



Braefoot Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 251

How are you communicating your goals and progress to staff, parents and the wider community?

School website, Staff Meetings, Student Agenda, PAC Meetings, School Sign, Staff Handbook, Community Newsletters.

Goal: Develop and Implement a coordinated approach for supporting students' social and emotional learning.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

Braefoot is a small school, most teachers know all students.

Community building activities take place regularly i.e. Friday community walks, big buddies, fine arts and sports clubs.

Highly involved and supportive Parent Advisory Council.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Implement strategies for supporting students' social and emotional learning.	Number of common strategies Number of strategies implemented at various levels i.e. classroom, school-wide, community	Evidence-based strategies for supporting students' social and emotional learning. Connections to BC Curriculum Competencies CASEL tools and resources
Develop a common understanding of for supporting students' social and emotional learning.	Student Voice Teacher Judgment	Develop a school-wide SEL rubric Incorporate BC Curriculum Competencies CASEL tools and resources Time allocated in monthly staff meetings.



Campus View Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 453

How are you communicating your goals and progress to staff, parents and the wider community?

Communicated with staff via email. Staff Committee, Staff Mtgs., and Pro-D Days. It is a standing item on our staff mtg agenda that we address from just touching on it, to various updates, or in-depth during reporting on Data and Goal Setting.

Parents - via newsletters

PAC - approx. 3 times a year we discuss school goals, school initiatives, and areas we want to dedicate time and resources. Typically at the start of the year, before Spring Break as a final planning session for actions until the end of the year, and then a summative discussion in June.

Goal: Literacy: To identify students' early literacy skills via various screening tools to inform our literacy instruction and interventions, and continue to incorporate structured literacy instruction and resources into classroom programming to support the literacy learning of all students.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

Strong IL department and a strong desire/commitment from staff to develop literacy.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>Addition and Implementation of a structured literacy plan (UFLI) with a specific focus on decoding. Sequential, direct, explicit instruction on phonological and phonemic awareness, and phonics.</p>	<p>New - K/1 Literacy Screening to guide our interventions and instructional plans.</p> <p>We have and will continue to perform school-wide PM Benchmarking and will compare data year to year. We have introduced a specific phonemic/phonics assessment to help improve targeted instruction.</p>	<p>The purchase of UFLI Instructional/Literacy manuals to support "Structured Literacy" instruction.</p> <p>Purchase classroom readers to enhance classroom libraries.</p> <p>SD61 Literacy Support Teacher (B.G.) and CV IL Teacher (A.P.) - supported classrooms teachers via co-teaching and side by side reading instructional support.</p> <p>Release time to learn the program and then implement it.</p> <p>Pro-D time at the school for learning, processing, and implementation both as a team and as classroom instructors. Including contracting presenters to support the learning of the professionals.</p>



Cloverdale Traditional School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 364

How are you communicating your goals and progress to staff, parents and the wider community?

PAC meetings, newsletters, teacher to parents communications, agenda notes

Goal: Social emotional learning: Intentional teaching and practicing of high impact self regulation strategies to increase student ability to apply them

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

Staff desire to help students attain a level of independence that supports the school community to be/feel safe.
Individual staff members with strengths in relationship building

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<ul style="list-style-type: none"> - intentional teaching and practicing of high impact self-regulation strategies -increase 'friendship skills', self-regulation abilities, social skills, communication strengths-to create a culture of connectedness, and promote a safe, respectful school climate -implementing Indigenous ways of learning and knowing in ways that enhance student engagement; student engagement leads to an increase in sense of belonging -placed based learning activities -social emotional self regulation ability -personal responsibility -increase in empathy -cooperation, kindness, caring -positive attitude toward school -Second Step program -promote and provide authentic learning experiences that reflect Indigenous culture -recognize and celebrate the diversity that is our school community -access methods of communication that are affective in reaching parents and caregivers of Indigenous students -developing positive growth mindset <p>The Understanding: It doesn't matter who you are or where you come from - all belong</p>	<ul style="list-style-type: none"> -teacher observation; increase in ability to engage with others, solve problems -improved social responsibility and accountability for self -tracking: sbt data-students with an H designation -students making connections and identify similarities between cultural celebrations -Street Data - involve students and families -gather information, focus on interests and identities -core competency self evaluations -student interviews -what do we learn from listening to learners -student voice; felling less 'lonely', more connected -SLS & MDI - suggest we need a stronger focus on our Indigenous students -referrals to friendship groups decrease 	<ul style="list-style-type: none"> -specific pro-d -YFC -Mindyeti - mindfulness videos -Mind-up -2nd Step -IED "boots on the ground" ABEA - Renee D-R. IED elementary Teacher Consultant -Learning Through Lunch -"Group/Social Thinking Kits" Michelle Garcia Winner -2x10 - 2mins day x 10 days in a row -"what I want staff to know about" box in class -Creation of Medicine Wheel Kit -"Wonder Jar" in class <p>Flexible Thinking Class sets - \$125 x 3 = \$375</p> <p>Mo the Mouse Class Sets - \$500</p>



Craigflower Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 169

How are you communicating your goals and progress to staff, parents and the wider community?

Our goals were developed with our entire staff and representatives from IED, Esquimalt and Songhees First Nations.

Our PAC has reviewed and supported these goals. We have communicated these goals through Craigflower families with emails and our newsletter, The Craigflower Chronicle

Goal: Improve Literacy - Reading Writing and Oral Language

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

Craigflower has restructured our supports for students over the past year to create a more supportive and inclusive learning environment with our literacy push-in approach. Students are grouped in like-levelled groups with the support of a non-enrolling teacher, classroom teacher or an educational assistant.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Improve reading levels by one and a half (1.5) grade levels of achievement per year.	Baseline: (2020) 44% students are at grade level or greater. We are tracking our improvements through PM benchmarks and inputting them into the Learning App.	School-wide approach: literacy using class-wide Regie Routman (author/educator) approaches combined with push-in supports and one-on-one when needed. We need to maintain our current staffing . (IED) 0.6 SLP support to improve communication / oral language for early years.

Goal: Improve Social-Emotional Well-Being - Self Regulation, Mindfulness with a Sense of Belonging

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

Established staffing supporting relationships with students. Strategies include: CPI, CPS, Co-regulation, Zones of Regulation, Fun Feelings Program, WITS, First Friends, Second Step, Roots of Empathy, Elder in Residence, Trauma Informed Practice, Social Thinking, Kids in the Know, We Thinkers.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
We have created a sensory space and two "Chill Rooms" to help students calm themselves and meet their sensory needs. We use SBT - meeting to review and collect data, in-class instruction, presentations, District Forms to track behaviour, Professional Development to add skills and awareness with our staff, Quiet bikes, Nature Counselling and frequent body breaks.	Reduce the number of violent Incident Reports. Goal = 20% reduction per year Reduce the number of violent incidents to staff (Form 1). Goal = 25% reduction per year. Create a greater sense of belonging. Qualitatively capture student, parent and staff statements through surveys and FSA student / parent survey results. Baseline needs to be established.	-Pro D working with the IED App and develop a digital / online tracking system for capturing, disaggregating and communicating data. (TTOC time, access to Information Tech team) -Creation of an monthly cross-ministry team (Esquimalt Community. Esquimalt & Songees Nations). This might include: MCFD (Aboriginal Children's Services, Policing, Health Hub, Admin from each school, Counsellors etc., Complex Teach) -AAC devices - continued training and support for devices -Continue to resource and improve our sensory space (over 10 % of student enrollment have a G designation)



Doncaster Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 423

How are you communicating your goals and progress to staff, parents and the wider community?

We have created a committee that will help foster growth and communicate these two related goals to staff.~
School Goals Committee (SGC)

The SGC is comprised of keen staff members and Admin. and will lead staff through conversations and keep the goals at the forefront of our work.

The SGC has a standing report-out at each Staff Meeting as needed.

The SGC connects with our Professional Development Committee to align our personal growth, staff growth and school growth as we plan for pro d days throughout the year.

Other Committees such as Climate Crew and School Garden Committee help support the overall school goals.

The teaching and education provided by the school counsellor also supports growth towards our overall school goals.

As we move through the scanning phase of our inquiry we will communicate to our community (staff, students and parents) our learning journey goals and progress.

Weekly updates from Admin to families as well as Admin reports at PAC meetings will be means of reporting what professional development and what projects staff are involved in / taking part in.

Our school goals are shared with all new prospective staff members or new hires as well as new families joining our school and to groups, such as at Welcome to Kindergarten sessions.

The recent connection we have made this year with Indigenous Liaison Kelly Houlihan long with Kolette Cristante has added an extra important layer of Indigenous learning opportunities that trickles down/up to meeting the social and emotional needs of students, outdoor learning/education ultimately deepening our understanding and commitment to Truth and Reconciliation.

Goal: How might the implementation of The Spirit of Alliances (a) positively impact the Social and Emotional Well-Being of our students and

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

Goal (a) of the school inquiry will align with all three goals in the strategic plan, however it is most closely linked with Strategic Plan Goal 3: "Create an inclusive and culturally responsive learning environment that will support all learners' physical and mental well-being."

We are still in the beginning stages of our inquiry and will be using the Spirals of Inquiry as our model to frame our thinking and approach to our own learning. We are hoping that by developing this common inquiry we will begin to further enhance our 'community of learners'.

Exploring how school wide use of a program, such as the Seven Sacred Teachings, grounded in Indigenous principals of learning and knowing will help provide a framework in addressing the social and emotional needs of our students.

Strengths in this area:

- a number of staff have significant understanding of social and emotional learning
- staff understand the importance of teaching and offering experiences for learning from a trauma informed approach, based on the fact we have been teaching during a pandemic for the past two and half years.
- staff are keen to develop common goals and move towards common growth in the building.
- PAC is in full support of these goals and have been engaged in conversations, feedback and are financially supportive

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
1. As a staff we want to look deeper into our understanding of trauma informed practices to best meet the needs of our learners. It will be through this lens that we will continue to plan our outdoor learning and Indigenous lessons.	A base line of incident reports will be compared to data collected at the start of June. Attendance records from Term 1 will be compared with Term 3.	GVTA has funded a book club for teachers, and the school has supported the purchase of the same book for CUPE members. The book is authored by Hannah Beach and is called Reclaiming our Students.

<p>2. Deepen our understanding of outdoor education and learning outdoors.</p> <p>3. Deepen our understanding of SEL and Self-Regulation</p>	<ul style="list-style-type: none"> -Educators will be more engaged in outdoor learning opportunities and sharing their learning with one another. - Educators will participate in SEL learning opportunities and share their growth and learning in this area with one another - Further develop our culture and community of learning 	<ul style="list-style-type: none"> - Professional Development will be geared toward SEL and Outdoor/Place based learning. In particular, looking for ways to connect the SEL piece with outdoor learning - Connections to WildBC, Growing Young Farmers, LifeCycles, District resources will help foster this growth. - Continue and create connections with individuals to support our learning (Dr. Linda O'Neil, Miriam Miller, Sheldon Franken, etc) to broaden our understanding of SEL -Resources needed to support ProD in outdoor/place based learning and SEL - TBD - Would like to build connections with other schools focused on same areas to develop common district-wide approaches and language - Perhaps develop a learning series with schools exploring SEL and outdoor education
<p>4. Begin looking directly (scanning) at where our learners are with their learning. Develop a hunch as to what area of academic performance we would like to focus and how can this be impacted by outdoor learning</p>	<ul style="list-style-type: none"> - Quantitative data collection through PM Benchmarks, report card data, rubrics - qualitative data through reflections, artwork, photographs, etc. 	<ul style="list-style-type: none"> - time to reflect on data and how it applies to our school inquiry
<p>5. Begin collecting data regarding the social and emotional well-being of our learners. (scanning) We are currently working on our 'hunches' and would like to start formalizing these hunches through qualitative and quantitative data.</p>	<ul style="list-style-type: none"> - using the MDI and satisfaction survey data as a jumping off point - the school growth committee will begin looking at, previously developed by our staff, rubrics to use as a tool to measure the well-being of our students - qualitative data through learner reflections, artwork, photographs, etc. 	<ul style="list-style-type: none"> - time to reflect on data and how it applies to our school inquiry - We would like to release a couple teachers a couple times a month in order to put the work into ensuring the momentum continues. TBD
<p>6. Using a version of the key questions for all our learners (adults and children) to gather evidence and data to guide our own professional and school growth:</p> <ul style="list-style-type: none"> -Can you name two adults in our school who believe you will be a success in life? - What are you learning and why is it important? - How's it going with your learning? - What are your next steps? 	<ul style="list-style-type: none"> -Goal is to begin formalizing this process throughout the Spring to further focus goal by fall. - Will know we have been successful if we can shift our thinking in this direction 	<ul style="list-style-type: none"> - time for teachers to create key questions, gather results and examine the data

Goal: (b) support Outdoor Learning and Experiences while

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 2

Primary Area of Goal Focus

Indigenous

Strengths in this Goal Area

Goal (b) of the school inquiry will align with all three goals in the strategic plan, however it is most closely linked with Strategic Plan Goal 2: "Create an inclusive and culturally responsive learning environment that will support Indigenous Learner's personal and academic success"

And we feel with due diligence we will be able to capture our Indigenous learners as we will be attentive to the needs of 'all-learners'

- Outdoor learning and education can impact the development of our social and emotional skills leading us to be more culturally inclusive and impact overall learner engagement will be a part of our inquiry by being more socially and emotionally aware. Being aware and looking after other living things (plants and animals) helps foster empathy skills that can be applied to self and others.

As we are still in the beginning stages of our inquiry (year two of morphing Goal statement(s). As we explore and hopefully see the results of digging into how outdoor learning and education can positively impact the development of our social and emotional skills, we suspect the spill over effect will be more engaged learners thus allowing for greater ability to focus on academics. Which is always a focus at school.

Strengths in the Goal (b)

The strengths in this area include those listed in Goal (a) but also include:

- a number of staff that have significant experience, education, background experience and passion for early intervention and approve the whole school approach of supporting young learners.
- a number of staff have significant understanding of differentiating literacy lessons and teach students based on their present skills
- staff understand the importance of teaching and offering experiences for learners based on their interests
- many classes engage in guided reading groups and home reading programs
- PAC is in full support of these goals and have been engaged in conversations, feedback and are financially supportive

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Target our early learners	Our team agrees that investing in early intervention strategies will pay off down the road.	our Inclusive Learning teachers will focus supports, both push in and pull out, on reading strategies. - a number of staff that have significant education, background experience and passion for outdoor learning and outdoor education.
Create a whole school guided reading schedule.	Based on the availability of the human resources in the building we created our gym, library, and prep schedules around guided reading groups for our Gr. 1 -3 classes this year.	A review of resources will determine how much money we need to earmark for guided reading material

Make better use of our human resources to reach more students each term for reading support.	We strategically planed our EA, IL, ELL and Admin and TL time around supporting guided reading groups.	our IL teachers will train our EAs in overseeing guided reading groups.
Share more explicitly with parents the importance of home reading.	We will share with parents quick facts and resources of the benefits of taking part in a home reading program.	https://childventures.ca/2019/08/07/the-importance-of-reading-at-home-with-your-children/#:~:text=. Example of information.
Restart our partnership with Victoria Literacy Connection Volunteer Readers, as well as our retired teacher volunteers.	We will track student progress by noting their starting level and ending level after a 6 week cycle of one on one reading support at school or small group instruction.	https://www.canadahelps.org/en/charities/victoria-literacy-connection/ We purchased an additional Benchmark kit so more teachers can access at one time. \$600 We set aside release funds for teachers 2 afternoons a year to meet one on one with their students to administer Bench Marking. \$500/teacher is approximately \$9500
Analyse Data to note areas of need and areas of growth	-Term Benchmark results -Grade 4 FSA results -Term Report card marks	Release IL teacher to work with Admin pull data and present at staff Meeting.



Eagle View Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 285

How are you communicating your goals and progress to staff, parents and the wider community?

Staff: We review goals at each staff meeting and subsequent focus groups meet to further develop the next steps. This includes Pro -D development and resource purchasing along with strategies to improve student success. This is often done by sharing out at staff meetings and in grade groups during collaboration time.

Parents: We report out monthly at the PAC meeting in our Admin Report Time of the direction the school is going, celebrate successes and currently (Spring 2021), involving them in completing the new goals that are being developed this year.

Students: A needs survey followed by classroom discussion about student achievement and challenges and stretches that they would like to work on

Goal: To support all learners in becoming proficient readers and writers by centering the learning around the students and by gathering and ongoing reflection of student data.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

- everyone believes reading is important
- strength at the school where the students are excelling
- people questioning their practice to inform their instruction
- building connections between reading and writing

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>We want every child to read and comprehend the text</p> <ul style="list-style-type: none"> -incorporate daily intervention to target these stretches - common language for supporting readers to self correct, use picture clues, breaking words down, etc. -students that are not reading at grade level, participated in our everyday reading with an adult or big buddy reading (younger students who needed more practice with strong grade 5 readers and received some training on t). readers who were trained to guide) - guided reading, side by side reading block in k-3 classroom - Orton-Gillingham multi-sensory style approach for lowest readers - 1:1 side by side reading teaching same strategies as classrooms - small group pull out and push in by ILT teacher weekly -teachers co-plan and collaborate together to promote literacy -making sure to connect reading and writing, so that students understand the connection 	<ul style="list-style-type: none"> -year-end data such as PMBenchmarks and those collected each term, looking for the increase in levels of reading -report card data tracking each term -reading performance standards -side by side reading with the teacher checklist assessment at least once a week - Updating the student development benchmark app monthly to monitor growth and setbacks and adjust targeted intervention support as needed. - tracking the Everyday Reading club students with monthly PMBenchmark assessments 	<ul style="list-style-type: none"> - used the librarian and ILT teacher as the coordinators as part of their scheduled time, librarian provide time right after lunch to help facilitate the buddy reading - \$0 use existing staff - Chromebooks station in hallway for drop-in practice RAZKids - \$600 - create hallway space - Purchased more levelled texts - \$3500 -new students in the fall were benchmarked by the ILT teacher so all students had a baseline - \$0 - book bags - ziplock for desks and buddy reading students - \$45 - strategies posted in all the grade 1-3 classrooms - \$25 -once a month collaboration and co-planning time with grade group teachers - TTOC coverage - District provided funds -release time to benchmark who class each term, 1 afternoon per teacher, per term if needed - \$1700 -Adrienne Gear's "Reading Power" -Professional Development on best practice on reading instruction - learning resource money focused on supporting our goals - regular line items \$800
<p>That all readers are reading at grade level when they leave grade 5. Providing appropriate technology to enhance student reading progress. Daily reading instruction k-5.</p>	<p>Using PM benchmarks, reading performance standards,</p>	<p>Another PM Benchmark Assessment Kit - \$600 Increase the number of Chromebooks -</p>
<p>Increasing the interest in a home reading program</p>	<p>Engagement by students and parents Promoting in the newsletter - admin Inviting parents in to read with students - teachers Support teachers who do not have a home reading program as needed - Librarian, colleagues and ILT</p>	<p>Just right Books (levelled) and bags - from learning resource budget - \$ included in above</p>

Grade 4/5's guided reading groups at just right levels, lit circles and whole class modelling to continue a joy of reading through different genres and interests.	in-the-moment assessment by teachers during small group work and the interest level of the students, engagement, Check-ins with colleagues and ILT/admin	Use already existing texts and guides
-introduction to the Science of Reading in our Kindergarten classes and structured phonics instruction	Teachers were happy with the progress using these new readers but would like more.	- Science of Reading materials and books, we bought some but need more - \$1150
Building a connection between the written words and writing. Using more details to make meaning	Performance standards should be used at least each term to measure growth. Monitor in-class group work on the paddles Targetted teaching by the teacher to increase meaning and detail, use of juicy words, etc. Update Student Development Benchmark App - teachers	Pro D focus District support with Breanne Glover Planning and debriefing time supported by District Initiative Small Parts kits (3) \$1000 Letter kits, magnetic, traceable - \$500 Dry erase markers - \$300 Dry erase pockets - \$45
Implement a School Wide Write	Use the writing performance standards and building a baseline to measure growth	\$0 - classroom teachers responsible and District learning teacher presented in the first staff meeting of the year with resources and guided instructions.



Frank Hobbs Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 259

How are you communicating your goals and progress to staff, parents and the wider community?

These goals are embedded in our five Bold Steps that were part of a three year Strategic Plan that we have been working toward over the past three years. The goals are referred to and or reported on at each staff meeting, and Pro -D day. Teachers have worked in collaborative teams over the past 4 years to implement these goals. They have been shared at PAC meetings and are posted on a school bulletin board. . We plan to revisited and renewed our Bold Steps / Goals during both the May and June 2022 SBT and Staff meetings.

Goal: Commit to Assessment for/of/as Learning to support students in developing their skills in writing .

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Writing

Strengths in this Goal Area

Our staff and students have been working for several years to assess student writing by using writing continuums and implementing strategies to support student writing. This past year, staff in each cohort have co-designed a lesson, assessed the writing together and have identified areas of strength/growth of the students in their cohort, and have also identified an area of instructional focus and next steps.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Implement teaching strategies to support writing including: PWIM Adrienne Gear's Writing Strategies Jennifer Seravallo's Writing Strategies Susan Close's SMART Learning Strategies including Coaching Cards and A/B Partner Talk Story Studio Provide culturally responsive and engaging student learning resources to support the reading/writing connection.	Grade wide writes and collaborative marking sessions: (Strengths, Areas for Growth, Area of Instructional Focus, Next Steps. Use of continuums / Performance Standards (Moroz / SMART Learning / Island Literacy) Report Cards Observation / Anecdotal Student Self Assessment FSA	in addition to Pro D Days, Collaboration meetings to support an Spiral of Inquiry / action research model of: plan / assess and reflect and plan 3 times year \$8000 Release time Provide culturally responsive and engaging student resources to support the reading/writing connection. \$3600

Goal: Goal: Implement Social and Emotional strategies and practices inside and outside the classroom.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

Current Strengths in this area: We have several classes implementing Second Step. Staff have participated in several S & E Pro D (EASE training and Adventures in S E Learning) our school counsellor co-teaches in classrooms and does small group instruction on SEL

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Strategies: What do we want to accomplish? Staff and students will learn and practice mindfulness skills Students and staff will demonstrate an awareness of cultural issues and a respect for human dignity and differences. Students will practice social awareness particularly when playing outside – through co operative games etc. Update our Code of Conduct to represent our current / desired SEL	Measures: How will we know that what we are doing is making a difference? Report Cards / Proficiency Scales / EDI / MDI / Observation / Anecdotal / Student Self –Assessment Class Check Ins	Resources required: what resources do we need to move forward on this goal? In addition to Pro D Days, Collaboration meetings to support an Spiral of Inquiry / action research model of: plan / assess and reflect and plan Provide culturally responsive and engaging student resources to support Social and Emotional Learning Create a grade group focus so that students and teachers are able to work on similar goals even outside of their own classroom Each class would get a basket with outside equipment for their students, teachers could make requests about what is to be included, in addition have access to alternative seating options in class (silent bikes) Explore the use of a flowchart for identifying problems and problem solving . Explore school wide measures for gathering data.

Goal: Goal: To improve Reading skills by aligning instructional practices with research validated methods.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

Current Strengths in this area:
Our staff are committed to prioritizing literacy (reading instruction). We have a dedicated our mornings to have minimal interruption so we can focus on Literacy / Numeracy instruction. Over the past five years we have acquired literacy resources for classrooms and library, including culturally responsive resources. Our community supports at home reading opportunities. We have a SBT that offers both in-class reading support and pull-put reading intervention.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Strategies: What do we want to accomplish? Explore and implement teaching strategies to support reading including: Developing a plan for assessment that is based on assessment of/for and as learning and includes an action plan for addressing results including a baseline assessment. Scheduling opportunities for staff members to collaborate ie gathering assessment info, co-planning , co-teaching and next steps Explicitly teaching of fundamental components of literacy using evidence based literacy strategies.	Measures: How will we know that what we are doing is making a difference? Use of reading continuums / assessments Report Cards / Proficiency Scales Observation / anecdotal Student self-assessment	Resources required: what resources do we need to move forward on this goal? In addition to Pro D Days, Collaboration meetings to support an Spiral of Inquiry / action research model of: plan / assess and reflect and plan Enhance our Literacy resources with additional resources including decodable books and culturally responsive resources.



George Jay Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 445

How are you communicating your goals and progress to staff, parents and the wider community?

We have a Common Language Committee that has worked for the past year and a half to develop a plan for unexpected behaviours, expected behaviours (aligned with our Code of Conduct), common language to use when supporting students through unexpected behaviour and a common course of action to support our learners. This committee meets regularly and reports at our staff meetings. We have communicated at PAC meetings what the committee is working on and have published a Common Language and Understandings document that outlines our procedures.

For our literacy and numeracy goals, we are having grade group meetings to develop strategies that will be inclusive and support the needs of our diverse population. Our Kindergarten and Grade 1 grade groups are using Story Studio to enhance oral and written language skills and strategies. The staff have shared out to colleagues as well as to our PAC through PAC meetings and FreshGrade. We are collecting data on writing by completing School Wide Writes and share out at staff meetings.

Goal: To engage in school-wide Social-emotional regulation programs, (The Zones of Regulation and Second Step) to continue to build common language from K to 5 and trauma informed behavioural support strategies.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

- trauma-informed practice
- Code of conduct that outlines expected behaviours through student's voice
- celebrate kindness through our Joyful Jay program and classroom book initiatives
- Counsellor and SEL teacher champion and support the use of Second Step and The Zones of Regulation program in classrooms
- Staff book clubs for professional development: focus on Social Emotional Learning, restorative pedagogy, Canadian Indigenous perspectives and history
- whole school visuals on Zones of regulation (EA lanyards, classroom materials, office bulletin boards, school bulletin boards)
- Frequency tracking for behaviour support programming
- Integrated Case Management meetings with community partners
- 4 breakout/regulation spaces to support mental well being; 1 staff well-being room
- 2 sensory circuit rooms
- sensory bins in classrooms
- sensory tool kits in every classroom (alternative seating (Zuma rockers, ergoergo seats, wobble stools, scissle stools, weighted lap lizard, visual sensory tools, fidget tools, ear defenders, rubbermaid bins)
- student clubs: drumming, Ally, Musical Theatre, Leadership, Sports (Track, Rugby, TC10K, dance)
- student leadership opportunities (PLAY program), lunch program leaders

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
students to develop skills to self regulate OR engage in co-regulation when needed	<ul style="list-style-type: none"> - student self-reflection - MDI data - staff engagement with Second Step and The Zones of Regulation - Frequency tracking for complex behaviour - reduced form 1 submissions -street data for common language used in the classroom/hallways - reduced student to student incident form submissions 	<ul style="list-style-type: none"> -equipment for our calming room -sensory bins for each class -professional development for staff on the implementation of self regulation strategies into the classroom and the school community
- implementation of PLAY student leadership program (application of SEL skills when playing with peers)	<ul style="list-style-type: none"> - reduction in student-to-student negative interactions - student leadership engagement - street data 	<ul style="list-style-type: none"> - budget to create bins of supplies - use of 30 hour EA time to champion and lead the work - budget to replenish consumable supplies
- Foster holistic student well-being by using behavioural intervention strategies focused on empathy, kindness and trauma-informed practices	<ul style="list-style-type: none"> - continued high rates of student attendance/ increased attendance for some students - reduced impulsive and high-risk behaviours - when you enter a learning environment you will see explicit intergration of SEL instruction and learning 	<ul style="list-style-type: none"> - Second step digital access - Second step in school resources -counseling support (FTE) is currently used for whole classrooms, small group and individual support -SEL Teacher FTE is currently used for whole classrooms, small group and individual support
Reduce impulsive, high-risk and aggressive behaviours	<p>Increased student participation in pro-social events (clubs, classroom initiatives, etc.)</p> <p>Reduced student to student negative interactions.</p> <p>Reduced Form 1 Submissions (staff impact)</p> <p>Reduction indicators in frequency data tracking</p> <p>Increased participation in restorative circles</p>	<ul style="list-style-type: none"> - SEL teacher FTE for push in support -Counselling support FTE

Goal: To develop a solid foundation of literacy skills that focus on oral language development, reading comprehension and the writing process.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Other

Strengths in this Goal Area

- Play! We encourage language-rich play in K-5 classrooms
- modeling: staff model language by speaking clearly and using a varied vocabulary in both French and English programs
- storytelling: "Story Studio" work, Indigenous storytelling learning; sequencing events
- active listening, ongoing feedback
- rhymes and songs: robust music program and classroom work
- Literacy games accessible to all classrooms/ games lent from the library have been very successful
- IDAPEL: French language formative assessment measures used to assess early literacy skills (some staff have attended the professional development for this program)
- a working group that has completed Pro. D around decodable readers as well as a collaboration with another school to learn their successes
- ELL and LST daily in-class support
- commitment by staff to strengthening the reading/writing connection
- "Battle of the Books" participation; community engagement through communication on Facebook PAC page and parent newsletters
- amalgamated and created all leveled books in our building to ensure each classroom has access to the leveled readers that they need
- piloted with success having all of LST and ELL teachers collaborate and support each classroom with a consistent time slot 5 days a week of push-in support
- worked in partnership with our district ELCT
- active use of the Benchmark App
- ELF time (Early Learning Framework), opportunities for teacher and ECE collaboration in K/1 grades
- School-wide write sessions and collaborative dialog
- significant contribution of books into classroom library collections from the Indigo Love of Literacy Grant

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
- build larger classroom libraries with just right and diversified text to support engagement in reading	- street data - increase in student achievement and efficacy	- each classroom will receive a significant amount of funds from our Love of Reading Grant for the next two years
- to build a shared primary program that focuses on Haggerty and Secret Stories using decodable readers as part of a balanced literacy program	- FSA data - Benchmark App	- continued support of ELCT working in collaboration with staff - use of primary resource budget to support purchases

Building teacher confidence through professional development for teachers on the reading/writing connection.	<ul style="list-style-type: none"> - increased use of spoken French by students in FRIMM programs - engagement in collaboration sessions - School Wide Write data - PM Benchmark Data - FSA Data 	<ul style="list-style-type: none"> - professional development focused on the reading-writing connection - programs that help teachers integrate printing/reading/phonics/writing skill development - professional development on differentiated instruction strategies - collaboration time to establish common year goals, develop co-teaching and co-planning opportunities - novel sets that are culturally responsive
To build stronger reading / writing connection	<ul style="list-style-type: none"> - street data - increased writing assessment in line with reading assessments - participation levels in Literacy Week 	<ul style="list-style-type: none"> - use of Pro D to develop common language and strategies - Novel sets at Grade 4/5 level - Collaboration time used to explore Adrienne Gear strategies - Support intentional programming in primary around use of secret stories / haggarty - Pro D that focuses on scaffolding for all learners with differentiation

Goal: To promote belonging and identity of Indigenous history and traditions through whole-school Indigenous drumming initiatives.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 2

Primary Area of Goal Focus

Indigenous

Strengths in this Goal Area

- relationship with IED Drum Stewards
- respect for our roles as learners
- recognition of the songwriters
- engagement in Indigenous drumming
- drum caretaking practices
- gifted songs (Local) are taught and practiced in classrooms
- Pow Wow drumming integrated into music programming
- Community engagement: Friday Family Breakfast drumming
- Student engagement: drumming club

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Culturally responsive classroom environments	<ul style="list-style-type: none">- the cultural diversity of Indigenous people is reflected in classrooms- Indigenous ways of knowing are integrated into classrooms- increased Indigenous student engagement in extracurricular activities- Indigenous students share feelings of belonging at school with their families, peers, and school staff.- street data: student-led conference observations	<ul style="list-style-type: none">- continued relationship with IED drum stewards- ongoing professional development opportunities- funding to support the Indigenization of classroom learning materials connected to land-based and language learning
Indigenous history, traditions, and perspectives into the curriculum across various subjects. Use the drumming initiative as a springboard to explore Indigenous culture, music, storytelling, and art.	<ul style="list-style-type: none">- classroom engagement- street data: students sharing connections to the drum and their lives.- student feedback: a sense of belonging	<ul style="list-style-type: none">- funding resources to support drum making in classrooms- resources that help us connect with teachings of the drum from local sources- resources that reflect other drum teachings from cultures across North America- IED library support- continued access to gifted songs



Hillcrest Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 306

How are you communicating your goals and progress to staff, parents and the wider community?

Newsletter, website, staff & PAC meetings, professional development

Goal: To adopt practices that support culturally responsive and barrier-free learning environments a with a particular focus on Indigenous Education for all students.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

Whole school support from all staff members inclusive of CUPE and GVTA members.

Parental support and involvement in classrooms.

Priorities for school budget process is aligned to support school goals.

School based Professional development focus is driven by school goals.

Working group committees are established annually to liaise with INED department members, community agencies, and staff.

Membership includes teachers, EAs, and administrators.

We have established "traditions" for cultural celebrations in our building that include classroom projects, cooking, announcements, bulletin boards, parades, artwork, and newsletters.

Staff members with very strong knowledge, passion and experience sharing with all staff.

Shared leadership.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
support a deeper learning understanding for all staff	staff feedback	participation in INED led professional development opportunities conversations and input from parents focus on school based professional development days teachers liaising with various member of our INED department staff meeting sharing and agenda topics
outdoor reading/story telling space	student engagement	adirondack chairs class set for secret garden identifying existing plant species connected to local nations purchased Camas bulbs to add to garden space
a welcoming culturally safe school environment for students, parents and staff	student and parent feedback	whole school cultural celebrations newsletter items that celebrate diverse cultural celebrations ensuring food for whole school BBQs meets all cultural dietary needs morning announcements highlighting and sharing information regarding cultural celebrations every class connects a project connected to cultural celebrations cultural artwork and projects most often put on display on bulletin boards throughout the school purchase of culturally diverse literacy resources for classrooms, school based team, and library to reflect our diversity and for students to "see themselves" in the resources we use for all students

support deeper understanding and learning for students	classroom discussions, anecdotal observations and student engagement	<p>monthly announcement series related to The 7 Teachings</p> <p>classroom focus on The 7 Teachings in every class K - 5</p> <p>monthly 7 teachings bulletin board by the office</p> <p>cultural class cooking series with parents for intermediate classes</p> <p>coordinated class projects connected to diverse cultural celebrations throughout the year</p> <p>teacher Pro D focus</p>
resource needs assessment to support indigenous curriculum and cultural diversity	the use of these resources	<p>purchased grade 3, 4 and 5 digital and print classroom resources to support Indigenous curriculum</p> <p>purchased resources from INED department</p> <p>decolonizing library</p> <p>establishing library collection to support Indigenous education</p> <p>establishing a library collection of diverse authors and cultures</p> <p>purchased culturally responsive literacy materials that reflect cultural diversity</p>

Goal: To improve student literacy across the curriculum for all students with a particular focus on early learning.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

Whole school support from all staff members inclusive of CUPE and GVTA members.
Priorities for school budget process is aligned to support school goals.
School based Professional development focus is driven by school goals.
Working group committee is established annually to liaise with school based team, Pro D committee and all staff. Membership includes teachers, EAs, and administrators.
We have established whole school approach each term to establish literacy data by cohort and individual students to inform instructions and individual supports.
Staff members with very strong educational preparation, experience and passion leading and sharing as a team.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
establish a literacy needs assessment for school based team, library, and each classroom to ensure equity of accessibility to all staff and students		teacher release time, teacher librarian time, teacher input
support the continuum of learning for all staff members to support our reading goal	staff feedback and reflections	School based pro d sessions pro d series for staff on research and foundations of literacy job embedded teacher mentoring with release time provided teacher resources purchased staff meeting agenda sharing

ensure we have resources to support the diversity of literacy learning needs for all students	resources in use	<p>purchased high interest low vocab texts, decodables, and levelled texts across all grades</p> <p>purchased classroom based resources to address accessibility to all classes</p> <p>increased library selection</p>
establish school structures and systems to support literacy		<p>established a working committee</p> <p>Pro D committee focus aligned with school goals</p> <p>budget committee focus to support school goals</p> <p>teacher and EA release time</p> <p>adopt the dibels screener for all students to establish individual supports, and inform classroom strategies to support literacy, and inform school based team supports</p> <p>big buddy classes to support reading</p> <p>use literacy data collected to inform class building and align SBT supports and EA supports</p>
a love of reading and safety for students	student engagement	<p>purchased a diversity of materials to support and meet the needs of a diversity of learners</p> <p>purchased culturally responsive literacy materials that reflect cultural diversity for all of our students</p> <p>established a "secret garden" and purchased a class set of outdoor chairs to read in nature</p> <p>admin reading to primary classes and grade cohorts</p>



James Bay Community 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 179

How are you communicating your goals and progress to staff, parents and the wider community?

Highlighted and discussed at staff meetings
professional development that has been focussed on creating the school goals and the steps we will take to make them a fulsome focus of our school and community

Through newsletters to parents and community
Direct conversations with PAC Executive
At Board Meetings for the Community Center
During meetings with the Community center Staff
AS part of the new Strategic Plan the Community Center is designing for next year

Goal: "I Matter": To support students and families when they are vulnerable.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 2

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

Our School staff are very aware of the families and students that are needing extra support
Our School Based Team meets regularly about these students and how we can continue to support them
Vulnerable students and families are connected directly with a School Based Team member for tracking and more personal connections
Each vulnerable student/family is linked to either our school counsellor or our YFC
We communicate and partner with the community Center staff about families, sharing information and updates with each other to deepen our connections, knowledge and awareness of what our students need
Our community Link and Feeding Futures funding contributes partially to our lunch program and extra food for these families
Our direct partnership with the Community Center accesses community support from food donations, clothing donations, hygiene donations, Back Pack Buddy weekend food programs., subsidized funding for out of school programming

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Each vulnerable student/family is linked to either our school counsellor or our YFC	Attendance is consistently reviewed YFC meet with parent/guardians when needed re mental health/community supports	Community Link Funds used to support YFC

Our School Based Team meets regularly about these students and how we can continue to support them	literacy and numeracy assessments are reviewed teachers collaborate with SBT re academic and SEL supports that are needed in the classroom	Pro D time is utilized as a whole staff with a focus on inclusivity - honoring the whole child
We communicate and partner with the community Center staff about families, sharing information and updates with each other to deepen our connections, knowledge and awareness of what our students need	Community Centre ED as part of SBT brings forward information from families that share/report at OSC attendance at community events is reviewed	community link funds half of the ED position

Goal: "I Belong": To deepen our knowledge and understanding about how we can be more culturally responsive reflecting on our best practices. To ensure all students feel a strong sense of BELONGING.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 2

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

We are building an awareness of place and what being culturally responsive is
 Long term Professional development plans that will help us to deepen our understandings
 Pro D workshop with Ned re Inclusive Language
 Teacher led Book Club re Anti Racism (January to June 2023)
 Drum Steward and VP led Drumming Circle with staff on Friday mornings.
 VP led Indigenous Families Cafe mornings - one morning every two weeks with families and students in the cafe of the community centre.
 Drumming Circles for students at lunch time recesses
 Cultural experiences - ie: Songhees Dancers shared culture with us at a whole school gathering
 Coast Salish Artist art workshops- 2 visits with all students including two group times for indigenous learners

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Long term Professional development plans that will help us to deepen our understandings Pro D workshop with Ned re Inclusive Language	MDI data Learning Survey data Attendance reviews	VP time to help with administering and reviewing data of MDI and learning survey enable time to collaborate with classroom teacher and SBT
VP led Indigenous Families Cafe mornings - one morning every two weeks with families and students in the cafe of the community centre.	attendance reviews reports from YFC and counsellor reviews of SEL needs by classroom teacher	Admin to continue this strategic outreach this year
Drumming Circles for students at lunch time recesses	sense of belonging strengthen by participation - so reviews of participation of students and staff	Funds for school set of drums
staff initiative of connecting with one or two students in intentional ways daily (ie 2 x5 strategy)	we begin staff meetings by connecting to the importance of the Pod (James Bay mascot is the Orca) - staff members report to all staff attending students who may need a hello in the morning	
professional book club - to meet and discuss the importance of culturally responsive strategies to create a sense of belonging for all learners	attendance reviews	this past year explored the book This Book is Anti Racist. Fix Injustice Not Kids may be the book explored this year Funds for Book Club - ie GVTA Pro D funds for book clubs

ABAR staff book club	Anti Bias and Anti Racist book club Attend reviews Learning Survey data SBT meetings	staff giving of own time and sharing resources such as articles and podcasts weekly discussions together to grapple over new discoveries and building of our awareness
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Lake Hill Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 229

How are you communicating your goals and progress to staff, parents and the wider community?

we are currently collaborating with our staff to develop our school goal and will communicate the goal at the April Staff Meeting and PAC meeting. We have been discussing school goals at School Based Meeting and through Google Forms.

Goal: We will improve student reading through differentiated instruction with a focus on structured literacy while developing our students' love of reading and self-worth.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

Lake Hill Elementary is prioritizing the reading support through classroom, E.L.L. and Inclusive Learning Support programs, as well as implementing the Science of Reading into literacy instruction. Incorporating evidence-based, explicit reading instruction can significantly benefit students' reading skills.

Using a repertoire of diagnostic reading assessments, such as those from CORE Literacy, Dibels, Heggerty, and Words Their Way, we are striving to identify students' strengths and stretches. These assessments provide valuable insights into our students' reading abilities and growth over time, allowing our teachers to tailor their instruction accordingly.

By incorporating the Science of Reading and utilizing diagnostic assessments, Lake Hill Elementary is taking a proactive approach to address the diverse needs of our students and providing targeted interventions. This framework supports teachers in implementing Tier 1, Tier 2, and Tier 3 interventions effectively, ensuring that all students receive the necessary support to thrive in their literacy development.

Over the past few years, we have been investing in classroom libraries that are integral to student engagement and success in learning. These libraries reflect the diversity in our classrooms featuring books catering to different reading levels, interests, and genres. There are books available from different cultures, backgrounds, and perspectives. Our well stocked book room allows classes to update and reorganize the classroom libraries throughout the year.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Every child will be reading at grade level by the end of Grade 3	CORE Phonics Survey Results, Benchmarks, Words Their Way	Materials \$2000

Every child will demonstrate enjoyment and engagement in reading	Student Surveys	Purchasing a variety of books to support student interests and passions \$7000
Improve every learner's reading level	We will be reviewing CORE Phonics Survey Results, Benchmarks, Words Their Way	
Support every teacher's ability to assess the child's reading level	Professional development around CORE Phonics Survey Results, Benchmarks, Words Their Way	Professional development on Formative reading assessment \$2000
Support every teacher's ability to determine the appropriate reading strategies to meet each individual child's needs. (differentiated Learning)	School based Team Referrals Staff Discussions	Purchase resource books and Professional development \$2500



Macaulay Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 512

How are you communicating your goals and progress to staff, parents and the wider community?

Discussion with staff at Pro-D days and various staff meetings, with parents with newsletters and website, and wider community with PAC discussion and input.

Goal: GOAL 1: Improving reading – by increasing the number of students in each grade who are reading at or above grade level

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

Learning Support with an early intervention focus/approach for reading

ELCT to support with science of reading; both levelled & decodable books; indigenizing materials available

Whole team focus on reading

Two online reading programs available for all students in French (je lis) and English (Reading A to Z) for at home reading support

Buddy reading- peer to peer and side by side with teacher; lire a deux

Open conversations about needs/support

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>Increasing the number of students in each grade who are reading at or above grade level</p> <p>Strategies towards Achievement:</p> <ul style="list-style-type: none"> • Learning support interventions to support all grade 1 students (early interventions) and students who are not yet meeting expectations from grade 2 to 5; focus on Kindergarten students in the Spring • Use of Bench Mark (PM/GB+) to record and follow students' progress and target our interventions and support • Collaborative reading programs/reading groups • Pro-D development on teaching reading strategies and assessment tools • Jolly Phonics, ELL, speech, ANED; je lis; lire a deux; reading a to z; science of reading; decodable books / text • Home reading programs (as listed above) and resources on reading at home for families 	<ul style="list-style-type: none"> • Use of Bench Mark (PM/GB+) to record and follow students' progress and target our interventions • Use of FSA and report cards data • Use of RTI models during class screening meetings to determine goals, needs and support plans 	<p>As it is the focus of the entire learning team, our Learning Support will have a reading focus in intervention:</p> <ol style="list-style-type: none"> 1- Offer more support in reading to effectively run our early intervention reading program and help all our non-readers at all levels to meet grade level expectations in reading (huge correlation between non-readers and SEL capacity/behavioural issues) 2- Time for current staff to work in collaboration cohort teams with LST to develop and implement programs and supports. 3- Time for inclusive learning team to collaborate on case management for the high volume of soon-to-be designated learners 4- Collaboration between ELCT and classroom teachers to build capacity and develop reading structures based on current research and best practice 5 - Pro D or mini sessions on Science of Reading and how it can work with current practices. How to apply in French Immersion specifically.

Goal: GOAL 2. Developing positive student behaviours – through the school-wide use of the Second Step Program, Mind Up programa and the Effective Behaviour System

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

EA support in several classes with pro-active and collaborative planning to support students with their self-regulation and behaviour
 Second Step Program in all English classrooms aligned with school expectations
 Mind Up Program in all FRIM classrooms aligned with school expectations
 More counselling time (school counselor and YFC) push in/push out models
 SEL focus to support teachers in implementing Second Step / Mind Up and other SEL tools
 Catch a Kid coupon and weekly draw
 Healthy Habits monthly habit challenge (Spring)
 Trauma informed practice
 Ross Green's approach (still in the goal stage)
 Leadership club promoting healthy living and school spirit activities
 A variety of student clubs available (chess, origami, hockey, dance, leadership, lego / STEM, racquets / ping pong; track, rugby, basketball, ukulele X2; choir)

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>Developing positive student behaviours – through the school-wide use of the Second Step Program and Mind Up and EBS.</p> <p>Strategies towards Achievement:</p> <ul style="list-style-type: none"> • pro d focus on code of conduct - school wide expectations shared at first week assembly and continuing throughout the school year -Use staff meeting to collaborate and create / continue to learn EBS matrix. • Incident reports (forms 1) data • Catch a Kid coupons and weekly draw (updated) • Support of two counselors (school and YFC) (1.8 FTE total) • Lunch bunch and breakfast & food 	<p>1- Behaviour data analysis (forms 1 and student-student incidents)</p> <p>2- Use of RTI models (with SEL component) during class screening meetings to determine goals, needs and support plans</p> <p>3-MDI, Student Learning Survey and FSA data; street data</p>	<p>1- Increased FTE for school counselling (from CEF). Numerous students struggle with trauma, anxiety and self-regulation. Also offer time for counseling team to collaborate with staff and support them with student IEP's.</p> <p>2- Continue to allocate community link money for counselling</p> <p>3 - Continue to offer breakfast, lunch and special programs which provide basic necessities to our vulnerable students and families. Feed the Futures Fund ongoing Starfish; Backpack buddies</p> <p>4- Increased FTE for EA's to support a number of our complex and vulnerable students to carry out daily programming and work on developing essential independent</p>

<p>programs</p> <ul style="list-style-type: none"> • Pro-active and collaborative planning to support students with their self-regulation and behaviour • Observations and support from the School and District specialists • Trauma informed practice and Pro-D • Whole school Second Step / Mind up program and Pro-D/workshops/District SEL Hub • Ross Green’s approach to help students determine their needs and help them with their lagging skills in a step-by-step positive way • Increased student engagement in extra curricular clubs / opportunities available at the school <p>-Implementation (year 1) of the Effective Behaviour System (whole school focus on positive behaviours) - continued for year 2</p> <p>•Catch a Kid coupons and weekly draw (aligned now with EBS)</p> <p>-Michele Borba- character trait focus (per term- Respect, empathy, self-control)</p> <p>- Whole school - CPI Full Day-training Sept 2023 Pro D- to help regulate and support elevated students.</p>		<p>school behaviours, and to provide support and supervision for full days of school for students with Form 1, 2, 3 and 6a, 7 on file.</p> <p>Training and mentorship within school - we have a range of skills and experience in our EAs.</p> <p>5- admin to help to support our vulnerable learners and the complexity of their needs as well as to support and build staff capacity with SEL and personal health and wellness.</p> <p>VP offers several clubs/Leadership opportunities for students to increase sense of belonging.</p>
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Goal: GOAL 3. Improving writing – by increasing the number of students in each grade who are writing at or above grade level

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Writing

Strengths in this Goal Area

- Focus group to develop a school-wide write (SWW) activity and an assessment rubric (expanded to whole school this year)
- Collaboration time given at the November Pro D for assessment and anchoring of SWW
- Gathering data from teachers and street data from students to determine the next steps and specific writing skills for students
- Learning Support team collaboration on how to support this goal for the 2023- 2024 school year

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>Increasing the number of students in each grade who are writing at or above grade level</p> <p>Strategies towards Achievement:</p> <ul style="list-style-type: none"> • Focus group (2022 Spring) to develop a school-wide write activity and an assessment rubric to determine what should be our priorities moving forward • Whole school participation (Fall FRIM Ks opted out) in SWW over two sessions (Fall + Spring) over a week long structured implementation period • ongoing use of template for the school-wide write activity for each grade level with a focus on event/experiences writing style with a “book as a hook” prompt brainstorming pre-activity (fall and spring SWW) (updated from previous year) • ongoing use of self-assessment student rubric using “I can” statement to gather more street data from the students’ perspective (updated from previous year) • portfolio system that moves with each student year to year to document snapshot of their proficiency in writing over time • Presentation of the writing activity and assessment tools to the staff at the September staff meeting - input from staff moving forward to continue to adjust • increase the participation and understanding of SWW in the early primary FRIM classes 	<p>Use of assessment rubric by teachers and self-assessment rubric by students (street data) to record and follow students’ progress and target our interventions</p> <p>Annual review of the portfolio that documents progress</p>	<p>1- admin supported conversation with the Learning Support team on how to support this goal for the 2023-2024 school year</p> <p>2-Gathering information to buy additional teacher writing resources - consult with ELCT for materials</p> <p>3- Pro-D opportunities or mini sessions on best practice to teach and assess writing for the 2023-2024 school year</p> <p>4. Collaboration time for Teachers and LST to create plans based on classroom/student needs</p>



Margaret Jenkins Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 466

How are you communicating your goals and progress to staff, parents and the wider community?

To date, we have a Growth Plan Committee, which reports out at our Staff Committee, which brings the work to our staff meeting. We will continue to meet over the spring and build more details into the framework we have so far.

We will be sharing our goals and strategies with our PAC this spring and start reporting out in more detail on our measures in the fall.

Goal: We will be an inclusive school where all children can thrive

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

- We know each of our students, their strengths and their needs
There is a place for each student to thrive and to be cared for
- We embrace our diversity
- Our professional growth and our school resources are aimed at helping each of our students thrive
- We do all we can to be ready for students as they start in Kindergarten. Throughout their time here, we work to ensure that our teaching helps the children learn, grow and thrive
- We are working as a school to understand and appreciate Indigenous worldviews and to understand what Reconciliation means

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<ul style="list-style-type: none">-Students thrive in a place where everyone feels fully themselves-All students feel welcome and supported in their learning at school and in their classrooms.-Everyone can feel fully themselves and comfortable with who they are--When students arrive at Margaret Jenkins we are ready to provide the support they need-We know which students are not reaching level in reading and focus our resources for support as early as possible. Support happens in each classroom, with each teacher and with a variety of learning support resources-We know which students are not reaching level at writing and numeracy and are supporting them-We know which students are feeling alienated or not supported at school and are adjusting to support them appropriately	<ul style="list-style-type: none">-Learning support teacher and classroom teachers reading assessments-We are looking for ways to gauge how much students feel seen, heard and valued - asking students if they feel safe and want to be here- Provincial and classroom academic data and student surveys-other measures staff determine over the spring and into the fall-School based team feedback-in 2022-23 we have undertaken, in staff meetings and school Pro D, to examine what it means for a student to thrive and also how we might measure that.	<ul style="list-style-type: none">-School staff are emphasizing collaboration this year to plan, teach and assess in grade groups. One focus is having enough resources so all students will have plenty of appropriate text at each level- Budget committee is allotting spending for the year with a focus on the goals. Specifically we are looking at extra resources for collaboration - and for supporting students who are not yet at grade level.

Goal: As educators, we will collaborate with each other in our learning and teaching

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

Margaret Jenkins staff have done an excellent job in the last few years of coordinating, working and learning together. Math and reading over the last few years, for example, stand out.

Margaret Jenkins teachers have been working on co-operative planning for several years. We are emphasizing the need to prioritize collaboration even as budgets are tighter.

By building more clear structures to collaborate, it will be more enduring and long-lasting.

It has made a difference in how staff approach the student learning . With this as a goal on which we more formally focus our time and resources, we should see results with our students, specifically noting reading, writing and numeracy.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<ul style="list-style-type: none">- Coordinate planning and resources at grade levels- emphasize grade group planning, teaching and assessing during pro-d- Build in structures to co-plan and co-teach and reflect in grade groups-Create regular times in our weekly schedule when classes work together (reading, math, mini ex)	<ul style="list-style-type: none">-We are developing and sharing common baselines of provincial and classroom academic data and student surveys-Year-to-year budget comparisons-Teacher feedback about connection, support and job satisfaction-Teacher feedback and assessment of student results examining where classes have worked together	<ul style="list-style-type: none">-The greater part of our school release time has been related to collaboration. Budget constraints have made this harder over the last two years. Staff has agreed that collaboration release time needs to be a budget emphasis-District literacy support

Goal: We will learn about and care for the environment we live in, with indigenous learning and understanding in mind and heart

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Other

Strengths in this Goal Area

Students and staff have been exploring and helping reclaim natural areas around the school (such as clearing invasive species from Trafalgar Park). We have also built and are maintain a garden.
Making it a goal will help ensure that it is school wide, and endures. We have been working more within the school and with SD61 IED to explore and practice Indigenous understanding of the land around us, especially in respect to traditional Lekwungen culture and knowledge. We have re-emphasized the energy and effort we jointly put into learning about and caring for the land we are on.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<ul style="list-style-type: none">- Continue to explore the area around the school with all of our students, and to continue to learn and help with environmental actions (such as clearing invasive species from the school and nearby areas)- Learn more about the Indigenous understanding, history and stewardship of the land	<ul style="list-style-type: none">-Indigenous allies committee (staff) has become a vibrant organizing group for pro-d, events and student activities. Data for and from this committee is still new.-our librarian is also the IED librarian and has been leading use of appropriate material. What material we are using in the school is good data.-All classes have been working in our garden, preparing, planting and harvesting. We can collect direct data - time and number of students. We will be looking for other data to collect as well.-Student feedback	<ul style="list-style-type: none">-Our budget committee, pro-d committee are taking guidance and giving feedback to our Indigenous allies committee-We need are looking for resources to learn about Indigenous worldviewsSpecifically we are looking at what equipment and materials we might need, what we can emphasize for staff learning.-Continued work with our IED department.-PAC has been supportive in funding for regular items and in longer term outside project planning



Marigold School

2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 294

How are you communicating your goals and progress to staff, parents and the wider community?

- 1) Baseline school-wide write before the end of the school year
- 2) May Pro-D day is assessment training
- 3) Results (school data, school-wide write, and FSA's) are communicated to staff at Pro-D day and Staff meetings AND shared with Parents via PAC and possibly via our newsletter.
- 4) Next year baseline during Sept. and again by the end of the year.

Goal: To develop a strong foundation in reading

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

Marigold has a solid literacy foundation. In 2021-2022, we successful worked through our goal to improve our writing instruction and skill development of our students

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Have a consistent approach to reading assessment Once we have reliable data, look at trends develop a school wide reading instruction plan to meet the needs of our community	Increased engagement in reading at all grade levels	Support staff in training for reading assessments - Benchmark and JB+ Once we are consistent in our assessments, we will look at the data and see where we have strengths and stretches in reading.

Goal: to develop an inclusive and culturally responsive learning environment that fosters the social emotional well being of our students, staff and community.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

The staff participated in professional development this year around Restorative Practices and Circles. We have noticed that the use of circles has increased student and community confidence in sharing their thoughts, feelings and concerns.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
develop emotional well being and resilience in our learners, staff and community.	We will use the workbook published by Well-Being BC to implement a common assessment of Well-Being and Social-Emotional Learning	Professional development time to unpack the assessment tool. Once we have secured baseline data, seek out resources to support our community's stretches.



McKenzie Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 255

How are you communicating your goals and progress to staff, parents and the wider community?

Staff worked on a shared document through Google Docs to develop the areas for school goals. Draft goals were written and feedback was welcomed. Goals will be shared with the parent community and greater community via PAC meetings, Twitter, Facebook PAC page, and the weekly newsletter.

Goal: As a staff and community, we will provide students with opportunities to improve or increase their sense of belonging at school.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

Strong sense of community and commitment

Teachers are skilled in building classroom communities that are safe and kind

Strong focus on providing many different opportunities for students to explore their interests and passions in a multitude of clubs; athletic, special interest, games, hobbies, etc.

PAC supports the purchase of resources

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
We want our students to feel a greater sense of connectedness at school.	We will see an increase in: * students participating in various clubs * students' willingness to try new activities * in positive interactions with staff and between peers * the overall percentage of students that participate in 2 or more clubs, hobbies, sports activities, etc. * in the number of significant adults that a student feels cares about them as per the MDI data and Student Learning Survey (Gr. 4 students) * of staff meaningful interactions with students (2 x 10 model)	* staff to sponsor a variety of clubs, sports teams, hobbies, etc. * PAC support for supplies for the above-noted activities * continue to apply for grants to maintain the school garden * continue to allocate school resources for the replacement/purchase of sports equipment (indoor and outdoor)

Update the McKenzie Elementary Student Code of Conduct with direct input from all students.	<p>We will see an increase in:</p> <ul style="list-style-type: none"> * common language being used by students and staff when problem-solving * greater knowledge and understanding of McKenzie's core values * Use of our code of conduct as a tool when solving conflicts (simple language, picture prompts, conversation prompts, etc.) 	<ul style="list-style-type: none"> * dedicated time for two staff members to teach 2 or 3 lessons directly related to revamping our code of conduct to each class (TTOC time) * collaboration time with schools that have already revitalized their school code of conduct with a strong student voice (TTOC time) * counsellor time to support teachers in coteaching SEL programs
Creating of a staff sub-committee that focuses on gather data and developing strategies to meet our goals.	<ul style="list-style-type: none"> * Committee will report at monthly staff meetings * The committee will assist with professional development planning * The committee will assist with communications to share with our greater school community 	<ul style="list-style-type: none"> * time for the committee to meet

Goal: We will continue to improve our numeracy skills within an inclusive environment, recognizing individual and personal strengths and needs.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Numeracy

Strengths in this Goal Area

Continued use of various math programs and resources

Use of professional development time to collaborate, share ideas and resources

Strong staff commitment to improving numeracy skills and understanding

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
We want to develop common assessment practices for math	By using school-wide common assessment numeracy tool(s) we will be able to target intervention to classes or students where needed thereby increasing our student performance in numeracy.	IMA? SNAP? basic fact running records? Math / numeracy in-service for staff Release time for teachers to meet and review common assessment results in grade groups
We want to develop a structured intervention process for math within our school	* Increase the percentage of students extending and proficient each year as per the Student Development App data *Increase FSA (Grade 4) numeracy scores consistently each year	* Seek professional development opportunities for all staff * Dedicate Inclusive Education teacher time to targeted numeracy support blocks
Creating of a staff sub-committee that focuses on gather data and developing strategies to meet our goals.	* Committee will report at monthly staff meetings * The committee will assist with professional development planning * The committee will assist with communications to share with our greater school community	* time for the committee to meet and plan
We want to continue to educate parents about new math practices to allow them to better support their children at home	by tracking the participation numbers and gathering feedback from families after 'parent education nights'	a primary math instructor for workshops for parents more funding to PAC to support parent info nights



Northridge Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 272

How are you communicating your goals and progress to staff, parents and the wider community?

Staff Meetings
PAC Meetings
Weekly Updates to Parents and Staff

Goal: To improve student writing achievement through increased engagement and inclusive and culturally responsive writing practices.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Writing

Strengths in this Goal Area

We are just beginning our journey with this goal.

As such, we have created a Literacy Collaboration Team with a focus on oral language and its connection with writing.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
School Wide Write: at the beginning of the year and the end of the year. -Created a K-5 graphic organizer -Rubric	We will compare results from the fall and the spring and look for key areas to focus on. Teachers can also use their fall class assessment results to guide their planning and instruction for the year.	We used two afternoons for teachers in the Literacy Collaboration Team to build the rubric.
Story Making: utilize district ELCT (Early Literacy Collaboration Teacher) to co-teach with kindergarten and grade one students. Students will engage with loose parts in order to build and share their story orally before putting it down on paper.	We will also use before and after writing samples to test our assumption that engaging in the story making process and sharing their stories orally will transfer to increased achievement in writing.	We worked with ELCT teacher 6-8 times a year to build the plan, collaborate, gather resources, implement the program and reflect on its success.

Goal: To increase engagement and connectedness of all students especially our indigenous students as well as focus on core competencies through student self reflection

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 2

Primary Area of Goal Focus

Indigenous

Strengths in this Goal Area

We have already done some whole school learning around the Spirit of Alliance Animals. We will continue this work to make learning more visible on a whole school basis as well as writing topics and student self reflection of the core competencies. We will utilize our school wide assemblies to learn about the gifts of each of the animals and celebrate when students are using these gifts.

These include:

- Perseverance and never giving up, trying new things.
- Taking Care of Yourself: listening to your body and what it needs
- Taking Care of Others: Communicating thoughtfully, taking care of our community and showing respect when problem solving
- Sharing our Special Gifts: Thinking creatively and using our imagination

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Students to be proud of their achievements reflect on their personal strengths and growth as they relate to the core competencies	Increased engagement in meaningful self reflections three times a school year.	School wide pro-d day as well as school wide assemblies, performances and activities. We will also work with our Indigenous support worker to help with this goal. Continue to learn about each animal in whole group assemblies. We will recognize students who are demonstrating the gifts of the animals at assemblies. Those students will also receive a button. Students photos will be taken and shared in our display case.



Oaklands Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 496

How are you communicating your goals and progress to staff, parents and the wider community?

Goal: To improve student writing through a focus on, identity, belonging and Story-Marker Studio.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Writing

Strengths in this Goal Area

Literacy - the reading and writing connection with a focus on building skills and developing competencies. The strength of our goal is our agreed upon commitment to collaborative (collective) inquiry into teaching and learning.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
To improve students engagement and results in writing. This year we will be working K-5 to create a scope and sequence for reading and writing (the what we are teaching). Next steps will be to create and implement common assessments across the grades. Commit to collaborating with a colleague - co-planning, co-teaching and reflecting with a results oriented lens.	creation of a scope and sequence for reading and writing. create and implement common assessments to be used three times a year. use the benchmark app to map progress. Driving questions for the year: What does teaching foundational reading skills look like in your classroom? What is important to you as you teach these skills? What knowledge do you hope students come to you with? What knowledge do you hope they leave with?	We will be using our professional development days to co-plan and assess our progress. All teachers have committed to 6 collaborative planning and co-teaching days throughout the year. The use of our collaborative early literacy teacher (0.200 FTE)- starting with grades 1 and 2 in the first term. Phonemic Awareness Resources; Wiley Blevin Heggerty Needs to support our grades 1 and 2 teacher this year. Teachers (grade teams) need release time to co-plan, co-teach, and asses progress. 8 teachers X 2 full release days = \$6,400.00 in addition to our ELC teacher's budget.

Goal: To increase students' well-being, connectedness and sense of belonging.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

School-wide approach - Hands-on Hearts-on - hands represent our actions, hearts because we care. This is woven into our code of citizenship and a reminder that we practice active citizenship through our values and actions.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Encourage positive relationships with teachers and school staff. Create a positive peer culture of belonging. Value learning Take proactive steps towards mental health. include parents/caregivers! Develop a sense of identity and belonging for our students and staff. Revisiting the First People's Principals of Learning with staff and students. Guiding question; How can we use the gift of our Hands on, Hearts on Totem as a touchstone to provide authentic opportunities for our students to engage with the Truth and Reconciliation calls to action throughout the year?	Run a weekly meeting with students (Club - everyone welcome) to build connections, relationships, and belonging in the spirit of positive personal and cultural identity. student reflections teacher reflections (monthly meetings)	Created personalized hoodies for each student with support from (INED) continue working with Cedar Circle students (Cedar Hill) building community through mentorship. Invite collaboration opportunities with Lansdowne.



Quadra Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 493

How are you communicating your goals and progress to staff, parents and the wider community?

Goal: Identify each child's unique needs and provide tailored supports to ensure their holistic development and success.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Other

Strengths in this Goal Area

Collaboration of staff.

High levels of support amongst staff.

Use of common assessments to inform practice.

Use of student development benchmark app for data collection.

Strategic support via district counsellor, YFC and Indigenous/Aboriginal Advocate.

Staff investment in the school community to build school/home partnerships.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Staff collaboration on best practice.	<p>Time used before and after school along with staff meetings and professional development days for collaborative work.</p> <p>Connection of students to the school and staff as measured by student survey data.</p> <p>The number of students experiencing success academically, behaviourally, and emotionally as measured by staff.</p> <p>The number of students working within their strengths as observed by staff.</p> <p>Identifying and supporting priority learners based on their needs as measured by our school-based team.</p>	<p>Scheduling time for collaboration within meetings outside of class time.</p> <p>Commitment from staff and administration.</p> <p>Proactive plans to support high-needs students so all staff feel prepared and confident.</p>

Engaged and committed staff.	Reduced staff absenteeism. Availability of staff to respond to multiple issues taking place at multiple times in multiple locations.	EAs to support students with high needs. Administrators to coordinate school-wide support, collaboration, instructional leadership and emergent responses related, but not limited to student safety, staff safety, unreplaced staff, food security and community liaising
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Rogers Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 270

How are you communicating your goals and progress to staff, parents and the wider community?

Parents & Wider Community:

- Discuss goal area with Pac and weekly school newsletter
- Drumming Circle to welcome families/guests into our building
- Sharing Professional Development focus with families
- School Website

Staff:

- Introduction of monthly Indigenous Teachings at our assemblies
- Discussion of Indigenous Teachings at our staff meetings
- Created teacher resource folders for each traditional teaching
- Drumming Staff/Student Club: Met weekly in the library and learned drumming songs to share at assemblies and special community events
- Professional Development
- Kindergarten Inquiry Project

Goal: To further develop student descriptive written language.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Writing

Strengths in this Goal Area

- * Students in K - 3 are using small loose parts prewriting materials. By using these materials, students fully develop their ideas which result in a more descriptive story. Intermediate teachers are interested in learning more about these manipulatives and incorporating them into their students' prewriting experiences.
- * Heggerty Program purchased to focus on Phonemic Awareness within grade 1-3
- * Some teachers are using the UFLI phonics program
- * Some teachers are using the Secret Stories phonemic awareness program as well
- * School-wide write completed in September 2003 and February 2004
- * In-class student writing support continues to be a main focus of our learning support program
- * Staff working with Breanne Glover, district literacy teacher, to implement newly developed district Writing Benchmarks with proficiency language scale. Teachers used these to mark their school-wide writes.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>For students in K-3 to continue to participate in daily phonemic awareness lessons so that they can further develop their written descriptive language.</p> <p>In future years, students in grades 4 and 5 will have a stronger base in phonemic awareness and can use sounding out strategies to strengthen their writing skills.</p> <p>Currently students in grades 4 and 5 use a variety of prewriting strategies to help create more detailed writing</p> <p>2023 At our September school-based pro-d day, Breanne Glover joined us and introduced the new district Writing Benchmark Assessment which uses the provincial proficiency language scale. Teachers used this assessment tool to mark their school-wide students writing. All teachers were released from class and joined same grade groupings to discuss their findings. Teachers decided to focus on improving descriptive language.</p> <p>2024 A second school-wide write was completed and compared to the fall school-wide write. Teachers were released in same grade groups to discuss findings. Breanne Glover joined them and together gathered teaching strategies and resources to focus on improving student descriptive writing.</p> <p>Providing teachers with the new Writing Benchmarks with the proficiency scales to use for marking the school-wide write. As teachers become more comfortable with this assessment tool, they will use it regularly.</p>	<p>Teachers are recording student progress as they actively participate in the daily Heggerty video lessons. Baseline student data was collected and compared to data throughout the school year. As the year progressed, students were able to sound out unfamiliar words with greater success.</p> <p>2023 Term I writing data indicated all students grades 1-5 were at the following levels: Emerging - 15%, Developing 28%, Proficient - 49% Extending - 8% 2024 Term II writing data indicated all students K-5 were at the following levels: Emerging-12%, Developing - 26%, Proficient - 51% and Extending - 11%. More students were in the proficient and extending levels from first to second term.</p> <p>We continue to provide in-class learning support for struggling writers. This approach enables the students to be included in the class lesson and stay in class. Students prefer this to a pull-out program. Research backs this approach.</p> <p>We completed a school-wide writing assessment in January 2023 and then in again in March 2024. Comparing results indicated student writing was improving.</p> <p>Brianne Glover introduced the staff to the new Writing Benchmarks that include the proficiency language. Teachers used them to mark school-wide write. Brianne worked along same grade groups to discuss findings and put strategies in place to further develop student descriptive written language.</p>	<p>We purchased the Heggerty Phonemic Awareness Curriculum for students in K through grade 3. \$700</p> <p>We were provided through district funds loose parts story making items.</p> <p>By participating in an Inquiry Project with Brianne Glover, all teachers were given the book, Responsive Writing. She also provided the new Writing Benchmark assessment tool</p>

Goal: To create a supportive and inclusive school environment, that nurtures neurodiversity, and fosters positive relationships.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

- * school-wide cultural focuses throughout the school year
- * family involvement in cultural celebrations
- * school calendar on website includes cultural events
- * school library website includes cultural events throughout the year and a listing of reading materials for families and resources for teachers
- * student-led clubs

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>Our ELL population has grown over the last two years to include 65 students. This is 18% of our population. We want students and families to feel welcomed and belong.</p> <p>Student-led Clubs: We want to deepen student pro-social skills, increase their confidence and provide them with opportunities to make new friendships. Students are given the opportunity to lead a club of their choice. Posters are designed and announcements are made to invite a grade group to come out and join their club. Students work together and enjoy the leadership opportunity.</p> <p>Students learn in different ways. We want each student to understand how they think and learn and how their classmates do as well. We believe neurodiversity is an important component of classroom building and culture.</p>	<p>Family Involvement in school-wide cultural events Students see themselves represented in the school</p> <p>Ongoing student interest in leading clubs of their choice Students connecting with other students who they generally do not see. Forming new friendships through similar interest Utilizing the results of the Student Learning Survey - students feel connected, belong and have friends School-based assessment created for other grade levels that tell if they feel connected, belong and have friends Class meetings/recognition: students discuss concerns and accomplishments</p> <p>Students become self-aware about their own learning style and what they need for success Students respect and support each other in class - students understand there are different learning profiles in their class</p>	<p>Thus far, there is little cost to this goal area.</p>



Sir James Douglas 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 409

How are you communicating your goals and progress to staff, parents and the wider community?

- To Parents via newsletters, emails, PAC meetings, parent workshops
- To Staff via staff meetings, Pro-D days, sharing student assessment data, through the School Based Team

Goal: Improving reading – by increasing the number of students in each grade who are proficient or extending in reading

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 2

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

- Staff are unified in their use of the specific strategies proven to be most effective by professional research; this leads to consistency in focus and a common approach from grade to grade
- The school is well resourced in both student learning materials and qualified and skilled educators
- Early intervention model and data driven targeted interventions

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<ul style="list-style-type: none">• Learning support interventions to support all grade 1 students (early interventions) & students who are emerging from grade 2 to 5; focus on Kindergarten students in the Spring• Collaborative reading programs/reading groups (push-in model by our Learning Support Team)• Jolly Phonics, letter sound correspondence, blending and segmenting• ELL and SLP (speech)• Home reading programs and Book Fair• Pro-D workshop on Jolly Phonics in September 2022• Pro-D workshop on Lire à Deux French reading method in Sept 2023 for all frimm teachers• Collaboration between librarian & teachers to design and promote literacy initiatives and engagement in reading, to design learning for transliteracy	<ul style="list-style-type: none">• Use of Bench Mark (PM/GB+) at each semester in the Student Development Benchmarks District App to record and follow students' progress and target our interventions and support• The current Bench Marks results in the English Program follow the same pattern we have noticed over the past few years: many students emerging/developing in grades one and two and then fewer and fewer until we only have 4 emerging in grade 5. We have also doubled the number of students from gr.1 to 5 who are proficient or emerging in reading. It is a huge success and the data is showing that our early intervention model and then the focus on students who are emerging are efficient for reading in English• However, we are not seeing the same results with our French Immersion program;	<ul style="list-style-type: none">• Continue to provide meaningful Pro-D day and co-teaching model opportunities to enhance best practices on how to teach reading• Continue to have learning support teachers to best support our students and early intervention model• Purchase of Jolly Phonics workbooks, troussees Lire à Deux, levelled books and novels for Reading Zones, and novels and graphic novels with indigenous content and representation• Purchase of interesting English books for our tier 3 students

(information, media, digital,...) to expose students to a variety of books/texts to foster the love of reading

- Workshop for parents on how to support their reader at home done by Learning support teachers and Claire King, Frimm teacher

- Frimm \$4,000 Reading Grant:

1. Pro-D workshop on Lire à Deux in September 2023, a new French method to teach reading which incorporates segmenting, blending and active collaboration between students

2. Revisiting and sharing our successes and challenges regarding Lire à Deux as a team during the Nov 20, 2023 school based Pro-D

3. Release time offered to all primary frimm teachers to collaborate on Lire à Deux programming and development of resources

- English \$4,000 Reading Grant:

1. One morning of release time with Breanne to co-plan for literary in the class for tiers 3 students (inclusion/access point) for grade 2/3 English classes, teachers to implement suggestions, one morning of release time with Breanne about a month later to check in

2. Gr.4/5 teachers to be released one afternoon for co-planning of reading zones program, SJD learning support teacher to be released one afternoon to co-teach & model with them, SJD learning support teacher to be released one afternoon about a month later to support with co-teaching and modeling

thus, we need to improve our practice to teach French reading at SJD

- Use of IDAPEL assessment For K to 2, 3x per year

- Use of RTI models during class screening meetings to determine goals, needs and support plans

- Use of FSA results

Goal: Improving students’ self-knowledge of their mental well-being and capacity for empathy – through the school-wide use of the Second Step Program

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Mental Health

Strengths in this Goal Area

- Many teachers feel competent using the Second Steps program
- Our counselor is proficient in using Second Step and offers classroom lessons to assist teachers.
- Morning announcements are regularly used to reinforce Second Step lessons and the monthly value

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<ul style="list-style-type: none"> • Whole school Second Step program implementation (we calculated that 90% of classes are using the second step program on a regular basis) and Pro-D/workshops/ District SEL Hub - consider including OOSC for shared language and strategies • Monthly values (also communicated to all families) and presentations about SEL in school assemblies • Food programs such as “Pack back Buddies” and the lunch program • Pro-active and collaborative planning to support students with their self-regulation and behaviour, including student behaviour support plans • Collaboration between librarian and teachers to provide resources for staff and students, to engage learners to participate in events to build school culture and to differentiate instruction to include all learners • Spirit and fun days - i.e. staff vs. students basketball • Introduction of the Mind Yeti Mindfulness program - included in our subscription to Second Step • Creation of specific student support plans using the Ross Greene approach with students input • Participation in diverse activities such as Black Month History, Pink Shirt Day,... to develop acceptance of differences & empathy 	<ul style="list-style-type: none"> • Students Learning Survey Results • Gather street data from the students’ perspective to measure progress - questions to include are: <ul style="list-style-type: none"> o When you have big feelings how do you cope? o When you find yourself in challenging situations with others do you have ways to problem-solve? Are you able to put these strategies into practice? How often? • Incident reports: forms 1 and student-student forms data • Use of RTI models during class screening meetings to determine goals, needs and support plans • According to the 2024 grade 4 student learning, we have noticed that some students do not feel respected by their peers. We are gathering street data from the students’ perspective on respect to understand it more and help our approach. Questions are: <ul style="list-style-type: none"> i. How does it look and feel when a student at SJD is showing respect to you or to another student? ii. Can you give us one example of a respectful action you have seen at school by a student towards another student? iii. Have you ever noticed disrespectful actions from one student to another at SJD? Yes or no (circle) <ul style="list-style-type: none"> a. If yes, can you give us an example? iv. In the eventuality that a peer is not respecting you, do you have ways to problem-solve? Would you be able to put these strategies into practice? 	<ul style="list-style-type: none"> • Maintain support for school counselor • Targeted training with teachers who would like support in using the lessons from the counselor - no added resources or money needed • Support of the school counselor (push-in model with Second Step and individual/group/targeted sessions too) • Introduction of the Mind Yeti Mindfulness program - included in our subscription to Second Step • Pro-D development with Adele Martiniuk or someone else on stress and anxiety • Observations and support from the School and District specialists

Goal: Improving numeracy skills and a sense of efficacy in the face of complex numeracy activities – by increasing the number of students in each grade who are proficient or extending in numeracy

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Numeracy

Strengths in this Goal Area

- Strong desire by staff to have a common approach to teach the numeracy strategies to students and get more data about specific targeted interventions
- The school is well resourced in qualified and skilled educators
- Great numeracy team work incorporated in our staff meetings

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<ul style="list-style-type: none"> • Collaboration between librarian and teachers to empower personalized learning of inquiry approaches and problem solving strategies • Creation of a grid with grade and curriculum expectations for addition strategies to all be on the same page. Goal: to finalize the updated addition rubric at the May 19th Pro-D day • Each staff member will receive a numeracy folder and will be asked to bring a few activities/worksheets at each staff meeting from February to May, 2023 • Team to present the main strategies (one at each staff meeting) from February to May, 2023 <ul style="list-style-type: none"> - Feb: Making Tens (Power of Ten) - March: Friendly numbers and adding up in chunks - April: Braking each number into its place value - May: Compensation • Team presented the results of the June SNAP with some recommendations in September 2023 • Where are we going next in 2023/24? <ul style="list-style-type: none"> - Review resources on shared Google Drive at staff meetings - Numeracy Committee to work on creating a visual document showing the evolution of skills/strategies from Kindergarten to gr. 5 	<p>SNAP test: https://snap.sd33.bc.ca/</p> <ul style="list-style-type: none"> • Students will be asked to complete a grade level SNAP test (number sense and addition) in June so we can pass the information to the new teacher in September • Students will be asked to complete another SNAP test (number sense and addition) in perhaps December or January or June (TBD) in order to measure success and tweak our rubric/strategies/teaching accordingly • Use of RTI models during class screening meetings to determine goals, needs and support plans • Use of FSA results 	<ul style="list-style-type: none"> • Continue to provide meaningful Pro-D day and promote co-teaching model opportunities to enhance best practice on how to teach numeracy • Continue to purchase books, material and manipulatives to support numeracy learning



South Park Family School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 190

How are you communicating your goals and progress to staff, parents and the wider community?

- * student benchmark app - review with individual teachers and the whole staff
- * on-going anecdotal reporting to families via FreshGrade posts, student-led conferences, IEP meetings, individual parent-teacher meetings
- * bi-monthly meetings between teachers and educational assistants
- * placement of an educational assistant in each of the kindergarten classrooms
- * utilizing a Response to Intervention tiered approach
- * Early Literacy Collaboration Teacher in all of our primary classrooms - collaborated as part of SBT meetings, staff meetings, teacher planning meetings, and parent meetings
- * creating small heterogeneous groups for both numeracy and literacy instruction in the kindergarten and K / 1 classrooms
- * ECE support (which became TOC) shared between the kindergarten and K/1 classrooms
- * school counsellor providing classroom-based support for students and communicating these supports to the wider parent community
- * parent education opportunities provided by classroom teachers and school counsellor
- * sharing of the monthly 'Snapshots' and district SEL resources with our school community and staff
- * sharing of community-based resources/supports with our school community

Goal: To develop a deeper understanding of who we are as a school community. To explore our shared beliefs, values and understandings to redefine and understand South Park Family School's place within these shared beliefs and values. To share these beliefs and have them reflected in all we do at South Park and the physical space of South Park to ensure we are a culturally responsive, inclusive and welcoming space for all.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Other

Strengths in this Goal Area

South Park Family School has a long history with a very strong identity as a Family school. This has been changing over the past few years with the switch to a catchment school and the impact of the Corona Virus Pandemic. We are in transition. We have a very involved and connected parent community as well as dedicated teachers who want to explore our new identity and develop and identify shared beliefs around who we are and who we want to become. With a stronger sense of identity and shared beliefs we will be better suited to support our learners in all areas of the curriculum and within our community.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Create a new code of conduct that better reflects our beliefs as a community.		

Develop a shared belief statement with students, staff and parent community.	when we start to see and hear this belief statement being lived by all members of the community.	
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Strawberry Vale Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 278

How are you communicating your goals and progress to staff, parents and the wider community?

Staff Meetings
Professional Development
School website
PAC Meetings
Communications with school community through email
Social Media

Goal: To foster an inclusive, culturally responsive and nature based learning environment that will support and improve all learners' personal and academic success.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

- school community that is committed to growth and development of our students
- supportive and active parent community (PAC that is active and diverse)
- collaborative and responsive School Based Team and staff
- strong school / community connection
- robust history of Environmental Education and Stewardship at the school

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
To support students in attaining the skills to be successful, we will use culturally relevant and diverse teaching strategies. Applying the appropriate Tier, 1,2 and 3 interventions to support students as a whole (class, grade level) and as individuals as necessary.	<ul style="list-style-type: none">- On-going formative and summative assessments throughout the year inform us of students' progress and inform our practice. This includes BM benchmarks, anecdotal records, Report Cards, FSA, MDI, EDI and CHEQ where applicable.- We will look for improvements in the areas of literacy, numeracy and social-emotional learning.	<ul style="list-style-type: none">- Continued and On-going professional learning opportunities for teachers/staff in the areas of literacy, numeracy and social-learning (District Literacy, SEL resources)- Dedicated funding within school budget for our Teacher Librarian to continue to build an inventory of culturally relevant resources for staff and students

Multi-age groupings will be used to create leadership, belonging and sense of togetherness through a variety of celebrations and activities throughout the year. Activities include regular grade level assemblies, school wide activities (Walk-a-thon, Terry Fox), Rainbow Club, Reading Buddies, School Clubs and School Teams to create a sense of school belonging.	<ul style="list-style-type: none"> - A school-based Belonging Survey is conducted twice a year which allows us to analyze our school, class and individual students' level of engagement and sense of belonging. - We will analyze survey data to identify levels of engagement as an indicator of connection to the school, community and staff 	<ul style="list-style-type: none"> - Dedicated time at Staff Meetings to allow staff to share ideas/plan/analyze data and collaborate - Dedicated funding within school budget for School Clubs, Teams and School Wide Events
Environmental Education/Stewardship Prep block to elevate nature, place based and stewardship education amongst all students and provide a Leadership opportunity for Grade 4/5 students.	<ul style="list-style-type: none"> - Use of Student Learning Survey, School Belonging Survey as well as observation and anecdotal records allow us to analyze our school, class and individual students' level of connections to place, school and community. - We will look for students' level of engagement, respect, knowledge and stewardship of the school and community grounds, green spaces and environment 	<ul style="list-style-type: none"> - Assignment of Prep FTE to Environmental Education (0.166 FTE) Half of the classes receive an Environmental Ed block (40 minutes) once per week for Sep to Feb and the other half from Feb to June - Dedicated funding within school budget for Environmental Education
Meaningful engagement of students and staff in cultural learning and experiences that reflect Strawberry Vale's community to help foster a school community free from racism and discrimination. This includes partnerships and presentations with local story tellers, knowledge keepers, SVE parents and families, school wide assemblies, recognition of diversity and cultural events through announcements, assemblies, clubs and bulletin boards.	<ul style="list-style-type: none"> - Use of Student Learning Survey, School Belonging Survey as well as observation and anecdotal records allow us to analyze our school, class and individual students' level of connections to place, school and community. - We will evaluate students' sense of belonging while keeping in mind the key question "Do students see themselves in SVE?" 	<ul style="list-style-type: none"> - Continued and On-going professional learning opportunities for teachers/staff in the areas of Diversity, Inclusion and Equity - Dedicated funding within school budget for our Teacher Librarian to continue to build an inventory of culturally relevant resources for staff and students - Dedicated bulletin boards to present and celebrate cultural events and diversity - Dedicated funding within school budget (including ArtStarts funding) to provide culturally diverse and relevant presentations and learning opportunities to the school community



Sundance-Bank Elementary School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 67

How are you communicating your goals and progress to staff, parents and the wider community?

Bulletin board in the entry of the school
Posted in weekly communications and other documents

Goal: To support and further develop students' Executive Function skills in order to increase their personal and academic success.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Other

Strengths in this Goal Area

- staff reframing students' behaviour in terms of lagging Executive Function skills
- supports student well-being as we grow awareness that these are skills they can develop (growth mindset) rather than things people can or cannot do (fixed mindset). Everyone has some EF strengths and EF areas to work on.
- staff knowledge of pedagogy is strong; kids need EF skills to engage with learning strategies

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Deepen staff understanding of what EF skills are, how we can support their development in students, and how they connect to literacy and numeracy learning. Staff book club, pro-d sessions, support materials, explore connections to our school's Code of Conduct, core competencies/curriculum, Indigenous Education Framework (when launched), Spiral of Inquiry questions, wonder child framework.	Staff have created their own inquiry question (may connect to other learning areas such as literacy). Staff are able to notice and name the 11 areas of EF skills (Response inhibition, working memory, emotional control, flexibility, sustained attention, task initiation, planning & prioritizing, organization, time management, goal-directed persistence, metacognition) and implement strategies in the classroom and on the playground to support their development in students. (staff survey, observations, creating resources)	Purchase copies of the book entitled: Executive Function Skills in the Classroom: Overcoming Barriers, Building Strategies for each staff member. (\$55 per book) 3-4 one-hour online sessions for staff with Laurie Faith, one of the book's authors. (pro-d days - approx. \$1000-\$1300) Staff book club facilitated by Inclusive Learning Support Teacher & Administrator (pro-d days, but other time would be helpful)

Deepen understanding of EF skills and how they connect to teaching and learning for students and their families.	<ul style="list-style-type: none"> - student self-reflections -conversations with families -observation and incident tracking to see changes in student behaviour 	<ul style="list-style-type: none"> -newsletter inserts -PAC meeting presentations -school announcements/assemblies -common school-wide lessons (need time to plan these) and school-wide focus on specific EF skills -common language, posters, etc. across classrooms
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Goal: To increase reading fluency and comprehension through joyful learning.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

- strong teachers with a knowledge of structured literacy and an interest in the Science of Reading
- good stock of reading material

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<ul style="list-style-type: none">- have students enjoy literacy instruction through quick and simple Phonics oral exercises at various times in the day (waiting in line, etc.)- use colourful manipulatives and frames- play literacy games with Melanie	<ul style="list-style-type: none">- observation of students' engagement- self evaluation	<ul style="list-style-type: none">- Heggerty phonics program- Posters- time spent with Melanie Nielsen, district literacy support teacher
<ul style="list-style-type: none">- increase knowledge of phonics to increase speed and efficiency of decoding- reading levelled books and decodable texts in class and in home reading program	<ul style="list-style-type: none">- Heggerty phonics assessments- PM Benchmark reading assessments- reading of levelled books and decodable texts	<ul style="list-style-type: none">- Heggerty phonics program- Posters- levelled books- time spent with Melanie Nielsen, district literacy support teacher
<ul style="list-style-type: none">- increase reading comprehension- small group instruction	<ul style="list-style-type: none">- PM Benchmark reading assessments	<ul style="list-style-type: none">- Heggerty phonics program- Posters- levelled books- use of inclusive learning teacher time to work with small groups- time spent with Melanie Nielsen, district literacy support teacher



Tillicum Community School 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 457

How are you communicating your goals and progress to staff, parents and the wider community?

- Regular updates during monthly staff meetings
- Regular updates during monthly PAC meetings
- Regular updates in the school newsletter
- School website/Twitter page
- Communication books
- Regular updates and discussion during monthly Staff Committee meetings
- Student-Led Conferences & Parent-Teacher interviews

Goal: To increase student interest in and motivation for reading and reading achievement, as measured by classroom language arts performance and reading progress levels, by promoting a love of reading and reading strategy development: Belief - creating high interest libraries and book lists, that are more closely tied to student interests, will generate motivation and lead to more reading, hence increased practice and ability.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

- Staff involvement in the creation of the plan
- Staff expertise in the area of teaching skills specific to reading
- Staff desire to continue professional development in the area of reading
- Administration and PAC fully support this goal

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<ul style="list-style-type: none"> - Promote a Love of Reading - Classroom and library development - Involving students in the creation of book buying lists that reflect student interest - Survey and conference with students - Teacher professional development - Encourage curiosity for text by recommending new books, build school library to include a variety of genres, and promote multimodal ways for students to enjoy and share favourite books - Use technology to increase interest and provide new ways of learning and demonstrating learning 	<ul style="list-style-type: none"> - Performance Standards data - Benchmarks for reading assessment - Technology program assessment (FastForWord) - FSA data - Student pre and post self-assessment - school-wide writes - staff feedback - Student satisfaction survey - Number of behaviour referrals 	<ul style="list-style-type: none"> - Maintain or increase the number of EA's in classrooms - Continue to work to increase the number of teachers using JollyPhonics/Talking Tables - Maintain or increase Learning Support, ELCT, and ELL levels - Use Reading Power instructional strategies - Use Barton's Phonemic Awareness - Guided reading for all students (text at instructional level) - Maintain or increase technology level with regard to Chromebook/iPad/Tech Packs in classrooms



Torquay Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 319

How are you communicating your goals and progress to staff, parents and the wider community?

Staff established these goals collaboratively at the beginning of the 21/22 school year. Goals are addressed through professional development on school based days, through collaborative partnership/team work between and among staff members. Regular updates, learning and reflection on student data happened at each staff meeting. This was led by a 'school goal team' of 3 teachers and the Vice Principal.

Torquay families are included in the discussion/exploration at PAC meetings and through school newsletters and classroom communication.

Goal: Students will continue to develop awareness, acceptance, and empathy of themselves and others through Identity, Diversity, Justice and Action.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

- Staff and student created and staff and student led.
- Informed by student stories and experiences.
- Vast teacher expertise amongst some staff - willingness to share / lead.
- learning commons at the hub through stories and activities with our teacher librarian.
- PAC supported and involvement.
- Indigenous focus.
- consistent celebration of diversity and inclusion throughout the year.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>Increase student awareness and acceptance of themselves and others: Identity.</p> <p>Increase student awareness and acceptance of themselves and others: Diversity.</p> <p>Increase student awareness and acceptance of themselves and others: Justice.</p> <p>Increase student awareness and acceptance of themselves and others: Action.</p> <p>Strategies: Sept.2022-June 2023- Library time focused on Diversity and Inclusion. Monthly School Goals and Directions focus at staff meetings. Pro D day focus related to school goals (no collab time has hindered this) Student led announcements. Diversity celebration board. Indigenous names/history on announcements weekly. Decolonizing school library. parent Education - led by teacher librarian Ben Koning</p>	<p>- conversations, street data, numbers of referrals to office for "racist" or "discriminatory" conflict decrease</p> <p>- MDI Middle Years Index</p> <p>-student reflections captured in June</p> <p>- Staff reflections - captured at final June staff meeting</p> <p>- Student and parent experiences that are shared with the school (have been overall very positive)</p>	<p>- Support from the Indigenous Education Department. (speakers / presenters / resources / artists / co-teaching).</p> <p>- More diverse books for the classroom and library.</p> <p>- Multi-cultural whole school event.</p> <p>- more community opportunities and experiences.</p> <p>- diverse speakers and anti-racism / inclusive topics for ProD days.</p>

Goal: Torquay staff will develop cultural pedagogy through exploring our various points of privilege.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

- Staff created and staff led.
- supported by school based and district professional development.
- Vast teacher expertise amongst some staff - willingness to share / lead.
- PAC supported and pursued through parent education events.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>Increase staff understanding of and implementation of culturally responsive best teaching practices.</p> <p>Deepen staff understanding of the various forms of privilege and our place within that.</p>	<p>Teaching and assessment practice is culturally responsive - reflecting inclusion and diversity.</p> <p>Increase in developing student awareness, acceptance, and empathy of themselves and others through identity, diversity, justice and action.</p> <p>Student Learning Survey - specific Torquay questions</p> <p>MDI</p> <p>Staff stories - qualitative data</p>	<p>School-based professional development and district professional development opportunities.</p> <p>Collaborative planning and teaching time.</p> <p>More books / novels / read alouds.</p> <p>Continued support during library time, from Mr. Konning continuing on from where he left off with Diversity.</p> <p>Multicultural whole school event.</p> <p>Indigenous activities.</p> <p>More books for the classroom</p> <p>Indigenous speaker / presenter to work with teachers (Indigenous Education Department) (gr. 1)</p> <p>More Indigenous books</p> <p>More community opportunities and experiences.</p> <p>More speakers and presenters / connections / walking field trips to explore our sense of place - with the Indigenous Education Department .</p> <p>Connections to youth, examples, groups who are involved with social justice initiatives.</p>



Victoria West Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 324

How are you communicating your goals and progress to staff, parents and the wider community?

newsletter - weekly
PAC meetings
Parent Teacher Interviews
Student Led Learning Conferences in the Spring
Celebration of Learning - event in Spring - staff and students highlight area of growth
review of students - sense of belonging, sharing teaching approaches and practices (collaboration) and assessments (PM benchmarks, MDI, EDI, in classroom assessments, SBT) - bi weekly SBT meetings
staff meeting - staff sharing strategies and sharing of data/ assessments

Goal: At Vic West Elementary, we will continue to create an inclusive and culturally responsive learning environment for all students with an emphasis on the core foundations of learning (Social Emotional, Physical Literacy, Fine Arts, Literacy and Numeracy) as part of our students' journey of self and their role in their community.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Diverse

Strengths in this Goal Area

- culturally responsive by honouring diverse personal narratives and lived experiences
- inclusive by supporting all learners and creating a sense of belonging
- core foundations of learning

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Supporting the social, emotional and behavioural needs of our students by adopting a whole-school approach to address/support behaviour, work through peer dynamics in pro-social ways, create a common sense of belonging, connectedness and understanding of being a part of a larger school community. (Using the Restitution Model and Second Step as a whole school approach, school/community-wide communication regarding common understandings.)	<ul style="list-style-type: none">- Student Learning Survey and MDI and EDI- Review and monitor attendance trends- Tracking/reviewing through the use of problem-solving sheets, incident reports- Anecdotal street data from staff, families and student	<ul style="list-style-type: none">- Counsellor and YFC- District Pro-D Opportunities- School-Based Pro-D Committee- District Indigenous student advocate

Supporting the social, emotional and behavioural needs of our students by adopting a whole-school program and language to explicitly teach pro-social skills, sense of belonging and connectedness, and positive self-identity (ex. Second Step K-5 Program) to work in cohesively in tandem with the whole-school approach as stated in strategy 1.	<ul style="list-style-type: none"> - MDI/ EDI/ Student learning survey - Street data - student voice/self assessments - reviewing and monitoring attendance trends - anecdotal street data from staff and families - tracking/reviewing through the use of problem-solving sheets, incident reports - connections and partnerships with outside services and supports 	<ul style="list-style-type: none"> - YFC - School Counsellor - Release time for teachers, YFC, and counsellors to plan for team teaching opportunities - Ensuring adequate access to the Second Step resource - District Pro-D Opportunities - School-Based Pro-D Committee
<p>Building continued connections with our land, community and self through Indigenous ways of teaching and learning through increased representation of Indigenous culture and identity.</p> <p>Examples of strategies may include:</p> <ul style="list-style-type: none"> - Division 4 Nature School: weekly with school-based Indigenous Education support staff that focuses on Land Based Learning, connecting to land and Indigenous Ways of Knowing and Learning - supporting our students who identify as Indigenous as a wrap-around supportive approach with our school-based Indigenous education support worker - incorporating Indigenous ways of learning/teaching and Principle of Learning to school assembly themes 	<ul style="list-style-type: none"> - connections with IED district staff - connections with land and self - continued communication and feedback from school-based Indigenous Education support staff - anecdotal street data from staff, students and families 	<ul style="list-style-type: none"> - IED District Staff - teaming and collaborative opportunities with school-based Indigenous Education support staff
<p>Providing learning environments in which our students find engagement and sense of success in a variety of ways - numeracy, literacy, physical wellness, social-emotional wellness</p> <p>Examples of strategies may include:</p> <ul style="list-style-type: none"> - assessment of literacy in grade teams - teacher collaboration of school wide writes - discussion around 'proficiency' in grade groups for numeracy and literacy - collaborating between classroom teachers and learning support team around literacy and numeracy - providing physical literacy opportunities (rugby, track, volleyball, cross country) to promote sense of physical wellness, school engagement 	<ul style="list-style-type: none"> - Grade 4 FSA results for numeracy and literacy - PM benchmarks for literacy - collected and assessed 2 to 3 times per year - school-based data on proficiency levels gathered on formal reporting periods - participation levels/numbers on school-based physical literacy opportunities 	<ul style="list-style-type: none"> - release time for teachers to collaborate - look at available funding or admin covering for teachers

<p>Continuing to support our students in developing proficiency and confidence in literacy skills across K-5.</p> <p>Examples of strategies may include:</p> <ul style="list-style-type: none"> - Story Studio with loose parts (in collaboration with ELCT) - Inclusive Ed/Learning Support Team to implement the phonological assessment project -professional conversations with teaching staff across grade groups regarding reading and writing strategies - accessing support of our school-based Indigenous Education support worker to provide targeted academic support to students who identify as Indigenous 	<ul style="list-style-type: none"> - creating a baseline of all K students as a reference point - Grade 4 FSA literacy results - creating class profiles of strengths and stretches (including literacy as part of the profile) - School-wide writes - student work/writing samples - PM Benchmarks collected 2 to 3 times per year - anecdotal street data from families, students and staff 	<ul style="list-style-type: none"> - release time for teachers to work within and across grade groups to further assessment and conversations around proficiency in literacy and strategies for student supports - release time for teachers to continue their collaborative with ELCT - funds to create Story Studio kits - to ease access for more classes
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View Royal Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 283

How are you communicating your goals and progress to staff, parents and the wider community?

Staff: Staff Meetings January, February

PAC: PAC meetings January

Parents: March Newsletter, School Website

Goal: (Early Literacy) Our goal is to ensure that every student at View Royal becomes a proficient and enthusiastic reader and writer by the end of elementary school while honouring and supporting their individual learning journeys.

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 1

Primary Area of Goal Focus

Reading

Strengths in this Goal Area

Staff commitment to professional development in early literacy (UFLI resource)

Inclusive Learning and ELL teachers offering in class support to support all students

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
Differentiated Instruction: Tailor instruction to meet the individual needs of each student. Provide a variety of reading materials at different levels, and adjust the pace and content to match each student's readiness and learning style	PM Benchmarks Dibels (Dynamic Indicators of Basic Early Literacy Skills) Assessment of literacy 3 times per year, reported to families through learning updates	Purchase of early literacy resources for classrooms K-3. - Indigenous general funding - \$1200 - District Literacy support funding \$4000 - Inclusive learning funding - \$3000 *Training of Dibels assessment by school based psychologist - release time for teachers

Literacy Coach - District Literacy Support Teacher (Breanne Glover) working closely with teachers to develop effective strategies for teaching literacy. Modelling best practice and offering other professional development resources.	Collaborative planning sessions each term	Support of a District Literacy Teacher (Breanne Glover) - approximately one day per week Professional development opportunities with Breanne Glover (DLST) and Bailey Wheeler (School Psychologist) Release time for teachers each term
Early Intervention: Identify struggling readers and writers early. Provide targeted interventions and support to address their specific needs. This may include one-on-one & small group instruction, or specialized reading programs (eg. UFLI)	PM Benchmarks Writing samples	UFLI - guide books for primary teachers Learning support teachers using an in class model of support
Literacy-Rich Environment: Create a literacy-rich environment throughout the school, including classrooms, library, the office, and other common spaces. Provide classroom libraries that are well-stocked with diverse, inclusive, and engaging reading materials. Ensure these materials cater to different reading levels and interests, fostering a love for reading	Increased classroom libraries & general library collection. Display books, writing samples, and literacy related posters	Purchase of early literacy resources for k-3 classrooms & general library. Purchase of early K-2 literacy resources from Strong Nations
Technology Integration: Utilize technology tools and resources to enhance literacy instruction. Incorporate educational apps, digital storytelling platforms, and online reading programs to engage students and provide additional practice opportunities.	Student engagement PM Benchmarks	District approved literacy apps Collaboration with school technologist for resources and equipment
Family and Community Involvement: Engage families and the community in supporting early literacy development. Provide information at events (Welcome Back Night, Fun Fair), literacy nights, and resources for parents to promote reading and writing at home. Collaborate with local libraries and literacy organizations to extend support beyond the school walls.	Family involvement in events	Welcome to Kindergarten - books for new Kindergarten students Support of Public Library Summer Reading Program Family Literacy Day events Connection with Strong Start & OSC



Willows Elementary 2024-25 School Growth Plan



2023-24 TOTAL NUMBER OF STUDENTS: 549

How are you communicating your goals and progress to staff, parents and the wider community?

staff meetings
staff updates
Parent Advisory Council
School updates to families
Website

Goal: To cultivate and deepen sense of belonging for all of our learners

What goal in the strategic plan is your goal connected to?

Strategic Plan Goal 3

Primary Area of Goal Focus

Other

Strengths in this Goal Area

Our student learning survey indicates that students have a sense of belonging and can identify adults who believe they will be successful at school. This has increased over time while we have been working on this goal. We have been collecting different levels of data to identify students who need additional support. We have been working on making visible the diversity within our community including religious holidays, diversity in families, and different abilities. Our student leadership group is focusing on making our building more accessible, offering learning tools for all, and leading inclusive play at recess times. As a community, we have videos, announcements and assemblies that recognize the important days to the members in our community.

Actions

STRATEGIES: What do we want to accomplish?	MEASURES: How will we know that what we are doing is making a difference?	RESOURCES REQUIRED: How much money/resources/fte do we need to assign to this strategy?
<p>*Students can explain expectations and ways they can contribute to a positive community. Students understand and engage in positive interactions that support one another both in the classroom and outside, in the course of both study and play</p> <p>* students can see the diversity in our community - focus on celebrations that are celebrated across our community, (video for concerts, announcements, displays all to celebrate our community</p> <p>Shared books across the school that focus on belonging and creating a space for everyone.- read alouds and discussions with groups of students</p> <p>School wide assemblies that focus on our community</p> <p>Focus on knowing our students- who are they and what is important.</p>	<p>Data from the MDI and Student Learning Survey</p> <p>Self-Assessments</p> <p>Conversations in class and out on the playground</p> <p>Evidence of peacefully solving problems with/without adult intervention- students are reporting that they know the school expectations and are engaged in supporting a diversity of friends.</p> <p>Our school celebrates together the diverse celebrations we have</p>	<p>visuals - displays, videos</p> <p>resources - books</p>