

Barriere Elementary School



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School Improvement Plan For the School Years of 2017 ~ 2022 June 2021



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School Vision

Care, Connect and Contribute

Mission Statement

The school community of Barriere Elementary will design opportunities to connect students to their learning and support thoughtful student citizens who care, connect and contribute with confidence.

School Context

Barriere Elementary has 215 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 32 students of First Nations ancestry coming from Simpcw First Nation and from First Nations 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, many who bring with them complex social/emotional challenges. This year also created challenges with families choosing to keep students at home for school for part of the year or in some cases the full year.

Barriere 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. The school offers a "Strings" program where interested students have the opportunity to learn the violin and 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 extremely hard on increasing their students' literacy skills. From teachers to CEAs to our librarian, we have all contributed to enhancing the students' reading skills.

Students and staff at BES are both respectful and cheerful individuals who celebrate our rural identity as well offer great acceptance to those who join our school community. 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 community events or leading boys' and girls' groups

Most of the staff reside in Barriere and have students in the school. Having a local staff, I believe, helps to build a strong school community. I also believe this has contributed to the increase in teacher efficacy around our focus on our goal of reading.

This year and last year, we have been focusing on students demonstrating growth in foundational skills of literacy, with a strong focus on reading.

This year we have also re-evaluated our other goals. For the past three years, we have had four goals and as a staff we believed that it was too difficult to put a strong effort into each of these goals. During our staff meetings (KTTA and CUPE), we analyzed the goals and kept the ones that we believe our school community needs to focus on the most. Therefore, we removed one of the goals and kept our Numeracy and Aboriginal ways of knowing and doing.

School Goals

1. Students will demonstrate growth in foundational skills of literacy and core competencies (thinking, communication, personal and social competencies)
2. Students will demonstrate a growth in their foundation skills in Numeracy by developing stronger number sense and mathematical thinking
- ~~3. Students will apply their learning to address problems relevant to their lives and communities~~
4. Students will experience learning through Aboriginal ways of knowing and doing

2020-2021 School Learning Plan Update

Students will demonstrate growth in foundational skills of literacy, with a strong focus on reading.

Rationale

The process began last year. We reviewed our reading data from the Report Cards, FSAs, PM Benchmarks and NFRAs. We noticed there was a significant need for support in the early primary grades. Last January, we began our reading intervention program. We saw success out of this program. As one teacher stated: “Everyone came out reading better than they went in.” However, one of our challenges was not being able to continue after Spring Break. So, we decided to begin as soon as possible this year.

Data Related to Goal/Evidence

Reading Data

	Report Cards (June 2019) % of Meeting or above/C+ or above	Progress Reports (Jan. 2020) % of proficient or above	Progress Reports (June 2020) % of proficient or above	Progress Reports (Jan. 2021) % of proficient or above	Progress Reports (June 2021) % of proficient or above
K	77%	88%	92%	79%	85%
Grade 1	43%	25%	43%	55%	57%
Grade 2	55%	52%	59%	52%	62%
Grade 3	64%	67%	70%	61%	89%
Grade 4	70%	75%	66%	69%	79%
Grade 5	78%	75%	71%	56%	60%
Grade 6	N/A	63%	73%	85%	87%

Grade	PM (Sept. 2019) % of proficient	PM (June 2020) % of proficient	PM (Sept. 2020) % of proficient	PM (June 2021) % of proficient
1	25%	N/A	N/A	55%
2	50%	N/A	31%	62%
3	60%	N/A	68%	89%

Grade	FSAs (2019)	FSAs (Spring 2020)	FSAs (Fall/Spr. 2021)	NFRA (Fall 2019) % of proficient	NFRA (Spring 2020) % of proficient	NFRA (Fall 2020) % of proficient	NFRA (Spring 2021) % of proficient
4	81%	60%	Not avail.	24%	6%	3%	36%
5	N/A	N/A	N/A	30%	37%	20%	27%
6	N/A	N/A	N/A	37%	56%	42%	53%

Initiatives/ Strategies

Grade 1 and 2

- Similar to the year before, we began our intervention focus on our Grade 1 and 2s (especially the grade 2s that did not get to complete the intervention last year due to the current situation).
- 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 myself. 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:
 - students individually reading text for majority of the 30 minutes.
- 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.

Grade 3

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

Grade 4, 5 and 6

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

Kindergarten

- With the kindergartens, we provide support by splitting the students into small groups and work on phonics/phonological awareness.
- 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.).

Progress

- We have started to see progress with all students.
- We are exploring other ideas/plans to help the students that are demonstrating limited growth.

Successes

- We have seen success this year. - 20 out of 29 that began the program in grade 1 and 2 - increased one level (i.e. emerging to developing; developing to proficient or proficient to extending)
- Even though some students are still emerging or developing readers, all students demonstrated growth throughout the year
- My personal goal is 80% of our students are proficient readers by June 2021. In June 2021, 74% of our students are proficient readers. In June 2019, 64% of readers were proficient. We are excited with our process.

- The teachers involved in the intervention stated:
 - that the program created consistency. They were able to work with the same students at the same level.
 - it was useful and effective having it every day.
 - able to target students at the right level.
 - opportunity to break down the skills.
 - targeted focus on their phonemic awareness, reading strategies, and common language
- On our DEWRS survey, **81%** of our intermediate students stated that they were confident in their reading skills

Challenges

- having cohorts made it difficult to service students efficiently and effectively. We were unable to have students from different cohorts work with each other. This provides constraints on the number of staff to help.
- This also applies to students returning from distance learning. Students returned with varying skill sets. This provided a challenge in supporting them effectively.

Our Theory of Action

- *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.*

Next Steps

1. Begun to collaborate on an inquiry process with Juniper Ridge on supporting our struggling readers. 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 2021-2022)
 1. Build on the common instruction of phonemic and phonological awareness.
 2. Build on the common instruction of guided reading.
 3. Reading instruction at intermediate
 1. 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. I believe there has been some enhancement of this, but we want to pursue this more.

Second Section of Literacy Goal - School wide write

Rationale

School Wide Write was used consistently a few years ago. Teachers stated that there an increase in student writing skills when this assessment was used on a regular basis. It promotes collective efficiency around writing and the assessment of writing. When teachers mark these assessments, I try to provide time for them to mark in grade groupings. This year we implement two of the three writing times.

Data Related to Goal/Evidence

Grade	EMG Spring 2021	EMG June 2021	DEV Spring 2021	DEV June 2021	PRF Spring 2021	PRF June 2021	EXT Spring 2021	EXT June 2021
K	0%	0%	5%	29%	55%	62%	41%	10%
1	29%	14%	48%	41%	24%	41%	0%	5%
2	11%	5%	54%	50%	36%	36%	0%	9%
3	19%	0%	38%	38%	44%	50%	0%	13%
4	0%	0%	81%	53%	16%	44%	3%	3%
5	7%	10%	45%	32%	38%	42%	10%	16%
6	7%	11%	10%	21%	70%	57%	13%	11%

EMG – Emerging; DEV – Developing; PRF – Proficient; EXT - Extending

Initiatives/ Strategies

- Students will write three times in the year. The format is as follows:
 - A set topic is chosen for all students to write on.
 - The writing session is spread over three days.
 - First day is conversation and discuss regarding the topic
 - Second day is planning and first draft
 - Third day is editing, proof-reading, and publishing

Challenges

- No exemplars to show students
- Cohorts did not allow teacher to team teach concepts
- We were only able to fit in two out of three of the writing times

Successes

- We saw an increase in proficiency in writing in almost each grade level. Our grade 4s saw an increase of 28% students becoming proficient writers.

Next Steps

- Construct common language (based on what is being assessed) that will be passed from grade to grade.
- Build a bank of exemplars for each grade
- Create a concise assessment data form so they can see how to best support their students

Goal #2

To improve students' foundation skills in Numeracy by developing stronger number sense and mathematical thinking

Rationale

We see a large increase of students proficient in the primary grades, but as they progress to intermediate, we do see a decrease in success. We also notice they are not consistently proficient from year to year nor in the year (i.e., proficient at the beginning of the year and not proficient at the end).

Data Related to Goal/Evidence

Progress Report Data

	Jan. 2020 % of students proficient	June 2020 % of students proficient	Jan. 2021 % of students proficient	June 2021 % of students proficient
Kindergarten	92%	95%	95%	95%
Grade 1	81%	60%	74%	81%
Grade 2	71%	81%	80%	72%
Grade 3	61%	74%	78%	88%
Grade 4	78%	86%	94%	91%
Grade 5	77%	75%	51%	70%
Grade 6	78%	78%	75%	90%

District Numeracy Assessment

	Jan. 2021 % of students proficient	June 2021 % of students proficient
Grade 3	6%	12%
Grade 6	50%	60%

Initiatives/ Strategies

- Several teachers attending the training around the District Numeracy Assessment
- Gaining more resources

Challenges

- Time to collaborate and explore other ways.
- Building confidence in teachers to try other ways of teaching numeracy.
- Inconsistency in our Progress Report data and District Numeracy Data

Successes

- Teachers trying new numeracy strategies in their classroom.

Next Steps

- Common language/instructional practices
- Build on collective efficacy around numeracy

Goal #4

Students will experience learning through Aboriginal ways of knowing and doing

Rationale

We continue to work on this goal yearly. According to our DEWRS data, 56% strongly agree or agree that they have choices to learn about their language and culture (30% neither agree nor disagree). Also, 79% strongly agree or agree (2% increase over last year) that they continuously learning about Aboriginal people (19% neither agree nor disagree). The results of the DEWRS demonstrates we still need to work on this goal.

Data Related to Goal/Evidence

2019/2020 Aboriginal Enhancement Activities

Classroom Activities	Community Activities	Indigenizing Our Space	Parent Engagement
Leadership Groups with Aboriginal Learning Grade 4 Boys	Raft River Salmon Interpretive Program – 1 class	Painting a mural on the SeaCan	Communication with parents via email/text/phone calls
Orange Shirt Day – various activities – school wide as well as classroom	For the families of Tk'emplups te Secwepemc <ul style="list-style-type: none"> • Painting of rocks • Flags on the fence • Handprints on the cement • Feathers painted on SeaCan • Feathers coloured by students on window Community members were welcomed to participate in all of the above activities	Common spaces with words of the Secwepemc Language	Unable to host parent engagement nights due to COVID
weekly activities with classes: drumming, storytelling, Lahal, art (beading, weaving, dream catchers), planting, traditional knowledge.		Aboriginal art created by students throughout areas of the school – all year	
scraping hides with all the classes. History lesson on tools and ways of doing.			
Bannock days			
Bannock Run Fundraiser for Tk'emplups te Secwepemc			
Day of Sucwentwecw			
Run club			
Blanket exercise			
Nature plant walk			

Plans for Next Year

- Build on activities that honour Metis and Inuit cultures.
- 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 centre to represent a safe space and connection with one another
 - Aboriginal teachings will be included in our weekly assemblies
 - Teachers are continuing to work on increase the Aboriginal ways of knowing and doing in their classrooms
 - Continue to work with the Seven Principals of Learning
 - Creating classroom totem poles in the gym
- Several events planned (cancelled due to COVID protocols)
 - Simpcw cultural day
 - TREC powwow
 - Dunn Creek Salmon Release

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.

- 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

Overall Next steps

- Continue with a minimum five points of progress with parents.
- Begin the focus on our Numeracy Goal and the writing portion of the Literacy Goal
- Continue to build on exemplars in writing
- Continue to create minimum expectations for each grade level (literacy and math) – common expectations
 - Focus is still meeting where students are at
- Review our assessment practices
- Continue to review how we are implementing the Seven Principals of Learning on a regular basis.

Process for Learning Partner Engagement

It was difficult to create meaningful collaboration during our virtual staff meetings and Professional Development presentations. We are going to try again this year to explore creating small goals within our larger goals. We will collectively create the goals. This will help to guide our instruction as well as give teachers and students the opportunity to see small successes. We are finding the goals to be large and overarching. We are wondering how to build in smaller goals that will lead us to achieving the main goal. This will also help to allow us each year to assess where we are with our learners and alter the sub goals to match where we need to go with the students.