

Final revision on September 19<sup>th</sup>, 2023



*BARRIERE ELEMENTARY SCHOOL*  
Annual School Learning Plan 2023-2024

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## 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.

Barriere Elementary School (BES) has approximately 200 students in grades K to 6. The school population is composed of a wide variety of students, from predominantly rural, forestry, small business, and agriculturally based families. The school has approximately 30 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, which results in a general influx of students to the school throughout the year, many come with a wide assortment of diverse abilities.

BES 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. Our school offers both a breakfast and lunch program which are utilized by many students throughout the week.

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 takes 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, arts and community events.

During our staff meetings, we analyzed our school goals continuously. We kept the ones that we believe our school community needs to continue to focus on the most and we have identified some we need to add. After consultation with our educational team and school stakeholders this Spring (KTTA, CUPE and PAC), we have set out with the following educational learning goals for the upcoming 2023-2024 school year: numeracy as a primary goal and literacy (reading) as a secondary goal. Please note that all of these goals considered the First Principles of Learning and incorporated important principles put forth in the School District #73, 2022-2027 5 year Strategic Plan.

## 1) Learning Goals

- A) Our primary goal this year will be shifting from literacy to numeracy. Our reasoning for this is that as we have engrained a significant culture regarding our reading program and feel strongly that will continue with our continued attention. Since we have a good reading program in place and since our data was showing us that numeracy needs more attention, we decided it is time to make a shift. Since our numeracy numbers are below district and provincial numbers in consideration of standardized testing results, we unanimously decided to shift our primary learning goal to numeracy, while making literacy our secondary goal going into the new school year.
  
- B) Our secondary goal will continue to focus 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 in recent years, our educational team would like to continue focusing on this area as we move into the upcoming school year.

**Learning Goals (primary goal-numeracy and secondary goal-reading literacy)**

**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.

**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 GOAL:**

To see improvement in student literacy. Specifically, we will focus on improving student reading skills from grades K-6.

**SCHOOL RESULTS ANALYSIS:**

We have known at BES for some time that numeracy was an area that we needed to better support. Some of our standardized data, such as our FSA data, supports this conclusion. If you look at the chart below, we can see that we are 21 percent below the rest of the district regarding FSA scores. Additionally, in discussion with teachers, through classroom assessments and anecdotal evidence, it is generally accepted that our students' math abilities are not where we want them to be. It is for this reason that we decided for the 2023-2024 school year, we want to revamp and put an increased focus on better supporting our school wide numeracy program. (Please see below for FSA supporting data)

## Barriere Elementary School

Foundation Skills Assessment (FSA)						
Grade and Category	School	District	School compared to District	School Trend	District Trend	School Trend Compared to District Trend
	2022-23	2022-23	2022-23			2/5 year Trend
Gr 4 Literacy	55%	75%	-20%	51%	75%	-23%
Gr 4 Numeracy	42%	63%	-21%	55%	67%	-12%

### SCHOOL LEARNING GOAL PLAN (plan to improve student numeracy):

Our primary learning goal for the 2023-2024 school year will focus on numeracy.

**Goal:** Our goal is to improve our overall numeracy data. To assess improvement, we will look at our school created numeracy assessments designed for each grade level by our educational team (given at start at end of year to all students), FSA and DNA data, in combination with anecdotal and qualitative data collected by our teachers.

We are going to use a completely new program going into 2023/2024. The new program we will be using is: Figuring Out Fluency.

Here are some of the key ideas pertaining to the new school wide program that we will be implementing:

5 key idea components of this program:

1. Be clear on what fluency means (3 components and six actions). This includes communicating it to students and their parents.
2. Attend to readiness skills: conceptual understanding, properties, utilities, computational estimation, and basic fact fluency.
3. Through activities and discussion, help students connect on the features of a problem and how that relates to good strategy options.
4. Reinforce student reasoning and choice selection, rather than focus on speed and accuracy. Getting the strategies down initially takes more time but eventually will become more efficient.
5. Assess fluency, not just accuracy.

**TEACHING TAKEAWAY:** Teaching for fluency means teaching strategies as core instruction, routinely practicing them, and offering opportunities for students to choose among strategies.

Being numerically fluent is about building a combination of flexibility, efficiency, and accuracy with strategies and number operations.

To support my team, we have purchased all the recommended books and resources on this program so to best support them in being able to implement this program. Through various staff meetings, our entire primary and intermediate teaching teams anonymously and collaboratively decided to adopt this new program after having Monica Bergeron at our school to introduce it. We feel that having our entire team on board, enthusiastic and shifting to this program is important as it will allow for continuity from year to year in numeracy.

Additionally, we will be working closely with our district numeracy mentor, Monica Bergeron, throughout the year with this program. We will also be doing professional development throughout the year on this topic and will be carving out time in staff meetings to give collaboration time for staff to work together on what and how this program is supporting them. Assigning staff meeting time for this work will also give staff time to share ideas and learn together as we implement this new program school wide.

As our FSA and DNA numeracy data is currently lower than the rest of the District, this is an area we hope to grow and improve. Additionally, it is our goal to improve all of our collected numeracy data. Specifically, we will use the data collected from our local school-wide, grade specific numeracy assessments, (given at start at end of year to all students at all grade levels), FSA and DNA data to measure improvement.

We will be starting our year promptly with a professional development on numeracy. Our first pro-d of the year will be at the Henry Grube as an entire staff and will be working with Monica Bergeron and her team on how to implement this new program.

**Our secondary learning goal: *To continue to see improvement in student literacy. Specifically, we will focus on improving student reading skills from grades K-6.***

Like last year, we will continue 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, students receive small group reading instruction for 30 minutes every day from either their teacher, the LART (Jody Shilling) 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 who 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. Certified Educational Assistants (CEAs) 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 to 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 generally steady progress year upon year in this area in recent years. Please see chart 1 below as evidence that demonstrates that we have seen a 7 percent increase from last year in our FSA data. Moreover, please see chart 2 below that demonstrates that our PRA data suggests that we are above the rest of the district in grade 2 PRA data. These are certainly areas to celebrate and give us a reason that we can move on to numeracy as a primary goal. However, we will continue doing the great things we have been doing next year that have helped increase our standardized literacy scores.

Chart 1: Grade 4 FSA data

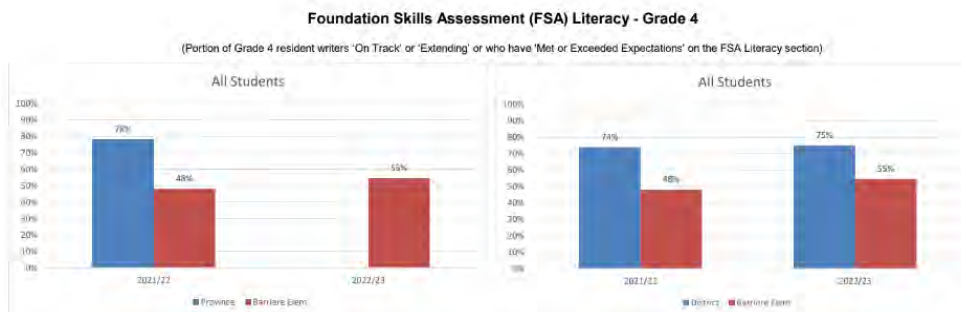
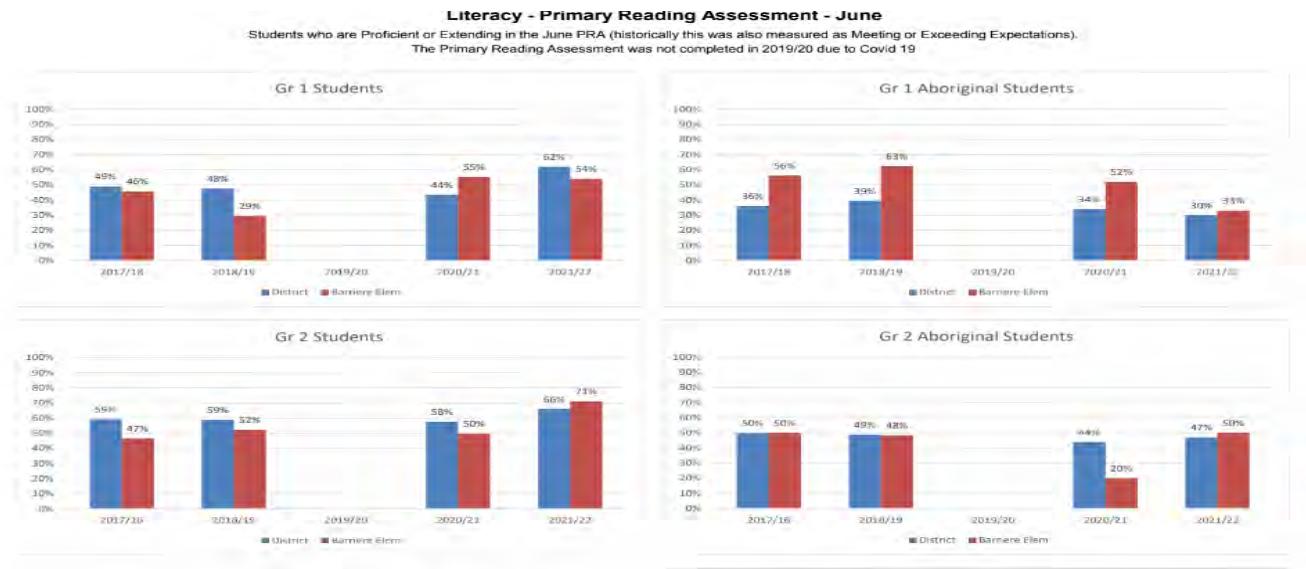
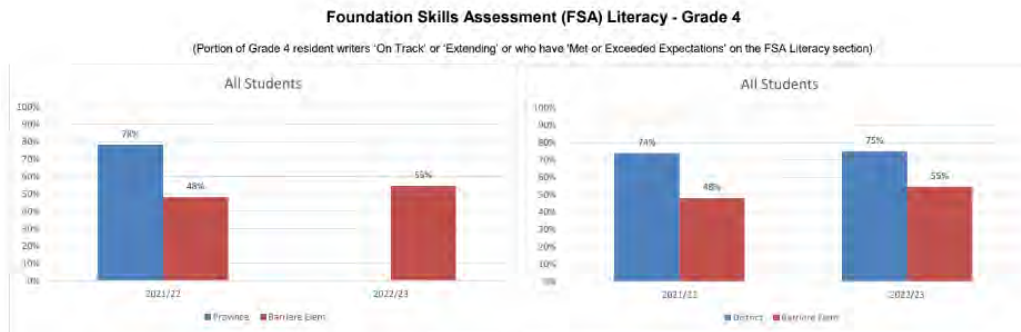


Chart 2: PRA Data



**AREAS TO GROW:**



We are still well below the district average in this area (20% 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 within our Indigenous population, we will integrate support from AEW, and integrate ideas from our local Education Agreement and Aboriginal Education Enhancement Agreement
- Encourage teachers to take field trips 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 always have access to text.
3. Staff education - collaboration (focus for next year in 2023-24)
  - 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.
5. We will use the data we collect from students to help drive instruction in the classroom, with the goal in mind to better meet individual student needs.

### **To gather evidence, we will use:**

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

## **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:**

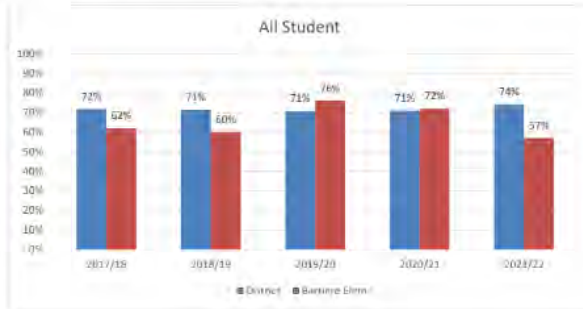
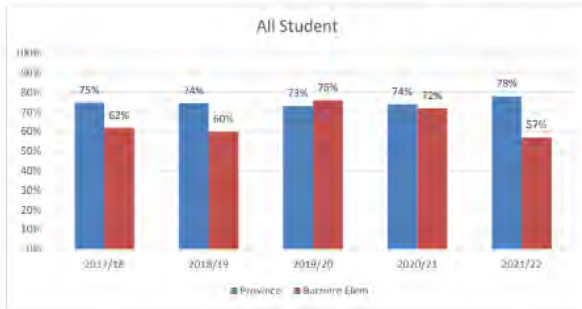
According to our 2021-2022 satisfaction survey, Overall student population at BES have stated a sense of belonging of 53% and a feeling of being safe at school of only 57%. We feel these numbers can and should be higher.

### **SCHOOL GOAL:**

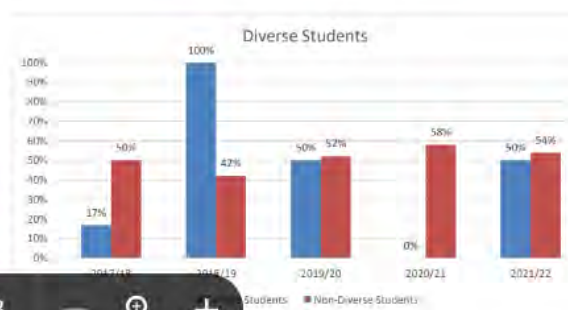
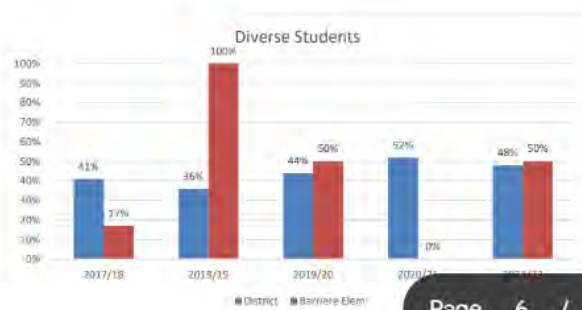
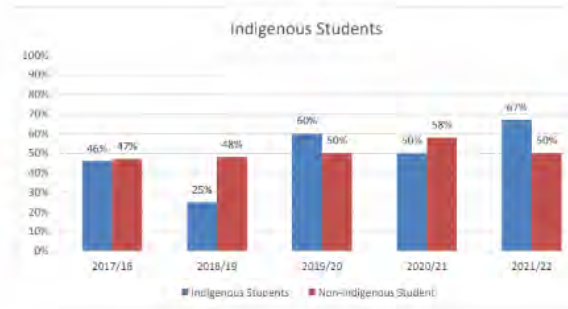
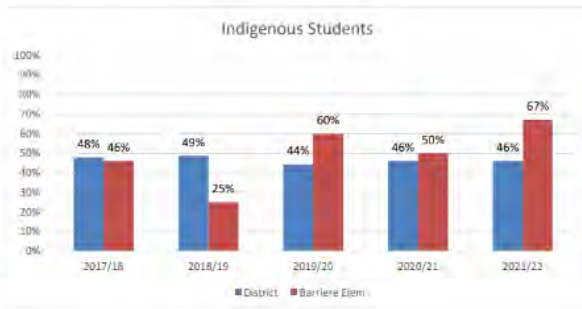
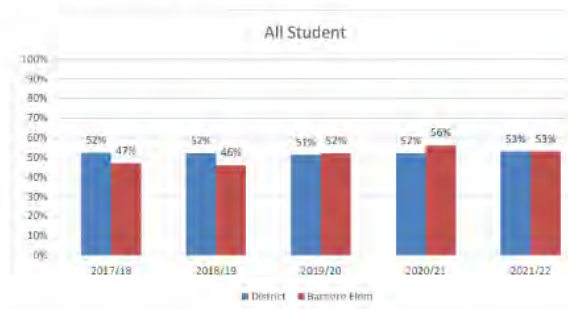
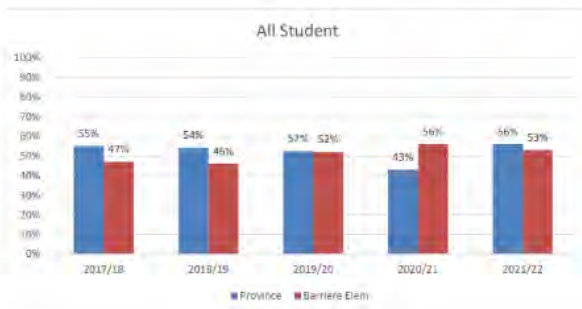
Our goal for the 2023-24 upcoming year is to continue to improve both students' sense of belonging and sentiments of feeling safe at our school. These were two wellbeing goals that we started last year, and we feel we want to continue to work on these goals going into next year. Here are the charts below to support our reasoning. We will use our DWERS and Student Learning Survey results to help determine how we are succeeding in this well-being goal.

### Student Learning Survey (SLS) - Feel Safe

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



### Student Learning Survey (SLS) - School Belong



### Areas of strength:

We have seen strong numbers of sense of belonging and feeling safe in our school among our diverse student population. We also have strong numbers for our Indigenous students who feel welcome at BES. These are certainly areas of positivity that we have seen in recent years. According to the 2022 SLS, our diverse student

population reported a 4 percent higher sense of belonging than the rest of the district. Regarding our Indigenous student population, they reported having a 9 percent stronger sense of feeling welcome in our school than does the rest of the district. Please see chart below for evidence that supports this notion.

Sense of belonging for diverse students at BES:

Student Learning Survey (SLS) - School Belong

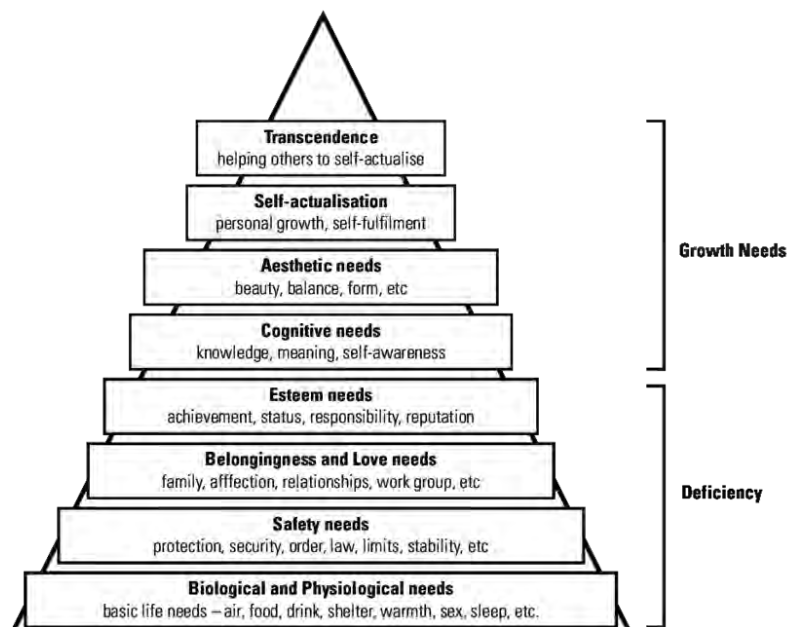




## Feeling of being welcome at BES among Indigenous student population:



**AREAS TO GROW:** Areas that we would like to see improved 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 and 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 2023-2024 school year.



Additionally, much like the district numbers, our school sense of safety among students is relative to the district numbers. However, with data at only 57% of students feeling safe, that leaves a full 43 percent 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 continue to improve these numbers. Please see the chart below for reference.

Feeling of safety at BES among the general student population in 2021-2022:

**Student Learning Survey (SLS) - Feel Safe**

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



**Student Learning Survey (SLS) - School Belong**





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 environment 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 the 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 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, we will focus on 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.
- Using skills and techniques derived from the book *Street Data* by Shane Safir and Jamila Dugan, we will try to determine individual student needs and develop personalized strategies to better support them in this area
- School wide art project focusing on belonging.
- School spirit days.
- We created a school matrix that is Indigenous focused.
- 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 belonging 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 Survey.

## 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. We started this in 2022-23 and will continue the teachings into 2023-24.

- 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 Neqweyqwelsten 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 (“Street Data” and “What to look for: understanding and developing student thinking in numeracy”, guest speakers, teachers presenting their knowledge and district teacher support. As a staff, we will Review WITS, Guided Reading, Mindup and Zones of Regulation, Seven Principals of Learning • 7 Grandfather Teachings-Working with the District Literacy and Numeracy Team • Teacher collaboration around Seven Principals of Learning, reading, and numeracy- Collaboration time during staff meetings to discuss numeracy.