

School District No. 8 (Kootenay Lake)

Adam Robertson Elementary School Learning Plan 2023-2024



District Context

Mission: *We inspire and support each learner to thrive in a caring learning environment.*

Vision: *Our learners grow as global citizens in an innovative and inclusive community.*

Values: *Our values help shape the culture of our schools and workplaces. By upholding these beliefs and attitudes, we can build learning communities that will lead to the fulfilment of our mission.*

Date: November 29, 2023 School: Adam Robertson Elementary School

Vision

To support the development of RESILIENT children who can thrive in any community.

School Profile

- 320 students
- 35 Staff
- 14 classrooms
- Kindergarten to Grade 7
- 77 students with Aboriginal Ancestry
- 17 students with Diverse Learning Needs,
- 23 ELL Students
- 66 Vulnerable Students

Consultation Process

Staff

- Planning day discussions
- Collaborative work in building class Learning Profiles
- Anonymous staff survey – December & June
- Informal discussions
- Weekly staff email updates with opportunity for feedback & contributions
- Opportunity for primary & intermediate staff collaborative sessions in literacy & numeracy

Students

- Anonymous student survey – December & June
- Assessment
- Intermediate Student Belonging Survey
- Staff bulletin board with interactive activities and question box
- Monthly Assemblies
- Classroom visits to address specific issues & receive student input for problem-solving

Parents

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- Monthly newsletter with opportunity for parents to respond via e-mail
- Anonymous Family survey – December & June
- Invitation to participate in school planning day
- Monthly PAC meetings
- Learning Fair visit
- Open Door Policy
- SEY2KT Parent/Family participation
- Parent participation in schoolwide activities

Indigenous Representation

- Consultation with Aboriginal Education Support Worker (Josie Fullarton)
- Consultation with Aboriginal Success Teacher (Danielle Sonntag)
- Anonymous staff survey
- Discussion and staff meetings, which include Aboriginal Success Teacher
- Reconciliation Committee – regular meetings & planning sessions

Coherence and Alignment

Ministry of Education Policy for Student Success
School District No.8 Framework for Enhancing Student Learning
BC Tripartite Education Agreement

<h1>Literacy</h1>
Goal Statement
Improve literacy proficiency for all learners.
Where We Are At
Literacy Data (Include provincial, district, and school level data as available)
<ul style="list-style-type: none"> • Grade 4 - Report cards – 33% above grade level / 66% below grade level) • Grade 4 – FSA – 27% at grade level or above • CLEVR/ELP Data • Classroom-based reading assessments (DRA/Reading A-Z, RAZ Kids, EPIC) • Learning Update Proficiency Scale • Schoolwide Write • FSA's - Grade 4 & 7 • CHEQ Results • Student Learning Survey
Analysis (What objective trends do we see based on the data?)
<ul style="list-style-type: none"> • CHEQ survey has shown a greater need for Speech intervention in kindergarten. SLP can target specific skills/students as a station in the literary center and avoid pull-outs

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- ELP data is showing that students don't have a common language for alphabet knowledge and phonemic awareness
- ELP data has shown a need for a collaborative approach among our Primary teachers and support staff. This collaborative approach will create flexible groupings for students to work on their targeted skills deficits.
- Learning Update Data demonstrates that we have a large number of learners who are not meeting proficiency in Literacy in the Intermediate Grades. Targeted intervention and differentiation of instruction is needed at our grades 4-7 levels.

Rationale (What is going on for our learners? How do we know? Why does it matter?)

- Some primary students are more able to show what they know when given Play-based learning opportunities
- Grade 4 students are below grade level in literacy
- Growing literacy coherence across the Primary classes, but lacking intermediate coherence
- There is adult responsiveness to primary students' strengths and stretches in accordance with their Early Learning Profile assessment.
- Lack of consistency in literacy teaching approaches in intermediate years
- Increased community of practice in our Early Years team, including Classroom Teachers, Teacher/Librarian, Inclusion Support Teachers, and Administration.
- An increased need for cross classroom collaboration and learning experiences to target specific interventions and learning needs in intermediate literacy
- We now have assessment cohesion in Primary literacy, with beginning stages of assessment cohesion in Intermediate literacy
- More differentiation is needed to address needs

Target (Specific and measurable statement of the desired improvement)

On the Summary of Learning Report for 2022-23, our school showed 45% of our learners in a proficient or extending range for English Language Arts. For the 2023-24 school year we would like to see an increase of 15% in the proficient/extending range to have a minimum of 60% of all our learners meeting or exceeding proficient in English Language Arts.

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)



- [Strategic Priorities and exemplars of connections to support the goal:](#)

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1. **LIFELONG LEARNERS: We improve student learning through interest-based, competency-based, flexible and innovative approaches.**
 - Heggerty and UFLI programs allow for similar language and actions for phonemic awareness
 - Four sessions of SEY2KT (Strengthening Early Years to Kindergarten Transitions) to instill early literacy awareness for pre-school students and their parents and to identify prospective challenges.
 - February Read-a-thon for all students – Motivating theme for the month to engage students in reading with a goal of having students read for pleasure.
 - We will be using a new program in January - (CORRECTIVE READING & COMPREHENSION Intervention) with our Grade 4 students
 - Used Book Exchange - Scholastic Book Fair
 - Family Literacy Week
 - Literacy Scavenger Hunt

2. **CONNECTED LEARNERS: We inspire learners to become curious, critical, and creative stewards of the natural world and the local and global community.**
 - Literacy centers with grade seven mentors (Learning involves generational roles and responsibilities)
 - Great Big Buddy Read - Primary students paired with their older buddy

3. **CARING & INCLUSIVE LEARNING CULTURE: We promote physical and mental well-being through social-emotional learning to foster compassionate learners.**
 - Targeted interventions integrated into primary classroom Literacy Hour (no pull-out)

4. **CULTURAL & IDENTITY DEVELOPMENT: We promote a positive sense of identity in culturally safe and responsive communities of learning.**
 - Knowledge and implementation of the First Peoples Principles of Learning incorporated into Learning Centers. (Learning is experiential, relational and takes patience and time)
 - Story Workshop (Learning is embedded in memory, history, and story)

5. **CAREER DEVELOPMENT: We prepare students to graduate with options for their future life and career goals.**
 - Scholastic Book Fair – Intermediate students set up and organize the book fair, as families and students browse and purchase books throughout the day.

Where We Are Going (Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

- Early Learning Success meetings
- Early Learning Workshops

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- Heggerty program for grades Kindergarten / Online videos for Heggerty
- UFLI program for Grades 1-3
- Collaboration time for Primary teachers to create and build centers for Literacy Hour.
- POPEY's "Shifting the Balance" training for Primary teachers
- K/1 Virtual Literacy Sessions
- Literacy Pro-D Sessions
- Grade 2/3 Literacy Sessions
- PowerPoint & Links from Shifting the Balance
- Targeted discussions at Staff Meeting around strategies and priorities for our learners
- Corrective Literacy (Reading & Comprehension) Intervention program for intermediate staff, so there will be some coherency

Student Learning (What student learning strategies will support meeting the target?)

We will be implementing the CORRECTIVE READING & COMPREHENSION program with our Grade 4 group to address the gap that is apparent with many of these students. This program is intended to provide intensive instruction of critical skills to optimize learning for students whose reading difficulties place them one or more years behind their peers

- Direct Instruction with sequenced lessons for struggling students - *(Four levels for decoding plus four for comprehension to address reading deficits and skill levels found among older students).*
- The Decoding strand includes phonemic awareness, phonics, fluency, vocabulary, and comprehension. In the Corrective Reading Comprehension strand, vocabulary and comprehension are addressed.

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

Coherence of Practice – In the past we had numerous programs and philosophies guiding our literacy practice throughout the primary classes. Our hunch is that students are experiencing greater learning loss in the fall months when coming into a new class with a new approach to literacy. **Therefore, we believe a common approach and program will improve our student's literacy results across our primary grades, and students will have a more impactful results on their ELP assessments for best placement in their targeted literacy intervention groupings.**

Numeracy

Goal Statement

Improve numeracy proficiency for all learners.

Where We Are At

Numeracy Data (Include provincial, district, and school level data as available)

- FSA – Grade 4 – 33% at or above grade level
- Report Cards – Grade 4 – 48% above grade level / 52% below grade level
- K to 9 Numeracy Assessment
- Carole Fullerton (Fall & Spring Assessment Grades 4-7): Operational Sense (4-7), Problem Solving (4-7), Proportional Reasoning/Fractional Concepts (6-7)
- A consistent standard Assessment Rubric

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- Weekly math problem results
- ENP – Early Numeracy Profile Document

Analysis (What objective trends do we see based on the data?)

- FSA results show that students struggle with multi-step problem-solving tasks in numeracy
- Weekly Math Problem results indicate a lack of staff consistency in guiding students through the problems.
- FSA results and Student Learning Update results show an incongruity in our learner's abilities.
- Weekly Math Problem has shown that students have greater ability to complete a multi-step problem when working collaboratively, compared to working as individuals.
- The Fall and Spring Assessment has demonstrated a need for basic computational fluency.
- FSA and Fall/Spring Assessment has shown that students have low resilience when faced with challenging situations. Most students will complete the first step of a problem, but do not continue to complete the next steps as the problem becomes increasingly complex.

Rationale (What is going on for our learners? How do we know? Why does it matter?)

- Students are not consistently able to describe their thinking using either an explanation, diagram, illustration and/or calculations
- Staff are not looking at the same data to inform their teaching practice
- No established time frame for consistent administration of assessments
- Staff unsure how to use assessment data/evidence to determine next steps in teaching practice
- Schoolwide approach needed for staff to address numeracy stretches using a strength-based approach in teaching practice

Target (Specific and measurable statement of the desired improvement)

On the Summary of Learning Report for 2022-23, our school showed 70% of our learners in a proficient or extending range for Mathematics. For the 2023-24 school year we would like to see an increase of 15% in the proficient/extending range to have a minimum of 85% of all our learners meeting or exceeding proficient in Mathematics.

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)



- [Strategic Priorities and exemplars of connections to support the goal:](#)

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1. **LIFELONG LEARNERS: We improve student learning through interest-based, competency-based, flexible and innovative approaches.**
 - Staff use the same assessment language, which provides data for student basic fact skills, math strategies and their ability to communicate learning
 - Math Problem of the week uses problems that are engaging to students with the goal of improving their resilience when faced with difficult situations.
 - To pilot the district Primary K-3 Numeracy Assessment
 - Students are encouraged to arrive at a solution in more than one way
 - Staff support students to recognize their own strengths, stretches and growth

2. **CONNECTED LEARNERS: We inspire learners to become curious, critical, and creative stewards of the natural world and the local and global community.**
 - Students hear consistent Math language as they move through their intermediate years
 - Staff utilize the same language and strategies to explain concepts
 - All intermediate students complete the same weekly math problem for Mrs. Walker

3. **CARING & INCLUSIVE LEARNING CULTURE: We promote physical and mental well-being through social-emotional learning to foster compassionate learners.**
 - ☑ A more collaborative approach. If the same assessment tools and strategies are used at specific times, staff can share results and coordinate how to address stretches

4. **CULTURAL & IDENTITY DEVELOPMENT: We promote a positive sense of identity in culturally safe and responsive communities of learning.**
 - ☑ Staff have access to First Voice website

5. **CAREER DEVELOPMENT: We prepare students to graduate with options for their future life and career goals.**
 - ☑ Problem based learning uses the premise of real-life scenarios to help students understand real world problems and solutions.
 - ☑ Students begin to develop a positive mindset when approaching math problems and believe they are capable of finding a solution with time & effort

Where We Are Going (Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

- Carole Fullerton Workshops (Accessible on Sd8 Drive)
- Collaborative grade-level assessment teams
- Intermediate teachers participated in the Numeracy Spring Learning Series
- Numeracy classroom demonstrations with David Salisbury-Roswell using the District Numeracy Assessment
- Kindergarten ENP - Early Numeracy Profile Workshop Resources
- Numeracy Resource Sharepoint Webpage

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- Link to First Voice website
- All intermediate students will solve a weekly math problem using any approach and support their answers with illustrations

Student Learning (What student learning strategies will support meeting the target?)

- Classroom profiles will be created using the Carole Fullerton Numeracy Assessment tool to be used throughout grades 4-7
- A weekly math problem is presented on our Math Problem bulletin board by our Teacher Librarian – Mrs. Walker – for all intermediate students to solve, using their own method
- CF Assessment questions are accessible to students and teachers can use a variety of math instruction programs and adaptations
- The assessment provides an opportunity for students to measure their own ability and communicate their learning in a variety of ways
- Indigenous teachings are embedded into the CF assessment: Questions use a holistic approach
- The CF assessment allows for individual thinking and problem solving: Students can approach each problem in different ways, either using manipulatives, equations, charts, pictures, etc.
- Focuses on the processes, strategies, and communication of thinking in addition to getting the 'right' answer
- Assessment "Warm Up Task" allows for an introduction and discussion of the possibilities to solving the questions within the assessment. (Everyone starting at the same point with necessary information)

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

Transfer of Practice to Assessment – Students are currently demonstrating a larger amount of knowledge and understanding in practice-based situations compared to assessment. Our hunch is that students are struggling to transfer their knowledge, skills and strategies from a collaborative practice-based approach to their more formal individual-based assessment. **Therefore, if students are given greater opportunities to work in both collaborative and individual practice-based settings, we will see increased results in FSA and District Numeracy Assessment results.**

School Determined

Goal Statement

To actively incorporate the Circle of Courage philosophy and the four universal needs of all children (Belonging, Independence, Generosity, & Mastery) into our school-wide culture.

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Where We Are At
Data (Include provincial, district, and school level data as available)
<ul style="list-style-type: none"> • School Culture Survey • Student Learning Survey • Intermediate Student Belonging Survey (November) • Anonymous survey to students, staff, and parents to help guide School Learning Plan • Weekly SBT Meetings • Office referrals • Students respond to daily question related to Staff Bulletin Board • Newsletter Challenges
Analysis (What objective trends do we see based on the data?)
<ul style="list-style-type: none"> • Staff and Parent Survey displays that the common language for students and vision for the school has led to increased student satisfaction • Student Learning Survey shows that students are feeling a greater sense of connection and belonging to the school. • Student Belonging Survey shows that students feel a sense of belonging in the classroom and school community and cared for by their teachers • Parent Survey is showing parents feel well informed and connected to the school
Rationale (What is going on for our learners? How do we know? Why does it matter?)
<ul style="list-style-type: none"> • Many students lack determination, perseverance & grit, which is needed to enhance resiliency in all areas of life • The students who feel a sense of belonging, often display more confidence in their abilities and are willing to take more risks • Some staff and students lack a hopeful mindset, making it challenging to build resilience • Staff fragility/absences and/or leaves impact student sense of belonging
Target (Specific and measurable statement of the desired improvement)
<p>Students will complete a fall and spring survey with a question about confidence at school and an understanding of their individual skills and gifts (Core Competency – Self Determination – I can imagine and work toward change in the world). Over the course of the year we hope to see a 20% increase in the amount of students who are confident in themselves and their abilities.</p>
What We're Doing
Embedding Strategic Priorities (How we're making connections and providing opportunities)

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- Strategic Priorities and exemplars of connections to support the goal:
 1. **LIFELONG LEARNERS:** We improve student learning through interest-based, competency-based, flexible and innovative approaches.
 - Creative problem-solving to meet student needs / case management
 - Strengthening Early Years to Kindergarten Transitions (SEY2KT)
 - Transition to high school
 - Learning Fair - Early Dismissal days
 - Close connection with support systems for Children in Care
 - Staff opportunities: Mental health literacy, mental health first aid, Human Rights education
 2. **CONNECTED LEARNERS:** We inspire learners to become curious, critical, and creative stewards of the natural world and the local and global community.
 - ☑ Extra-curricular and in-school opportunities which target a variety of student interests & needs (Chess, Art Club, Yo-yo club, Rock Band Lunch Jam, Spring Musical, basketball, volleyball, cross-country, Juice Box Recycling, ski program, snow shoeing, curling, choir)
 - ☑ Community involvement and education opportunities for students: Bike Safe Cycling Education Program, cultural performances, Crafts for Community Christmas Hampers, SPCA visits, Kootenay Columbia Discovery Center (Owls & Frogs), Kootenay White Sturgeon presentations, Focus on Youth
 - ☑ A monthly school newsletter is published, which highlights ARES and its culture
 3. **CARING & INCLUSIVE LEARNING CULTURE:** We promote physical and mental well-being through social-emotional learning to foster compassionate learners.
 - Daily Breakfast program open to all students & weekly hot lunch program (PAC initiative)
 - A welcoming and engaging entrance is present to inform and connect family, students, and staff
 - Daily lunch program for vulnerable students
 - Weekly healthy snack bins delivered to all classrooms
 - An interactive monthly staff bulletin board is located at the entrance so that staff, students feel more connected
 6. **CULTURAL & IDENTITY DEVELOPMENT:** We promote a positive sense of identity in culturally safe and responsive communities of learning.

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- Circle of Courage model and values embedded into learning and school wide activities (First Peoples way of teaching)
- Reconciliation committee meets regularly to coordinate and plan events
- Gradually increase LGBTQ+ awareness & Human Rights education by providing greater support to staff and education for families
- Circle of Courage model guides our responsibility and commitment towards reconciliation
- Orange Shirt Day, Pink Shirt Day, National Indigenous People’s Day – Schoolwide events
- Authentic and purposeful guidelines & structures
- Aligning School’s Code of Conduct & Student Responsibilities with the BC Human Rights Code, School District Policies & Code of Conduct with Circle of Courage
- Managing behaviours restoratively ~ thinking deeply about the individual child ~ their history, personal situation, learning needs

7. CAREER DEVELOPMENT: We prepare students to graduate with options for their future life and career goals.

- SLC group (Student Leadership Council) meets weekly and organizes schoolwide initiatives, such as spirit days.
- Learning Fair for families so that students can tour parents through the building and share all that they are proud of
- Strong social-emotional emphasis
- Schoolwide Self-Reflection on the Core Competencies & Goal Setting that reflects the Circle of Courage domains

Where We Are Going (Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

- Circle of Courage in the classroom - Option for Pro-D at ARES
- Trauma Informed Schools workshop
- Elders to visit and guide practice
- Human Rights Education – School-based Pro-D
- Connect Circle of Courage philosophy to our school activities to broaden student, staff & parent awareness
- Develop opportunities for staff to learn and teach the expected behaviours at ARES and ensure that the Code of Conduct and Student Responsibilities are understood and embedded into all that we do
- Inclusive Classroom workshop at School-Based Pro-D

Student Learning (What student learning strategies will support meeting the target?)

- In the two Learning Updates & Final Summary of Learning, we will use a schoolwide Self-reflection on the Core Competencies & Goal Setting that reflects the Circle of Courage domains: Goal Setting will align with MASTERY

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- Embed our Code of Conduct into our ARES culture & teach Student Responsibilities, so that there is a greater sense of calm - this natural structure will help individuals feel settled and safe
- Continue to educate students, staff and families on the Circle of Courage values and philosophy
- Broaden our opportunities and caring school practices, so that marginalized communities feel a greater sense of connection
- Create schoolwide opportunities for small successes (both staff & students)

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

Link between Mastery and Confidence – Last year the major quadrant of the circle of courage that we focused on was Belonging. We knew that through connection and belonging students will be more ready and willing to learn and engage at school. This year we are looking to have a major focus on the MASTERY portion of the circle. Our hunch is that students are now feeling a sense of belonging at school and more ready to learn at deeper levels. **Therefore, we believe that through Universal Design for Learning and differentiation of instruction students can feel confident in their skills, this confidence will lead to increased success in academic tasks, which in turn increases confidence further, and the cycle continues.**