

Revised in September 2022



BARRIERE ELEMENTARY SCHOOL
Annual School Learning Plan 2022-2023



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with the SIMPCW FIRST NATION through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

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CONTEXT

School Value Commitments

Kind, Safe, Respectful and Responsible

Mission Statement

Fostering a safe and inclusive environment that empowers students to become healthy and contributing members of our school and community.

School Context

Barriere Elementary School (BES) has approximately 220 students in grades K to 6. Many of our students travel via school bus to and from school each day. The school population is comprised of a wide variety of students, from predominantly rural, forestry, small business, and agriculturally based families. The school has approximately 35 students of Indigenous ancestry coming from Simpcw First Nation and from Indigenous communities across the province. There is also a transient demographic to the community and BES, which results in a general influx of students to the school throughout the year, some of which bring with them social/emotional complexities.

Barriere Elementary has a strong community connection and parents take an active role within the school to assist with hot lunches, one-to-one reading programs, and other volunteer roles. The school offers both a breakfast and lunch program which is utilized by many students daily. The Elementary has an active athletic program and students take part in all district sports. This past year in 2021-2022, our grade 5-6 basketball team won the District City Championship, beating out schools throughout Kamloops and the entire district.

BES also offers a “Strings” program where interested students have the opportunity to learn the violin and/or cello. Many of our students also participate in 4H, an agricultural focused club which promotes public speaking, community service and youth leadership. The staff has been working hard on increasing their students’ literacy skills. From teachers to CEAs to our librarian, we have all contributed to enhancing the students’ reading skills. As we have started to see some measurable successes in this area and the staff would like to continue to focus on this goal into the 2022-2023 school year.

Students and staff at BES are both respectful and kind individuals who celebrate our rural identity while offering inclusiveness to those who join our school community. Our school core values focus on the concepts of being kind, safe, respectful and responsible. Moreover, inclusion and belonging are concepts that our educational team take very seriously. On a regular basis, staff take time out of their schedules to support students and ensure they have a wide variety of opportunities

available to them, from coaching multiple athletic teams, to organizing a wide variety of school and community events. A large portion of the staff reside in Barriere and have their children in our school. Having a local staff that has a large, vested interest in the school helps build a stronger school community, which is clearly reflected in the passion our team exhibit towards a wide variety of school endeavours.

Learning Goals

INTELLECTUAL DEVELOPMENT:

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

For the past three years, as a staff, we have decided to focus more on quality, rather than quantity regarding our school goals. For this reason, this year we are narrowing our scope. During our staff meetings, we analyzed the goals and kept the ones that we believe our school community needs to focus on the most areas we want to add. After consultation with our educational team and school stakeholders, we have set out with the following goals for the upcoming 2022-2023 school year. Please note that these goals all considered the First Principles of Learning and ideas put forth in the SD #73, 2022-2027 Strategic Plan. Furthermore, please note, these goals have already started with input from both our KTTA, CUPE and PAC members.

DISTRICT GOAL:

Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME:

Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL LEARNING GOALS:

- A)** educational goal will continue to on literacy, specifically reading. As we have started to see success in improved student reading skills and our staff have developed a passion for teaching these skills, our educational team would like to continue focusing on this area.

- B)** Secondly, our educational team would like to focus on numeracy as our standardized test results in that area are far below the district and provincial averages.

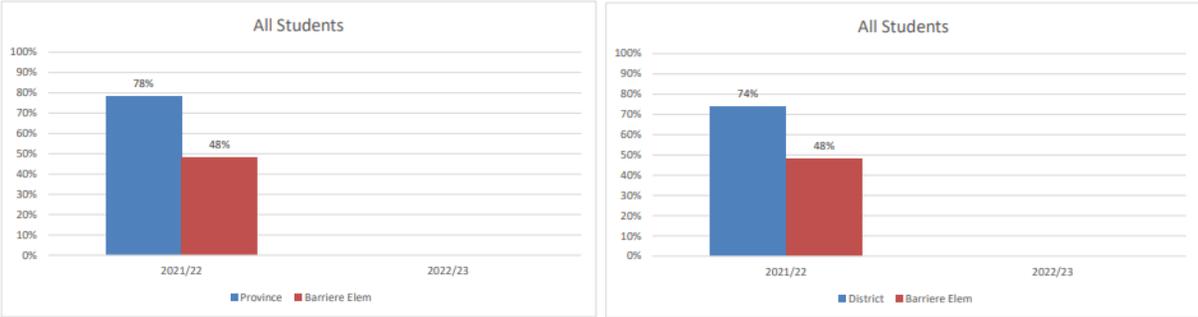
SCHOOL RESULTS ANALYSIS:

According to the most recent numbers from our grade 4 FSA's, we are significantly below in the areas of reading. At the grade 4 level, only 48% of our students are either meeting or exceeding expectations in literacy. As under 50% of our students are meeting expectations at this grade level, this is an area that our school team would like to continue to address. To be more specific, our focus will be on improving students reading as we feel this is pivotal in student success. If we look at how we compare to the district, we are 12% below average in our reading skills at this grade level which indicates we still have work to accomplish in this area. On the positive

side, we have seen modest steady improvement in recent years owever, as our educational team has a rejuvenated passion in this area, improving student reading is an area we would like to continue working on. Please see below for statistical evidence:

Foundation Skills Assessment (FSA) Literacy - Grade 4

(Portion of Grade 4 resident writers 'On Track' or 'Extending' or who have 'Met or Exceeded Expectations' on the FSA Literacy section)



Foundation Skills Assessment (FSA)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2020-21	2020-21	2020-2021			4 year Trend
Gr 4 Literacy - Reading	71%	83%	-12%	65%	77%	-12%
Gr 4 Literacy - Writing	45%	82%	-37%	76%	88%	-12%
Gr 4 Numeracy	61%	72%	-11%	59%	67%	-8%

SCHOOL LEARNING GOAL PLAN (plan to improve student reading):

Learning Goal: *To see improvement in student literacy. Specifically, we will focus of improving student reading skills from grades K-6.*

Like last year, we began our intervention focus on our Grade 1 and 2. For these grades, the intervention uses the LART, classroom teacher and the principal. Each child is assessed by their teacher using a reading assessment and placed in a group depending on their reading level. Once placed in a group, they receive small group reading instruction 30 minutes every day from either their teacher, the LART or the principal (Mikel Brogan). Once a child demonstrates proficient reading skills, they are released from the intervention and continue to receive instruction in their classroom. The key component of each lesson is that students individually read text for most of the 30-minute sessions. Every two weeks, the staff involved in the intervention meet to discuss the successes and where we need to continue to support. The groups will

switch between adults so the classroom teacher can read with every child during the intervention process.

Below is how we will focus on each grade areas:

Kindergarten

With the kindergartens, we provide support by splitting the students into small groups and work on phonics/phonological awareness. CEA's also work with students in small group or one-on-one to increase alphabet sounds or exploring books/reading. Additional Support: CEAs would provide supplementary learning one-on-one during other parts of the day (i.e., working on sight words or alphabet letters and sounds, practice reading, etc.).

Grade 3

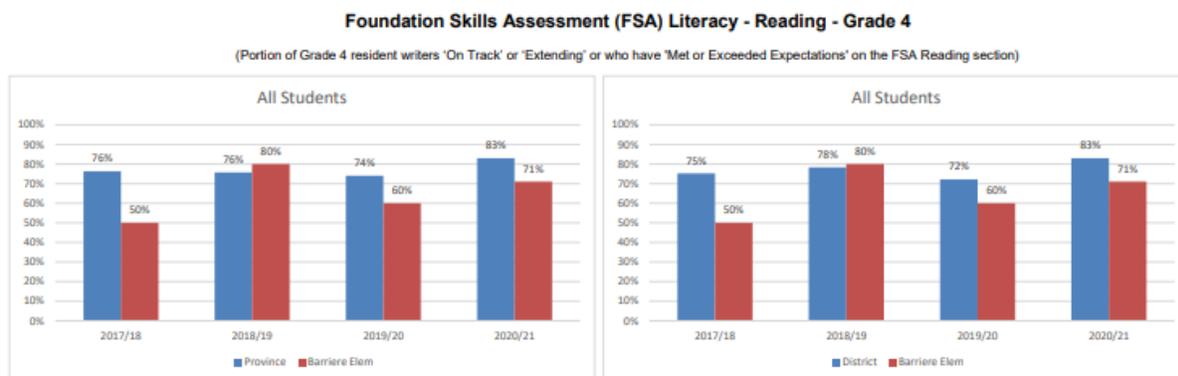
The grade 3s receive a similar intervention as the grade 1's and 2's.

Grade 4, 5 and 6

With the grade 4-6 students, the LART and the principal provide literacy lessons while the teacher works with a small group of students on targeted reading intervention.

AREAS TO CELEBRATE:

We have seen a trend of continuous progress in recent years pertaining to reading literacy. Please see chart below as evidence:



AREAS TO GROW:

We are still well below the district average in this area (12% below district average in reading according to grade 4 FSA's). Please see chart above as evidence.

OBJECTIVES:

Indigenous students and non-Indigenous students will meet or exceed reading expectations.

(If we are able to create targeted early intervention, then we will see a decrease in the need for additional intervention in the later grades.)

SCHOOL STRATEGIES:

Invite district literacy mentor to work with teachers who request the extra support
Staff will take applicable professional development opportunities to support in reading strategies

Targeted reading groups using Turbo Boost for Intermediates

Heggerty (primary-order intermediate (bridge the gap)?)

Jolly Phonics (primary)

PM Benchmarks (primary)

RAZ Kids (intermediate-purchase school package PAC)

To improve successes among our Indigenous population, we will integrate support from of AEW and integrate ideas our local Education Agreement and Aboriginal Education Enhancement Agreement

Encourage teachers to take field tris that support literacy skills

Evidence and Next Steps

1. We have begun the process of building their phonemic and phonological awareness.
2. Continue to gather resources - guided reading books for the intervention sessions (grade 3-6) and classroom libraries so students have access to text at all times.
3. Staff education - collaboration (focus for next year 2022-2023)
 - A. Build on the common instruction of phonemic and phonological awareness.
 - B. Build on the common instruction of guided reading.
 - C. Reading instruction at intermediate level
 - D. Connecting with the Literacy Team in the District – provide professional development as well as collaborative work between similar grade levels within the school.
4. Sustainability - the common practices we have in place for the interventions to become part of the regular instructional practice. We believe there has been some enhancement of this, but we want to pursue this more.

To gather evidence, we will use:

NFRA assessment results (Intermediates)

FSA assessment results (Grade 4's)
PRA assessment results (K-3)
Kindergarten survey assessments (K's)

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL:

Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME:

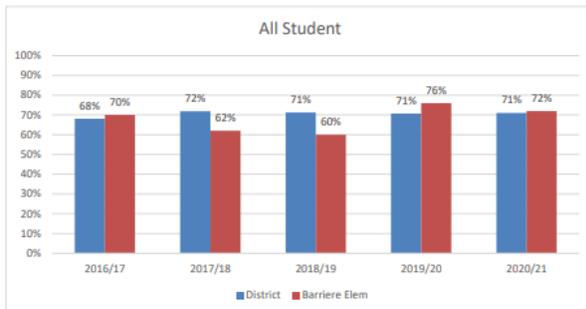
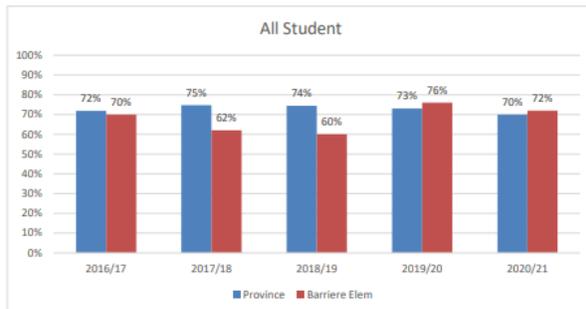
Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS:

Student Learning Survey (SLS)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2020-21	2020-21	2020-2021			5 year Trend
Feel Welcome	68%	66%	2%	67%	65%	2%
Sense of Belonging	56%	52%	4%	51%	51%	0%

Student Learning Survey (SLS) - Feel Safe

The 'Do you feel safe?' question is anonymous so student population breakdown is not available.



SCHOOL WELL-BEING GOALS:

For our “Well Being” goals, we will focus on the following two goals:

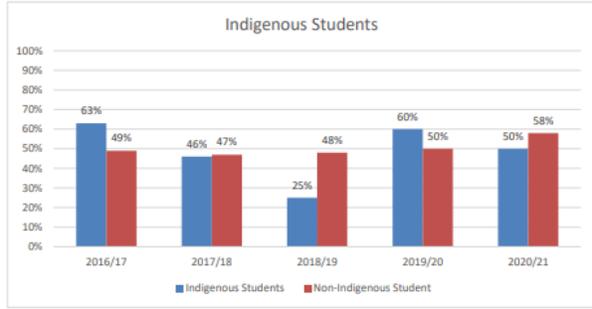
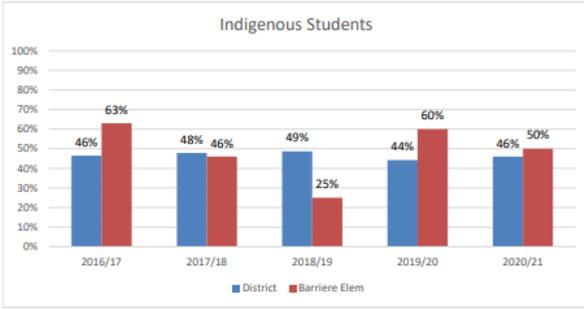
- A) Sense of belonging
- B) Feeling of safety in our school

Explanation: According to the latest satisfaction survey, students at BES have a stated a sense of belonging of 56% and a feeling of being safe at school only 72%. We feel these numbers can and should be higher. Our goal for the upcoming year is to improve both students’ sense of belonging and sentiments of feeling safe at our school.

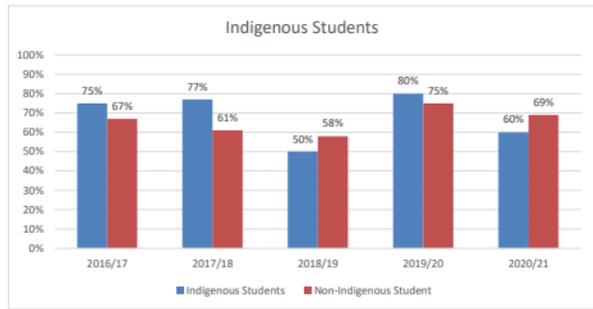
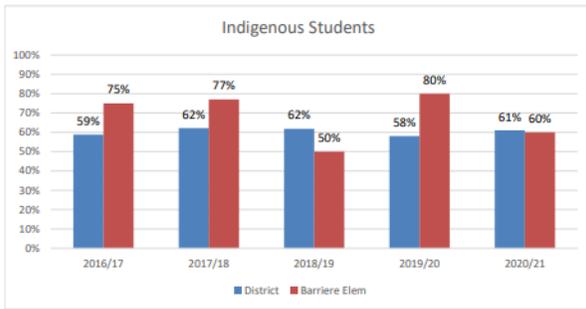
Areas of strength:

We have seen strong numbers of sense of belonging and feeling safe in our school among our Indigenous student population. This is certainly an area of positivity as seen in the graphs below:

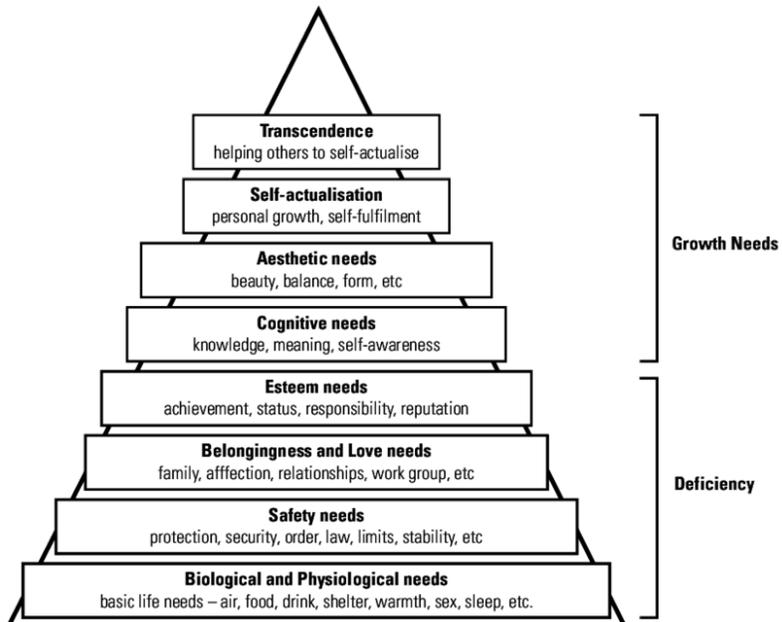
Sense of belonging among Indigenous students at BES:



Feeling of being welcome at BES among Indigenous student population:



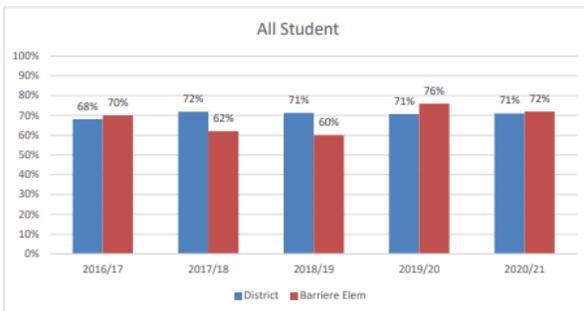
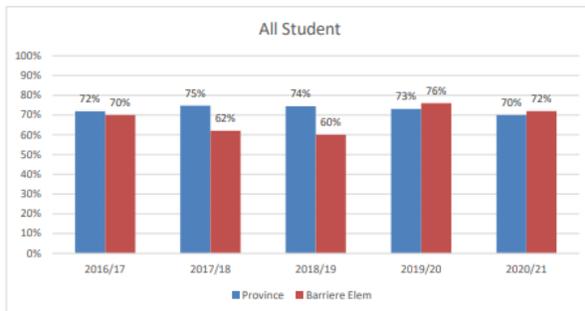
AREAS TO GROW: Areas that we would like to see improve are the overall number of students who feel safe and have a sense of belonging at BES. According to Maslow's revised Hierarchy of Needs (please see chart below), these two items are foundational for students to take the next steps towards learning. Please see the numbers below, note that although our school is on par with the district, we feel that having only approximately half of our students feeling a sense of belonging according to the SLS is far too low. For this reason, it will be a focus of ours to increase this number going into the 2022-2023 school year.



Feeling of safety at BES among the general student population:

Student Learning Survey (SLS) - Feel Safe

The 'Do you feel safe?' question is anonymous so student population breakdown is not available.



Sense of belonging for students at BES:

Student Learning Survey (SLS)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2020-21	2020-21	2020-2021			5 year Trend
Feel Welcome	68%	66%	2%	67%	65%	2%
Sense of Belonging	56%	52%	4%	51%	51%	0%

Additionally, much like the district numbers, our school sense of safety among students is relative to the district numbers. However, at only 72% of students feeling safe, that leaves a full 28% who do not feel safe enough. It is essential for children to feel safe at school to learn and thrive. For this reason, we will put significant effort in the upcoming school year to improve these numbers. Please see the chart below for reference.

We believe that feeling of safety and sense of belonging have strong correlational ties. As per Maslow's revised Hierarchy of Needs (please see chart above), for our students to feel a sense of belonging, we first need to make sure that our school provides a safe environment for them to learn. Once a safe is established, we can then better support students in feeling better connected to the school. It is for these reasons that will be working on these two important goals as we lay the foundation for a strong and healthy learning environment at BES.

SCHOOL STRATEGIES:

One of the main ways that we will increase sense of belonging and feeling of safety at our school is to implement a PBIS committee that will meet monthly to analyze data so that we can steer the school and improve areas that need support. For example, we will consistently amend our school matrix and monthly focuses so to target areas that focus on improving sense of belonging and safety for students. Other strategies that we will implement are:

The adults in the building are KEY! Hence, meeting students at the door in the morning, making a more concerted effort as a staff to interact with ALL students and working together by using common language and adhering to upholding our core values. This strategy also creates better adult visibility in the school which enhances students sense of safety.

School wide art project focusing on belonging.

School spirit days.

Colour group days.

Include in matrix (First Nations Principles of Learning, focus on inclusion).

Make it part of our school culture and core value matrix.

Making a greater effort to acknowledge “PAWSitive” behaviour by pointing out desired behaviours when seen and to give “Golden PAWS” when we see them.

Evidence and Next Steps

As per the steps and strategies mentioned above, these will be steps we will take to try and accomplish these goals of belong and safety. To measure our successes, we will collect data using, locally created pre and post surveys, the DEWRS survey, office referrals and data from the Satisfaction Surveys.

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

To develop a sense of identity in individuals and cultural safety and humility in communities.

DISTRICT GOAL:

Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME:

Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

DISTRICT OBJECTIVE:

Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.

SCHOOL OBJECTIVE:

Students will experience learning through Aboriginal ways of knowing and doing.

SCHOOL STRATEGIES:

We will engage in activities that foster learning through Aboriginal ways of knowing and doing. Here are some strategies we will try:

Assembly format change – sitting in a circle to represent the Circle of Courage

- Classes will sit in their quarter of the circle and focus on the teachings of that section (i.e., independence, belonging, mastery, and community)
- We will place a make-believe fire in the center (hearth-also seen in the center of the SD#27, 2022-2027 Strategic Plan) to represent a safe space and connection with one another (Indigenous teachings will be infused into our weekly assemblies)

Teachers are continuing to work on increasing the Aboriginal ways of knowing and doing in their classrooms.

Continue to work with the First People's Principals of Learning (school wide art project).

Will incorporate Indigenous animal art into our core value matrix.

Create classroom totem poles in the gym.

Several events planned for the year:

- Simpcw cultural day
- TREC powwow

- Dunn Creek Salmon Release
- School wide art project aimed at valuing local Indigenous culture (invite Band School to take part in this project)

Professional Learning for ALL goals:

During staff meetings and CEA meetings we will collaborate on these goals. This will be done by completing two or more book studies, guest speakers, teachers presenting on their knowledge and district teacher support. As a staff, we will Review WITS, Guided Reading, Mindup and Zones of Regulation, Seven Principals of Learning • Learning Sessions with Dr. Jody Carrington • Book review of Catching Readers Before They Fall, and Kids are Worth It • Working with the District Literacy Team • Teacher collaboration around Seven Principals of Learning, reading, and numeracy.

Overall Next Steps:

Review WITS, Guided Reading, Mindup and Zones of Regulation, Seven Principals of Learning • Learning Sessions with Dr. Jody Carrington • Book review of Catching Readers Before They Fall, and Kids are Worth It • Working with the District Literacy Team • Collaboration with Juniper Ridge • Teacher collaboration around Seven Principals of Learning, reading, and numeracy