



Savona Elementary School
Annual School Learning Plan 2023-2024

Revised September 18, 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 Skeetchestn Indian Band through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

CONTEXT

Savona Elementary sits on the shores of beautiful Kamloops Lake in the community of Savona, forty two kilometres west of Kamloops. The school was established in 1894, and the original schoolhouse that is still used as a classroom today was built in the mid 1900's. Needless to say, within the school community, there is a strong sense of unity, pride, purpose, and accomplishment. Currently, the school enrolls fifty-one students from Kindergarten through Grade seven. There are four teachers, one principal, one secretary, one custodian, and two CEAs.

Indigenous students make up 18% of our school population; there are three students on the Nominal Role from The Skeetchestn Indian Band. 75% of our students travel to school by bus, arriving from the Watson Road area and the Deadman Creek Valley. The school has five regular sized classrooms - with one of those classrooms being used as a multipurpose room. We also have a library, and a small gymnasium. We are able to visit the TNRD Library weekly that is across the street from the school. Multi-grade classes are the norm at Savona Elementary, and at present we have K/1, 2/3/4, and a 5/6/7 class.

Savona Elementary also houses the Savona Early Learning Centre which offers full-time care for children aged 1-6 (in the basement) and also offers before and after school care for school-aged children (two classrooms upstairs). Savona parents are active and valued participants who support our school goals. They actively fundraise and volunteer their time for the betterment of the school. Stakeholder support for the school is exceptional. Savona Elementary is viewed as the hub of the community and is used by community groups.

We are a proud member of the South Kamloops Secondary Family along with all the other feeder elementary schools for SKSS. We plan to have our Gr. 5-7 class join an Art class at SKSS this year, so we can enhance the connection between our schools and reduce nervousness in the transition to high school for our students. As a staff, we work diligently and with focus to help our students garner the skills, attributes and knowledge to prepare them for secondary school and beyond.

Learning Goal

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 RESULTS ANALYSIS:

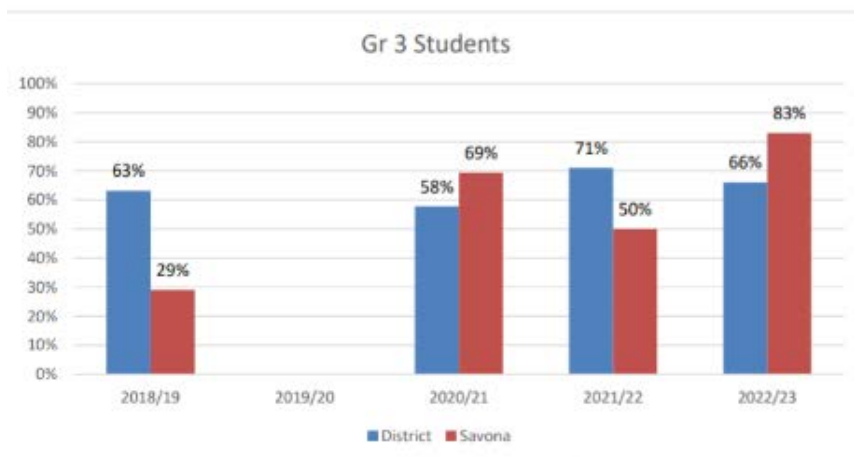
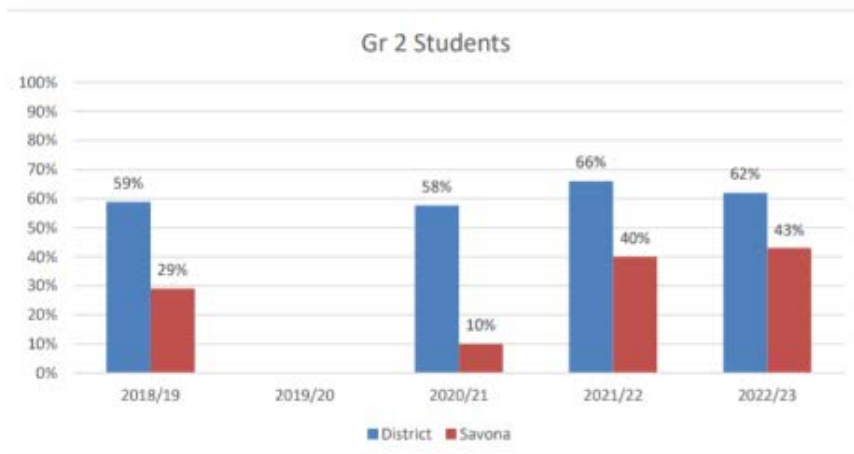
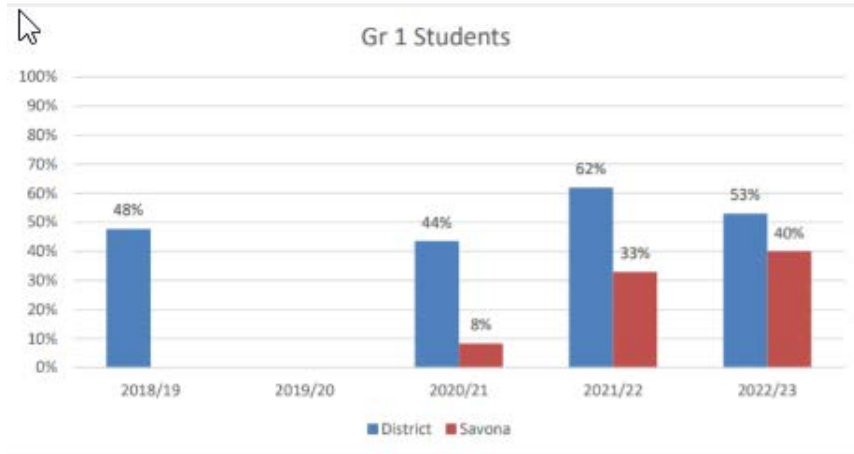
When analyzing our data, one must remember that we are looking at very small cohorts, so strengths and weaknesses are magnified over such a small scale, depending on the relative abilities of the group. Because of this, I have focused on data that is school-wide as opposed to breaking down data into small subgroups, because those subgroups are often groups of less than ten students. I find these small subgroups do not tell as accurate of a story, both positively and negatively. For example, there is one student in Gr. 5 with an IEP. She is a category D (diabetes). She is a very intelligent student, so if I were to look at inclusive education results for Grade 5, the results would be incredibly high for the specific parameter being analyzed.

PRA Analysis

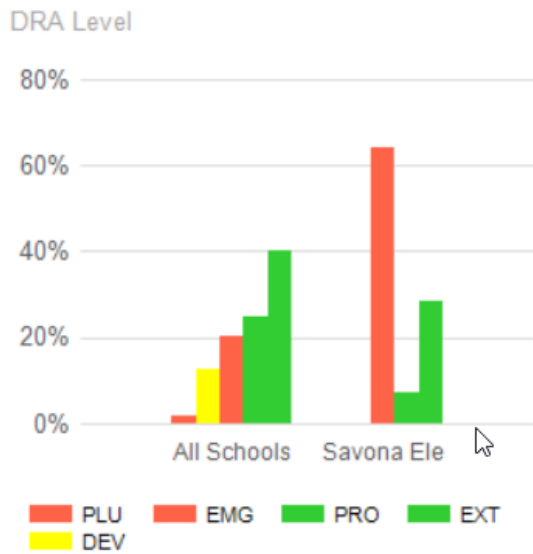
Results pertaining to Literacy at Savona Elementary are mixed. Our five year PRA trends for Grades 1-3 are typically well below District averages (refer to graphs below), but results trend more positively as grade increases. For example, our Grade 3 students have been above District averages in two of the past three years. If you analyze this year's Grade 3 students over the past 3 years, they have improved from 8% at Proficient or Extending in Grade 1 to 40% last year in Grade 2 to 83% this year in Grade 3. Regardless of the upwards trend, we will continue to work towards at least parity with District results. You can also see incredible growth when looking at just this

school year in PRA results, with the greatest magnitude change coming in students at Emerging in November (64%) and dropping in June to 40%, while students receiving Proficient increased from 7% to 30% over the same time period.

Students who are Proficient or Extending in the June PRA

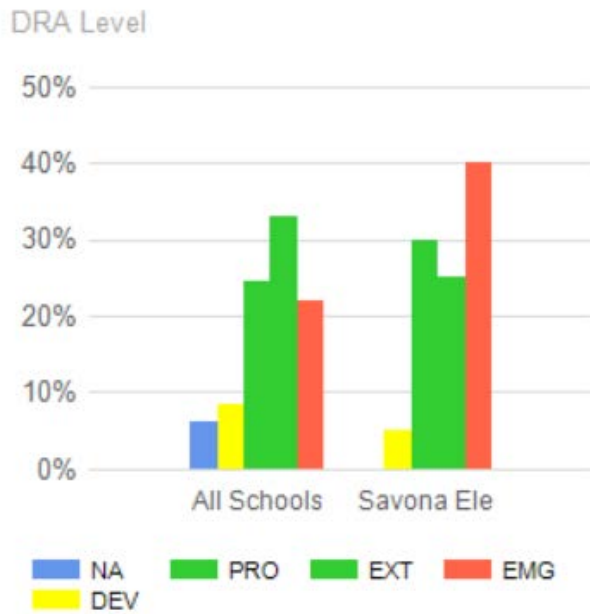


Primary Reading Assessment - PRA November



Performance	All Schools		Savona Ele	
PLU	<u>11</u>	1.96%	<u>1</u>	
DEV	<u>70</u>	12.48%	-	
EMG	<u>114</u>	20.32%	<u>9</u>	64.29%
PRO	<u>140</u>	24.96%	<u>1</u>	7.14%
EXT	<u>226</u>	40.29%	<u>4</u>	28.57%
Frus	<u>57</u>	10.98%	-	
Inst	<u>233</u>	44.89%	<u>2</u>	14.29%
Ind	<u>229</u>	44.12%	<u>12</u>	85.71%

Primary Reading Assessment - PRA June



Performance	All Schools		Savona Ele	
NA	<u>437</u>	6.08%	-	
DEV	<u>307</u>	8.54%	<u>1</u>	5.00%
PRO	<u>881</u>	24.50%	<u>6</u>	30.00%
EXT	<u>1185</u>	32.95%	<u>5</u>	25.00%
EMG	<u>786</u>	21.86%	<u>8</u>	40.00%
NA	<u>460</u>	12.80%	<u>2</u>	10.00%
Frus	<u>262</u>	7.29%	<u>4</u>	20.00%
Inst	<u>1587</u>	44.14%	<u>3</u>	15.00%
Ind	<u>1286</u>	35.77%	<u>11</u>	55.00%

Phoneme/Grapheme Recognition & PRA

# of Students	Grade	Average September Score	Average January Score	Average June Score	PRA Average Score November	PRA Average Score June
11	K	4	12	15		
5	1	10	30	37	4	14
9	2	18	32	36	9	21
6	3	35	41	37	19	35
7	4	30	38	39		

Student Copy
Phoneme Recognition / Grapheme Recognition - lowercase

s a t i p n

c e h r m d

k g o u l f

b j z w v y

x q

qu ai oa ie ee or

ng oo ch sh th

ou oi ue er ar

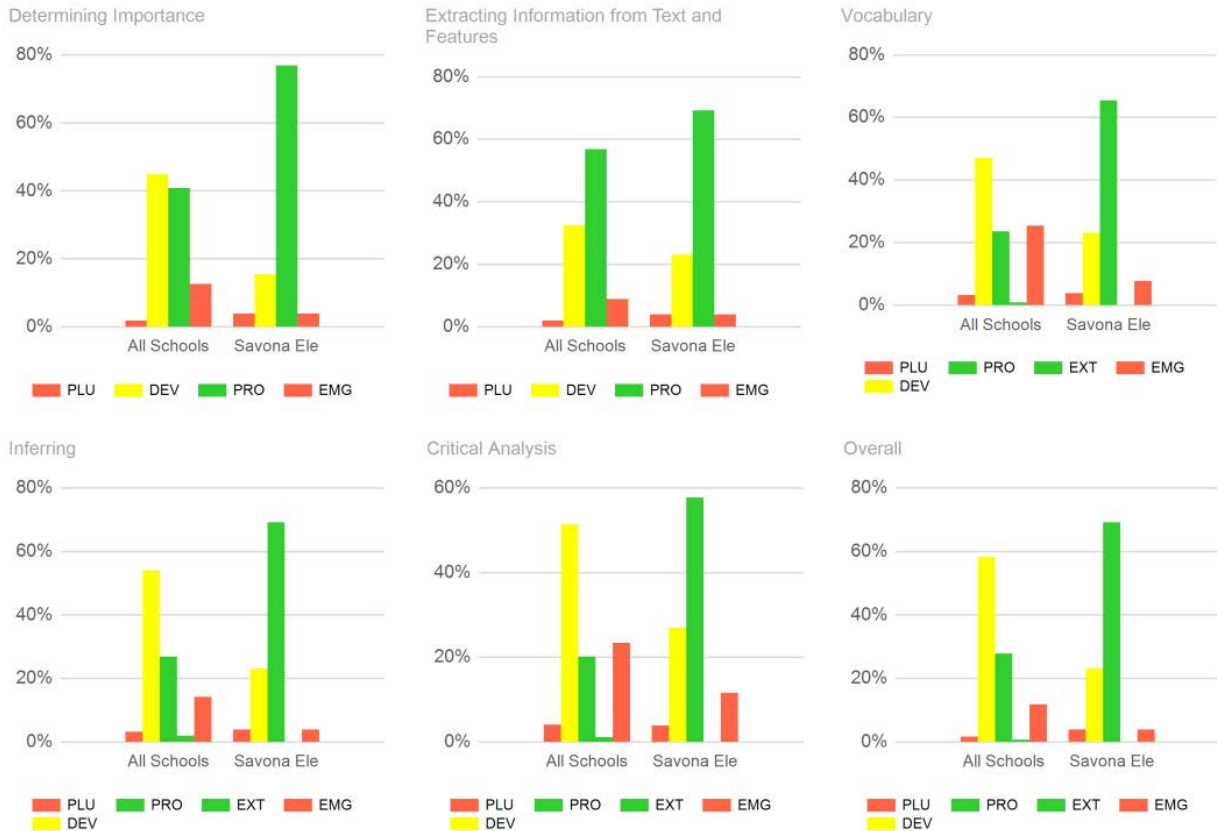
As a staff, we decided to investigate the Science of Reading for professional development. The staff then used the Jolly Phonics program and UFLI program to teach literacy (programs using the Science of Reading theory). We then recorded data in September, January and June on phoneme and grapheme recognition progress in grades K-4 students. The results are summarized in the table above and the assessment used is below it.

Our focus in Grades K-4 and with diverse learners/struggling readers was to improve student decoding ability. We find that if sound recognition is poor, then struggling readers get frustrated and/or angry and often give up, or they often start guessing what words are based on the first letter sound in the word that they recognize. Staff directly attribute student decoding improvements to PRA improvements, and the staff are proud of the work they did with their students and their subsequent learning gains. I also saw marked improvements in my students that were in my reading groups.

NFRA Analysis

Analysis of this data is new to our SLP discussion. We had concentrated on decoding and reading abilities, but when segregating out comprehension skills (removing accuracy and fluency indicators) from our NFRA data, a relative strength appeared. In all six indicators, between 60-80% of our students are Proficient. This is great news, and it will now be data for staff to discuss and follow year after year trends.

Nonfiction Reading Assessment - NFRA FALL



Language Arts Grades

A trend that was concerning last year was the achievement of all of our students in Language Arts on our school report cards. As a group, our students' June Language Arts marks from the 2022-2023 school year are well below District averages, as can be seen below. Student receiving Developing is on par, but those receiving Emerging is 7% higher than the District average and those receiving Proficient or Extending is 7% below District averages.

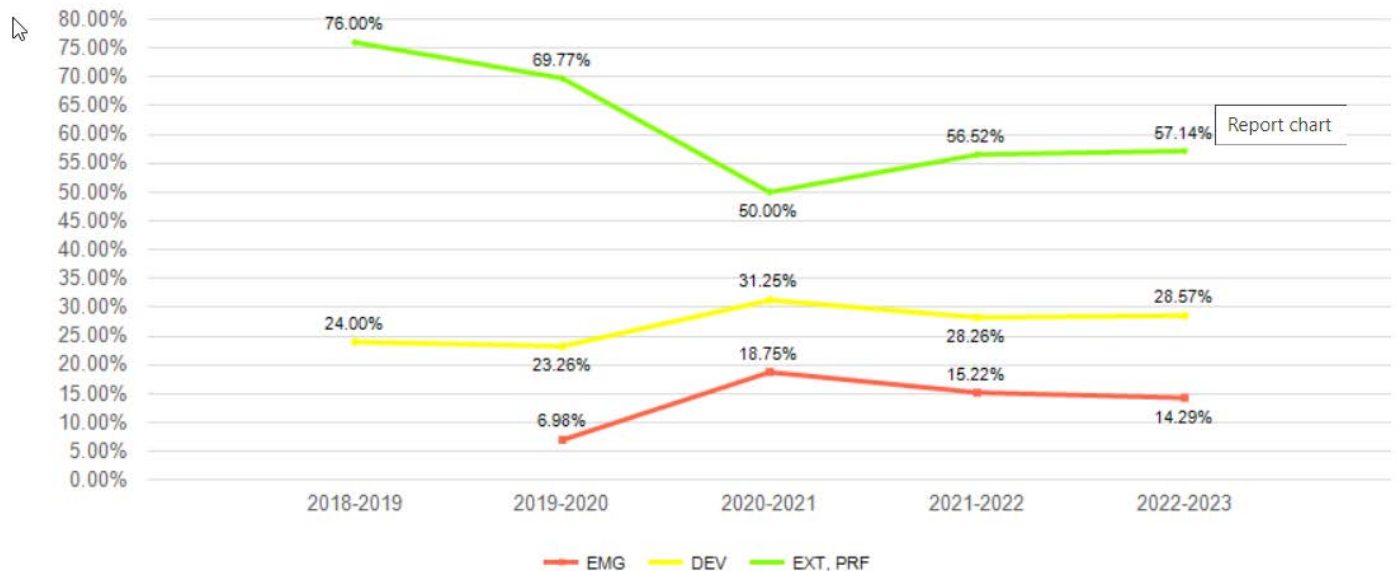


English Language Arts - LA

	All Schools	Savona Ele
EMG	6.96%	14.29%
DEV	28.16%	28.57%
EXT, PRF	64.87%	57.14%

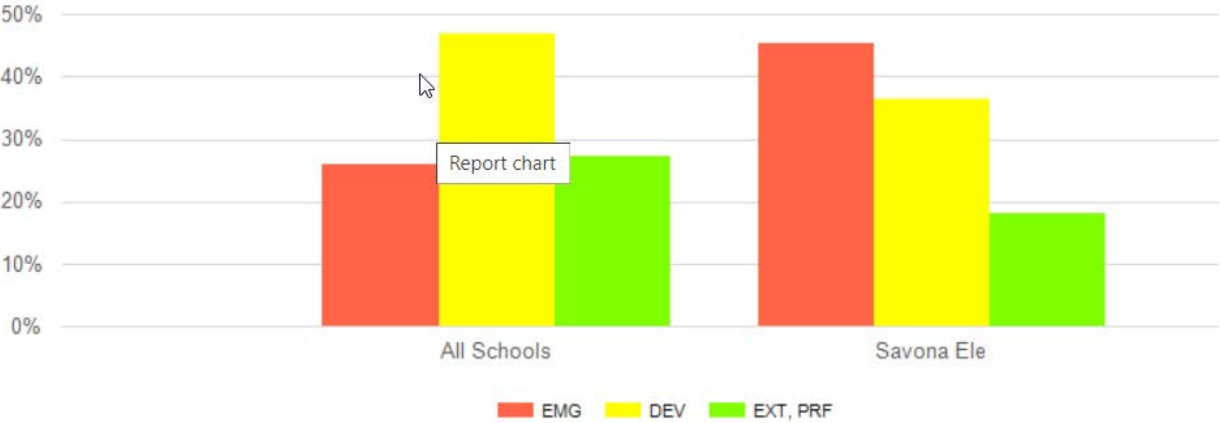
The graph below shows our 5 year trend regarding Language Arts marks. Students earning a Proficient or Extending over the past five years shows a decline. But the trend over the past three years is showing a 7% increase, so it is trending in the right direction now. Students earning Developing has risen over the past 5 years, but it has held steady over the past three. Students earning Emerging are on a 4% decline in the past five years, which is encouraging. I would suggest that the decrease in Emerging is from students progressing to Developing, and the increase in Proficient/Extending is coming from students moving from Developing to Proficient. This is a trend we will continue to monitor, and we hope that it continues.

English Language Arts - LA



Another concern arising from our data analysis is regarding our diverse learners. 91% of our diverse learners received either emerging or developing in Language Arts last school year. And as can be seen in the figures below, diverse learners receiving EMG is 20% higher than District averages. Staff were made aware of this and they were actively working with our diverse learners - many just didn't make enough progress. This will continue to be an area of focus.

English Language Arts - LA



English Language Arts - LA

	All Schools	Savona Ele
EMG	25.91%	45.45%
DEV	46.86%	36.36%
EXT, PRF	27.23%	18.18%

SCHOOL GOAL:

As a staff, we will work to help every student achieve at minimum one year of literacy growth in each school year, while we develop literacy strategies and interventions that will allow struggling learners to achieve grade level literacy skills in a prescribed amount of time.

We will use multiple sources of evidence to determine our students' strengths and challenges in literacy. By doing this, we can determine the learning that our staff needs to do next in order to design and implement tasks and assessments that allow us to differentiate and meet the needs of each of our learners in our diverse classrooms. We will analyze student and educator roles in learning as well as reflect on tasks being asked of students to determine if they reflect our desired growth. In short, we will reflect on SET - student, educator, and task.

AREAS TO CELEBRATE:

- Aboriginal students Language Arts marks close to District average - 40% receiving PRO/EXT as compared to 43.09%
- Grade 4 FSA literacy results - 8% District achievement at 83%
- Gr. 7 FSA numeracy results - 1% above District average at 63%; 43% increase over last year (likely cohort dependent)
- PRA results improvement as noted prior
- Phoneme/grapheme recognition improvement over the school year

AREAS TO GROW:

- Diverse learners - 10 of 11 students on an IEP received emerging or developing in Language Arts on 2023 report card
- Grade 4 FSA numeracy results - 46% below District achievement
- Gr. 7 FSA literacy results - 19% below District average at 50%
- Gr. 1-3 PRA results - average 12% lower than district averages over the past four years
- Aboriginal students Language Arts marks - 40% receiving EMG as compared to District at 15.4%

OBJECTIVES:

- Continued implementation of the science of reading
 - Work to be done with two new teachers (K-1 and 2-4)
- Continued development of the use of Jolly phonics
- Continued development of the use of UFLI phonics program
- Continued development of vocabulary using context clues (Gr. 5-7)

SCHOOL STRATEGIES:

To improve in literacy/numeracy, we will:

- To improve literacy, we will continue to analyze data as a staff.
- To improve literacy, we will commit to completing the following assessments:
 - a. K-survey (September, May)
 - b. Gr. 1-3 - Primary Reading Assessment - November, January, March, June
 - c. Gr. 4-7 - Non-fiction Reading Assessment (Fall, Winter, Spring)
 - d. School-wide writes (new initiative)
- To improve literacy, we will use data (locally sourced (phoneme/grapheme recognition) and K-survey, PRA, NFRA) to:
 - a. determine staff learning needs in designing tasks and assessments that allow for improved differentiation in our multigrade classrooms
 - b. Determine different pedagogy that will help our students reading improve as well as comprehension
- To improve literacy, push-in LART support system will be better developed and better implemented.

To improve classroom practices:

- Start the work of reflecting on the role of the student, educator and task in literacy development.
 - SET
 - Students - asking ourselves what do we want to see in student learning, what do we want to see in student behaviour that helps them achieve their learning
 - Educator - asking ourselves what the teacher role is in this work - what will we observe teachers doing in helping students improve their literacy skills
 - Task - via task analysis, asking ourselves if tasks provided to students matches what we want them to learn and if those tasks help them gain intended skills and knowledge
 - Look into other schools that would be interested in hosting a science of reading professional development day (shared costs)

To improve in grade-to-grade transitions, we will (this is work yet to be done):

- We plan to build stronger connections with SKSS for our Grade 7 students. One example is having them attend an art class at SKSS with Lisa Yamoaka. We had

to remove our kiln to expand our daycare, so she has agreed to let our kids do some pottery and she will fire their projects. I would also like to take our Grade 7 students to athletic events at SKSS, such as a football or a basketball game.

To improve Aboriginal student learning, we will

- review the strategies in the Local Education Agreements and Aboriginal Education Enhancement Agreement and include those strategies that staff agree will have the most impact.
 - Include the history and impact of residential schools
 - Include Aboriginal ways of living, learning and teaching in our curriculum
 - Include connections to land, history, language and culture
- explain how you are working with your local First Nation (Education Band Coordinator, families) to meet the needs of Aboriginal students.
 - Developing a stronger relationship with the education coordinator at Skeetchestn. This has been a struggle, but I need to take more initiative in connecting more often.
- Continue to work with the Skeetchestn Indian Band cultural knowledge keeper in connecting local knowledge weight our staff and students

To improve in professional learning, we are ensuring that our resources meet our students' needs.

- Curriculum resources - work actively with the Pro-D committee to hopefully create an improved alignment between school goals and teacher professional development.
- Improve professional development portion of staff meetings; topics must align with school goals
- Human resources - focus CEA time to help students with literacy, not just behavioural support

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.

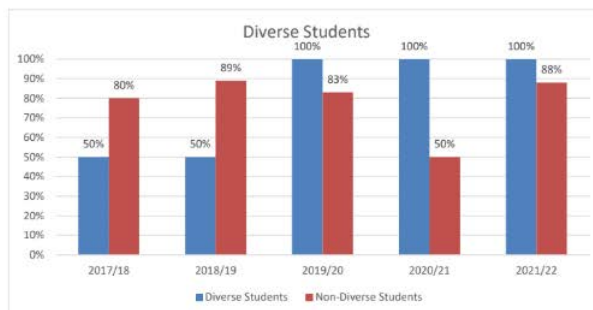
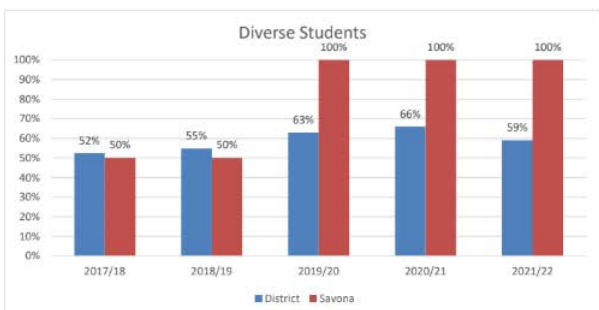
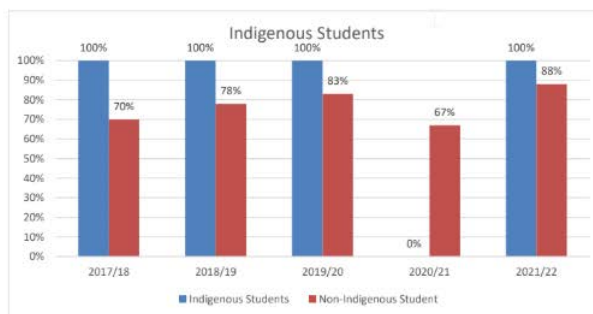
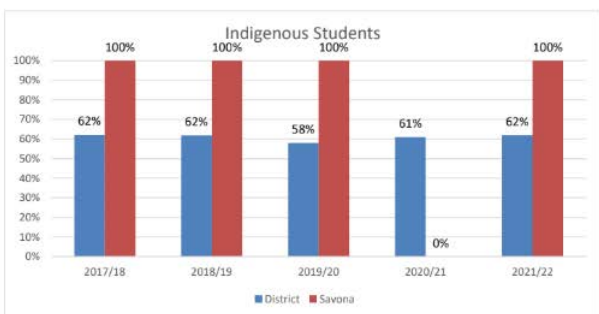
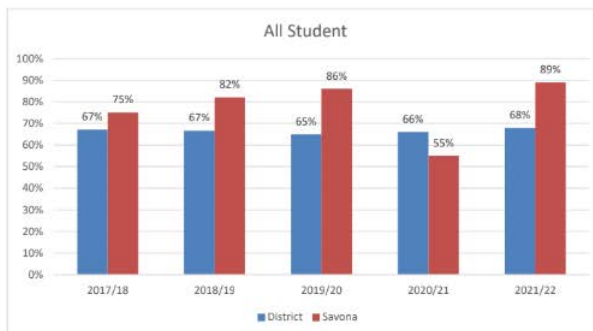
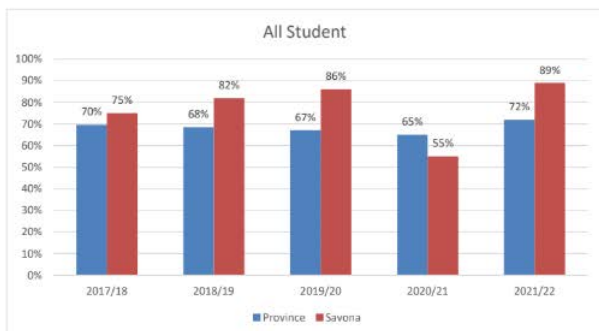
DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

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

SCHOOL RESULTS ANALYSIS:

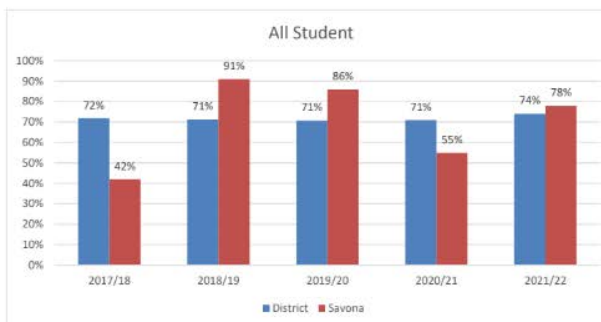
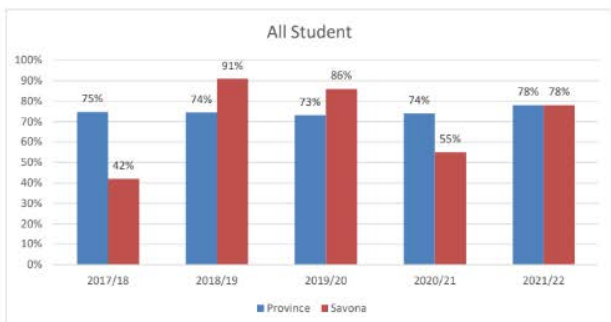
An analysis of our school learning survey data indicates that in general, our students feel very welcome and safe at school, as well as they have a strong sense of belonging. You can see in the next three figures that typically, results for all students, Indigenous students and diverse students exceed District and Provincial averages. This is definitely not a surprise, as the feeling of community and togetherness at Savona Elementary is very evident, and there is a strong bond between the community of Savona and our students, parents and staff.

Student Learning Survey (SLS) - Feel Welcome

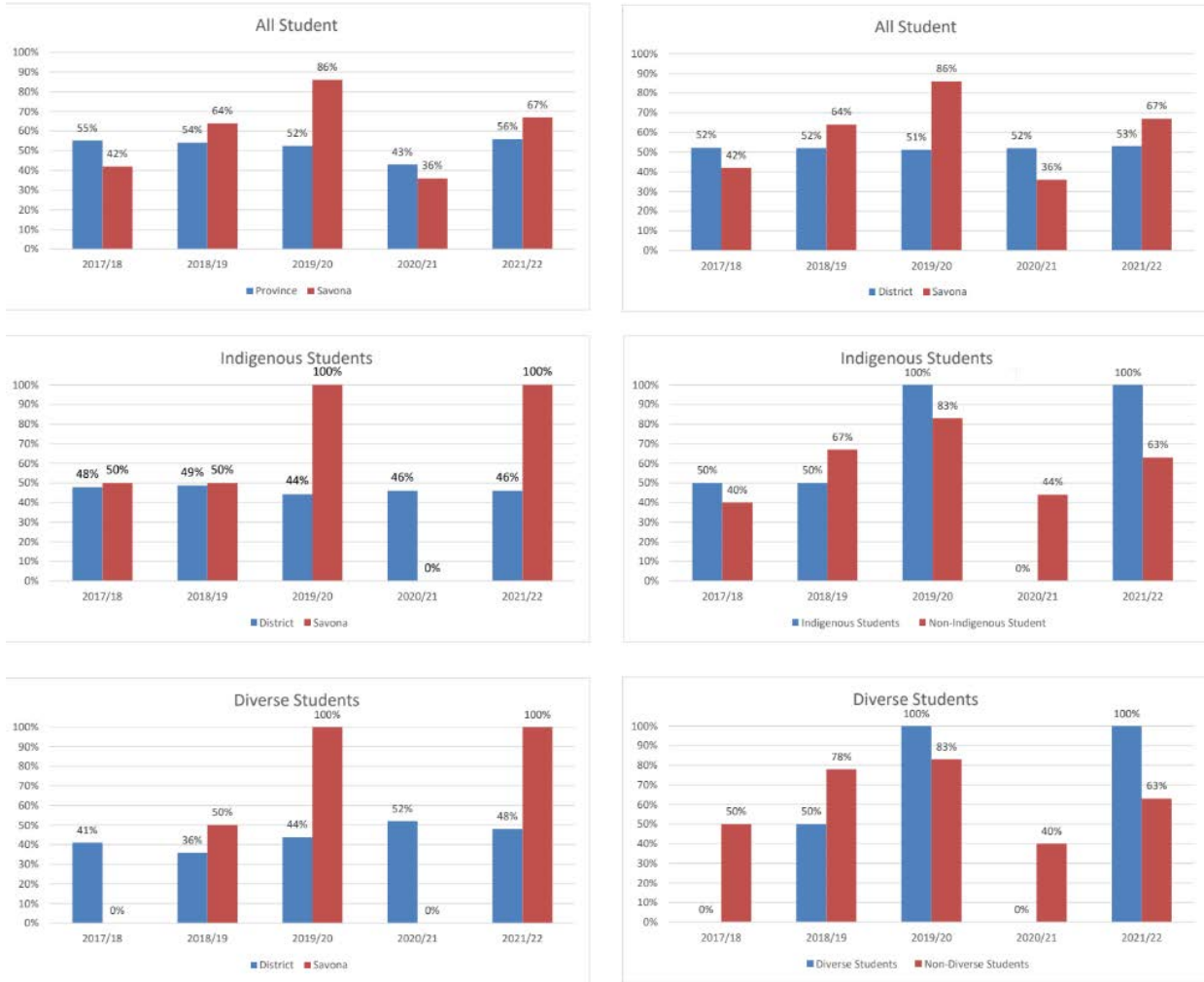


Student Learning Survey (SLS) - Feel Safe

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



Student Learning Survey (SLS) - School Belong



SCHOOL GOAL:

Goal: Students will better develop a sense of self-worth and personal initiative.

Because students feel so safe and welcome at Savona Elementary, staff have chosen to roll over this goal from last year. Even though they felt we made good progress in this goal, there is still much to do. We have not had a chance to work out specific strategies yet, but we do plan to have an Open House again on February 28, 2024. We also plan to use passion projects again, but given that two of three teachers will be new to the school, this will be work for next school year, using their new ideas and building on the successes of this year.

Measurement

Initiative was measured in two ways. In the two lower grade classrooms, a marble was put in a jar when initiative was witnessed. A class party was had when the jar was full. In the Gr. 5-7 class, classroom currency was developed for rewarding initiative. Again, a class reward was received when the monetary goal was met.

Self worth was measured using reflections. After the passion project completion, students reflected on their process and how the process led to positive self-worth. Parents were also asked to comment during the open house. The Principal also conducted interviews with students and asked them to reflect.

AREAS TO CELEBRATE:

- The two classes that used a classroom currency (Savona bucks and marbles in a jar) to track student initiative both met their goals and celebrated with a student chosen reward.
- The Open House was very well attended, and feedback from families was resoundingly positive. The passion projects were very well done, indicating self-worth was developed, because students were very proud to show their families their work. Staff discussions were positive and all stated that it was likely the best product most students produced all year.
 - I will need to do a better job of collecting more formal data next year - ex. survey families that night.
- The K-1 students that created personal peace bins loved the task. In fact, I saw many students accessing the peace bins when they felt overwhelmed. Many were then able to maintain their self worth because they did not reach a highly agitated state.

AREAS TO GROW: Indicate sub-populations who need to grow based on your data appendix or school results from local measures. Keep this short (bullets).

- Initiative was only discussed in the K-1 class - not tracked.
- Gather better feedback on self-worth development from interviews with students and parents after the open house and completion of passion projects.

SCHOOL STRATEGIES:


- To improve classroom practices, we will spend time in staff meetings discussing how to achieve these goals.
- To improve Aboriginal student learning, we will learn more about Aboriginal ways of knowing and doing in regards to self worth and initiative and then incorporate that into our pedagogy and thought processes when planning tasks and assessments.
- To improve wellbeing, we are allocating our financial resources towards more school-wide celebrations such as PBIS earned rewards and school lunches after special events.

Evidence and Next Steps (2022-2023)

- September 20 - Review of Well-being goal during staff meeting
 - Previous goal
 - We will work to improve our students' ability to self regulate and maintain mindfulness in challenging situations using evidence based instruction and practices.
 - Thoughts? Staff chose to revamp our school goal to the following:
 - to develop in students a sense of self-worth and personal initiative
 - New school goal. Passion projects showcasing student initiative. Possible showcase at the open house in March/April
 - 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.
 - September 26 - review of goals with PAC, describing rationale behind goals and planned use of strategies by staff
 - Oct. 17 - discussion of passion project structure, must be ready April 19 Open House
 - Nov. 7 - discussed student CC goals, decided upon class goals regarding developing initiative and self-worth - initiative focus first
 - Nov. 24 Den Groups
- Dens Thursday, November 24th 1:20 pm to 2pm

1. Den leaders will review what the letters of SOAR stand for and what that looks like in our school. There will be a simple worksheet to fill in. (10mins ish)

2. Den leaders will ask their groups if they know what “to show initiative” means. Then they will explain the qualities of a person who has initiative. On their Chromebooks they will show a short video about initiative. (Or teachers can show it to the whole group on the smartboard.)

 I Can Take Initiative - Music Video short, 2 mins

3. Initiative coloring and word fill-in worksheet

- Nov. 21 - discussing CC goals
 - 5-7 & 2-4 - developing initiative; K/1 - positive self-talk
 - Student reflections to be completed at varied intervals
 - Science - exit slips regarding class goals chosen by students - 2-4 - raising hands; 5-7 - doing best work
- Passion Project
 - K-1- self-worth -- built peace bins
 - 2-7 - completed digital projects to be presented to their parents at Open House on Apr 19, 2023