings; and
- Intermediate Student Leadership Club feedback.

### Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

# Keating Elementary School

## 2023-2024 School Plan



### School Goal: Literacy

**To improve student literacy across the curriculum for all students regardless of language program, with a particular focus on primary years, and foundational reading skills.**

#### Inquiry Question:

**How can we improve literacy for all students? Which key literacy practices are valued as impactful across all grades?**

#### What Do We Know About Our Learners?

Research affirms the importance of literacy, particularly in the early years as a key marker for success and engagement. We have observed a reduction in the number of children entering intermediate grades as non-readers (i.e. “emerging” proficiency on report card and/or District Literacy Assessment (DLA). Ensuring that tools to assess both decoding and comprehension are employed. As children become older and are still striving to read are not able to action their learning. This also has a detrimental effect on their self-esteem and image of self as a learner.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principals of Learning, specifically that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

#### What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- Professional book clubs on the subject of early literacy, and Science of Reading concepts;
- Conversations between Keating’s literacy team and that of other schools to compare/share strategies and results;
- Engagement in professional development and workshops;
- Provision of collaboration time, partially facilitated by building this into schedules;
- Continuing to offer and engage in diversity planning sessions;
- Compassion interviews with children (What kind of teaching helps you? How do you like to learn?) to gather Street Data. These interviews can be facilitated by Inclusive Education staff; and
- Creating a scope and sequence to guide effective teaching at every grade level.

#### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year’s plan. And, specifically:

Using the combination of report card data, FSA results, and DLA results to gauge success, identify learning needs, and guide our practice as educators.

#### Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

# Keating Elementary School

## 2023-2024 School Plan



### School Goal: Mental Health and Well-Being

**To improve mental health and well-being through social emotional learning (SEL) and trauma-informed practice.**

#### Inquiry Question:

**How do we establish and nurture a school culture or mental wellness? This includes students, staff, families.**

#### What Do We Know About Our Learners?

Increased need for counseling support schoolwide. Evidence that Tier 1 programs implemented schoolwide make a significant difference in well-being.

This goal and driving inquiry aligns to both our Mental Health and Well Being and Indigenous Learner Success strategic goals and First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

#### What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- Evidence based classroom programs, partnered with an overarching set of themes that are the focus of schoolwide assemblies and activities;
- Placing staff wellness as a crucial element in the mental health and wellness of the school community;
- Creating opportunities to celebrate, gather, and work together as a school community for specific purpose, or for joy (e.g. Cram the Cruiser, Family Read-In, Terry Fox Run, full school recesses); and
- All staff learn and apply strategies and provide feedback about student learning with regard to the application of practical calming or coping strategies.

#### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan.

#### Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

# Lochside Elementary School

## 2023-2024 School Plan



### School Goal:

**To foster identity, well-being and leadership through a lens of equity and inclusion.**

### Inquiry Question:

**With student voice as our guide, how can we deepen understanding of student experience in order to better identify and remove barriers?**

### What Do We Know About Our Learners?

We know that positive self-identity is a major contributor to academic achievement and positive relationships. Removing barriers will provide more equitable access to what students need for success

Through the lens of First Peoples Principles of Learning, students will continue to develop their knowledge and understanding of Indigenous culture, inclusive of W̱SÁNEĆ, Metis, First Nations that are represented within our student body through experiential learning opportunities such as:

- Artist in Residence – Bear Horne – Welcome Pole;
- Development of SENĆOŦEN language through lunch time club;
- Community members visiting and teaching students about W̱SÁNEĆ principles directly linked to learning in the classroom;
- Opportunities such as the Indigenous Atlas of Canada and Salish Weave for the whole school community;
- Staff learning through Professional Learning sessions – Competency Training and Blanket Activity, Identity Mandala; and
- Beyond the Fence – connection to land – self regulation – connection to SENĆOŦEN language

This goal and driving inquiry aligns to both our Global Citizenship and Indigenous Learner Success strategic goals and First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning recognizes the role of Indigenous knowledge.
- Learning requires exploration of one's identity.

### What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- Engaging in empathy interviews to understand students who sit along the margins of the school, and gain deeper understanding of why and how the school can better serve them;
- Developing staff understanding of racism through accessing the Global Pluralism Reflection Tool. Strengthening staff skills for addressing racism, and how to make our school welcoming for newcomer, immigrant and indigenous families;
- Inclusion of diversity through cultural celebrations;
- Addressing cultural discrimination within fun lunch and other food programs;
- Cultural and identity boards displayed throughout the school;
- Connecting with community through ICA and SWIS and ELL/ELS department;
- Removing financial barriers for all families in need;



# Lochside Elementary School

## 2023-2024 School Plan



- Accessing YFC, counselling, SWIS and VICCAR to support student emotional and mental well-being; and
- Staff book club building understanding, knowledge and capacity to address issues around SOGI  
*"Gender: Your Guide"* by Lee Airton.

### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan.

### Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

# Lochside Elementary School

## 2023-2024 School Plan



### School Goal:

**To foster literacy development with a focus on achieving proficiency in reading and writing.**

### Inquiry Question:

**By providing a balanced and foundational early years (K-3) literacy program that address gaps in literacy knowledge (strengthening phonetic and phonemic skills) will we see an increase in literacy proficiency and engagement in all learners?**

### What Do We Know About Our Learners?

Literacy skills and competency impact all areas of learning and future success. Research shows that direct teaching of phonological and decoding skills will maximize growth for all learners and will in turn provide a strong foundation for literacy development.

We will draw on various sources of classroom evidence, using this and the basis for our planning and our school-wide literacy practices.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning, specifically that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

### What Are We Doing?

- Intervention and intentional teaching of skills through: Heggerty, Science of Reading values, LIT role;
- Whole school book club – “The Wild Robot” – the PAC has purchased a book for each family to read; We will have read aloud after school opportunities in the LLC for those families that have language barriers;
- Family Book Club will be connected to future STEM and Writing Fair;
- Literacy committee to develop whole school activities to promote literacy;
- Unified early years literacy program approach to ensure sequential skill development, common language, tools and scaffolding;
- PAC supports funding for a Home Reading Program for Kindergarten and Grade 1 classes;
- Infusion of Story Workshop in K-2 classes to develop writing and storytelling skills; and
- Grade 3 classes engaged in Story Studio workshops to continue to build skills and engagement in story writing.

### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year’s plan.

### Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

# Prospect Lake Elementary School 2023-2024 School Plan



## School Goal: Literacy

### Inquiry Question(s):

1. **How can we amplify the voice of our vulnerable English Language Learners and ensure our instruction honours the diversity of our school population?**
2. **Using a scope and sequence across grades, how can we to build a consistent set of skills for our learners across all grades in literacy**

### What Do We Know About Our Learners?

Two key areas of focus, based on what we know about our learners, that will guide our collective work to support all students:

#### 1. **Equitable Instruction**

- Conducting empathy interviews-- we recognize that restructuring our set of questions to be student-centred will help us gain a better understanding of their connections to the school and to their learning. We intend to do a second set of empathy interviews this year.

#### 2. **Scope and Sequence**

- We will use the DLA results to inform ongoing instruction. We learned, for example, that students were able to locate information, but not always able to connect to what they had read. One of the skills required on this assessment is for students to ask a question that furthers their understanding. We noticed that students lacked engagement in striving for more. We want our work with students to instill the joy of reading and writing and this is our focus area; and
- Each term, we will benchmark students' reading skills (eg- Alberta Diagnostics, Heggerty, Decoding (Scott Jenkins), Words Their Way inventory, UFLI, Dolch sight words) to monitor growth and ensure we are building skills in order to identify and prevent gaps in learning and inform instructional strategies.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning, specifically that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

# Prospect Lake Elementary School

## 2023-2024 School Plan



### What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

#### 1. Equitable Instruction

- Through explicit teacher instruction, students will build background knowledge, comprehension, and vocabulary development;
- Students need improved access to diverse texts - we want our students to see themselves in the books they read at school. This includes lessons taught in the classroom, our school library collection materials, and other printed resources such as posters in our school and classroom novel sets;
- Structured and consistent Early Literacy instruction through our LIT support and use of Heggerty will enable a greater number of students to build skills in the foundational primary years; and
- common language and resource usage amongst our staff will allow students to more readily build a consistent foundation of their skills throughout their school experience.

#### 2. Scope and Sequence

- Twice annually, students will participate in a school-wide write. Grade group teachers will then meet to assess learning and plan for next steps;
- Island writing network-- comparing our student work to Island examples;
- Six Traits of Writing resource will be used to ensure common language and sequence of skill development for our students; and
- Adrienne Gear's Writing Power will serve as a guide for writing instruction and comprehension of reading.

### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

Student graduate compass connection/ questions for student learning survey:

- Have you ever read a book more than once? (y/n);
- Do you feel excited to read new books? (y/n);
- What kind of books do you find exciting or enjoy reading?;
- Have you ever read a book where you feel like you wanted to be part of the story; and
- What's your favourite way to share your knowledge about reading or writing?

### Where Are We Going?

From Adrienne Gear's work, we will move away from the KWL (know-want to know- what I learned) to "Knew/New"- what you previously knew versus a new understanding

# Prospect Lake Elementary School

## 2023-2024 School Plan



### School Goal: Global Citizenship

#### Inquiry Question:

**How can we build skills and provide opportunities for students to interact responsibly, thoughtfully, and respectfully in all aspects of their lives?**

#### What Do We Know About Our Learners?

- Student technology survey- gaining a deeper understanding of what the online world is for our children and discovering how students are engaging online in their personal time; and
- Empathy interviews- reflecting on how we move forward in times of challenge to do better the next time.

This goal and driving inquiry aligns to both our Global Citizenship and Indigenous Learner Success strategic goals and First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning recognizes the role of Indigenous knowledge.
- Learning requires exploration of one's identity.

#### What Are We Doing?

Over the course of the year, the following will be our direct areas of focus:

- Use of our school beliefs– We take care of ourselves, We take care of others, We take care of this place - using this language throughout our school, on announcements, and in daily interactions with students we together promote connectedness within our school and beyond;
- celebration of light- highlighting celebrations across culture during the winter months so all of our students see themselves reflected in our school;
- PAW CLAW assemblies– each month is focused a theme which contributes to building school culture;
- School bulletin board- monthly bulletin board features work by every student;
- Clubs and teams (student leadership)- we contribute to and become active members of our school community by being engaged participants in areas that interest us;
- Digital Citizenship- discussing media use and balance, cyber-bullying, online interactions vs in-person behaviour, privacy online, click bait– we want to support students in their navigation of the online world so that their personal values and behaviour are reflected online;
- Strive for children to become intrinsically motivated to lift others up with their words and actions to make a better world;
- School garden- taking ownership of our plots and having a theme of pollination;
- Connecting with nature– spending more time outdoors in our nature space engaging with the land;
- Sharing our voices-- using language or images to create a school video saying thank you or hello; and
- Important connections– our staff each connect on a regular basis with students beyond their classroom who benefit from additional and ongoing adult support due to social or emotional needs.

# Prospect Lake Elementary School 2023-2024 School Plan



## How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically:

Student Learning Survey questions to add:

- How would you tell a friend how to play safely online?
- Can you name 2 or more adults at our school who you can seek help from?
- Name some new students you feel connected to after starting our PAW CLAW assemblies
- What do you enjoy about family groupings?
- Yearly, recognize all of our students who have participated in clubs and teams
- Use of google forms to survey students about efficacy of family grouping assemblies and seek feedback about what would make them more empowering for students
- Ask our PAC– how are our school initiatives supporting connection and belonging to our school and enhancing student connection to our wider world
- Using our Buddy Bench– throughout the year, survey students to discover if and when they used the Buddy Bench to be included or include others to make a positive impact

## Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

# Sidney Elementary School

## 2023-2024 School Plan



### School Goal: Literacy

**To increase literacy outcomes for all students.**

#### Inquiry Question:

**How can we increase student literacy achievement through differentiated whole class literacy practices?**

#### What Do We Know About Our Learners?

Our most recent report card data showed 42% at emerging or developing. There are 53% proficient and 4% extending. DLA 40% emerging/ developing 55% proficient 5% extending.

Through our Literacy intervention team, our school is providing daily regular literacy intervention to 9% of our student population outside of the classroom. Aligning our classroom practice with high quality whole class literacy instruction will provide literacy support to all students in our school. Classroom instruction will provide repetition and consistent literacy instructional approaches for students who are also receiving interventions in our school.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning, specifically that:

- Learning involves patience and time;
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place); and
- Learning is embedded in memory, history, and story.

#### What Are We Doing?

Over the course of the year, the following will be our specific actions:

- teacher access to high quality resources to support instruction;
- regular professional development for all staff focusing on whole group instruction strategies;
- increased opportunities for collaboration drawing on expertise of staff;
- mentoring opportunities between teaching staff (collaboration, class visits, team teaching);
- aligning instruction and intervention amongst all teaching and itinerant staff (classroom teachers, Speech Language Pathologist, and school / district based teams);
- school wide write;
- Monthly Family Read Around the School; and
- Indigo Grant from 2023-2026 (\$50,000) to purchase quality books and resources for classrooms.

#### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan. And, specifically the following will be key elements:

- Learning involves patience and time;
- Report Card Data (Literacy report card data - June);
- DLA Data (2023-2024);
- Foundation Skills Assessment (FSA);
- Literacy Tracking form;
- Teacher formative and summative assessments;
- School Wide Write – data; and
- photos: Kids reading, Teagon lesson, rainbow table lesson, family read in.

# Sidney Elementary School

## 2023-2024 School Plan



### Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.



# Lochside Elementary School

## 2023-2024 School Plan



### School Goal:

**To foster literacy development with a focus on achieving proficiency in reading and writing.**

### Inquiry Question:

**By providing a balanced and foundational early years (K-3) literacy program that address gaps in literacy knowledge (strengthening phonetic and phonemic skills) will we see an increase in literacy proficiency and engagement in all learners?**

### What Do We Know About Our Learners?

Literacy skills and competency impact all areas of learning and future success. Research shows that direct teaching of phonological and decoding skills will maximize growth for all learners and will in turn provide a strong foundation for literacy development.

We will draw on various sources of classroom evidence, using this and the basis for our planning and our school-wide literacy practices.

This goal and focused inquiry question aligns directly to our strategic priority in Literacy. Additionally, our intended approaches are deeply connected to First Peoples Principles of Learning, specifically that:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

### What Are We Doing?

- Intervention and intentional teaching of skills through: Heggerty, Science of Reading values, LIT role;
- Whole school book club – “The Wild Robot” – the PAC has purchased a book for each family to read; We will have read aloud after school opportunities in the LLC for those families that have language barriers;
- Family Book Club will be connected to future STEM and Writing Fair;
- Literacy committee to develop whole school activities to promote literacy;
- Unified early years literacy program approach to ensure sequential skill development, common language, tools and scaffolding;
- PAC supports funding for a Home Reading Program for Kindergarten and Grade 1 classes;
- Infusion of Story Workshop in K-2 classes to develop writing and storytelling skills; and
- Grade 3 classes engaged in Story Studio workshops to continue to build skills and engagement in story writing.

### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year’s plan.

### Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

# KELSET Elementary School

## 2023-2024 School Plan



### School Goal: Social Emotional Learning (SEL)

**Implement school-wide strategies and activities for students to develop the skills to manage their emotional, mental, and physical wellbeing, requiring awareness of equity, diversity, and inclusive practices.**

#### Inquiry Question:

**How can we increase engagement and achievement in literacy while recognizing the importance of having students' minds and bodies ready for learning?**

#### What Do We Know About Our Learners?

Our learners come from culturally rich and diverse backgrounds. Many students are eager to be involved in leadership activities and organized events offered at the school. They continually demonstrate a positive attitude, determination, and lively curiosity toward their learning. Our staff have observed that many of our students benefit from direct teaching of social and emotional skills to increase their ability to regulate emotions in challenging situations, resulting in improved focus on learning. We utilized the Devereux Student Strengths Assessment-Mini (DESSA) which measures the following domains: decision making, relationship skills, optimistic thinking, self-management, social awareness, and personal responsibility. The results presented our staff with a greater understanding of our students' strengths, while providing us with direction on areas for growth. Please refer to charts. Chart A indicates the overall frequency of student behavior in these areas. Chart B showcases the areas that students are requiring skill development.

Our Social Emotional goal aligns with the District Strategic Goal to promote mental health and well-being through social emotional learning and trauma informed practice. We will be directly teaching social emotional skills through effective use of curricular resources and research-based programs.

The goal also aligns with the Indigenous Education Enhancement Agreement goal: *W̱SÁNEĆ*, other First Nations, Métis and Inuit students will strengthen their knowledge and understanding of mental and emotional wellness.

Also, and importantly, this inquiry connects directly to First Peoples principles, where:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.

#### What Are We Doing?

##### SEL Classroom Programming

- Second Step is a program that helps to build social-emotional skills through scenarios, discussions, and making connections
- Social Thinking programs, such as Zones of Regulation and We Thinkers, which gives kids the language to identify their emotions and behaviours and use skills to regulate their bodies and build relationships
- EASE (Everyday Anxiety Strategies for Educators)
- MindUp strategies
- School-wide Strategies

# KELSET Elementary School

## 2023-2024 School Plan



### Student Leadership Opportunities

- School wide Assemblies – incorporate the learning of our KELSET Beliefs
- Student Lunch Monitors
- Morning Announcements
- Physical Wellbeing
  - Lunch time Intramurals
  - Sports equipment available at recess

### Staff Professional Development

- A Pro-d Series, led by Holly Vivier and Shannon Toronitz, on the Zones of Regulation and Social Emotional Learning
- Linda O'Neill, *Educational Psychology, Counselor - Trauma Informed Practice*
- Professional Book Club: *Fostering Resilient Learners*

### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan.

### Student Survey Results Spring 2023:

- 97% students feel they are kind
- 91% students feel they can solve problems peacefully
- 86% students feel they belong at the school

### Results from Empathy Interviews of randomly selected students:

- a plan for the day will help keep me on track with expected behaviours
- I like having choice of things to do at recess
- would like family involvement in school activities when they most need it
- taking breaks and hands on learning helps me to learn the best
- I learn best when it's quiet
- I like to have someone around to help me in my learning
- having friends and people who will listen will help me have a good day
- I would like to have my family come see my classroom
- I want to come into the school and feel it will be a good day

### Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

- a continued commitment to focused professional development opportunities on Social Emotional Learning (SEL), Self-Regulation, and trauma-informed practice
- mini DESSA data collection and other means of gathering information
- exploration and development of a schoolwide projects which build community
- involvement from the community (i.e. mentors, Elders) for continued learning and connections
- continued opportunities for student leadership
- direct teaching of anti-racism and cultural awareness
- regular assemblies to build community and celebrate learning
- Parent Workshops offered (i.e. Zones of Regulation, Social Emotional Learning)
- imbed First Peoples Principles of Learning throughout all of our learning
- Continued community building events in conjunction with the PAC

# KELSET Elementary School

## 2023-2024 School Plan



### School Goal: Literacy

**To improve student achievement in reading, writing, listening, and speaking by using a school-wide scope and sequence of literacy concepts and programs.**

#### What Do We Know About Our Learners?

KELSET staff are committed to improving literacy for all students. Report card data and literacy assessments indicate that over 14% of our learners are at the emerging level and over 30% are developing in their literacy skills. Please refer to charts. Chart A showcases English Language Arts report card data in June 2022 and Chart B displays English Language Arts report card data in June 2023.

With many teacher resources, strategies, and programs available at each grade level, our staff recognize the benefits of collaborating to ensure that all students are receiving a comprehensive and consistent literacy approach from Kindergarten to grade 5.

This goal aligns with the District Strategic Goal to improve literacy across the curriculum for all students with a particular focus on early learning. We will be utilizing the District Literacy Assessment and other assessment data to inform our practice.

As we work towards achieving our literacy goal, we will ensure that WSÁNEĆ, other First Nations, Métis and Inuit students will experience academic success, while maintaining a strong cultural identity, as outlined in the Indigenous Education Enhancement Agreement.

Also, and importantly, this inquiry connects directly to First Peoples principles, where:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves patience and time.

#### What Are We Doing?

- Development of Literacy Working Group of teachers to guide this work
- Intensive Literacy Intervention for students at the emerging level
- Scheduled Targeted Reading Time for grades 1, 2, and 3 each term
- Professional Development, such as Adrienne Gear literacy workshop and Targeted Reading Instruction
- Regular Grade group collaboration to review curriculum standards, discuss assessment and reporting, and set short term goals

#### How are We Doing?

Over the 2023-24 year, we will track progress on our initiatives identified in this year's plan.

#### Student Survey Results Spring 2023:

- 90% students like reading
- 86% students like writing
- 96% students feel they are good at listening

# KELSET Elementary School

## 2023-2024 School Plan



### Teacher observations:

- Sound knowledge has improved (evidence from Words their Way assessment)
- Stronger foundation of letter sounds for grade 1 students
- Consistent programming across grades:
  - Letterland and Heggerty at kindergarten level
  - UFLI used at Grade 1 level
  - early chapter book series at Grade 2 and 3 level
- Support provided for all students rather than exclusively striving readers

### Where Are We Going?

Summary learning, based on evidence gathered over the year, will provide us with key learnings to guide next steps for the 2024-25 school year and beyond.

### Literacy Working Group to review:

- streamlining support schedules
- how to support comprehension strategies as well as phonics instruction
- increase communication between team members and families
- Support kindergarten teachers with District Literacy Assessment implementation in spring
- Professional Development opportunities in area of literacy
- Supporting families with literacy at home
- Purchase Resources – create a 3-year spending plan
  - Decodables
  - Story Workshop Bins