



Heffley Creek Elementary School

School Improvement Plan

2017-2022

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School Goals for 2017-2022

1. To increase reading comprehension with a focus on those students demonstrating below grade level reading comprehension.
2. We want our students at Heffley Creek Elementary to learn and use self regulation strategies, continue to develop empathy for others, set goals and be able to be self aware about their behaviours, actions and feelings.

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School Context

For the 2020-21 school year Heffley Creek Elementary enrolled 18 students. It has two part-time classroom teachers, 1 CEA, a part time AEW and a secretary that is based at Heffley Creek but is shared with Sun Peaks Elementary. The principal is responsible for both Sun Peaks and Heffley and splits his time between the two schools, regularly spending 1 ½ days per week at Heffley. This school year, students are enrolled in Kindergarten to Grade 3, all within one classroom. Many students ride the school bus from Whitecroft, Knouff Lake, Vinsula and the areas in between; whereas others live within the Heffley Creek Community. The five bus students arrive at school at 7:30 am and leave at 2:50 pm. Students that live in knuff lake arrive back at their house at 4:30. The bus students are supervised by our CEA in the mornings and by the teachers in the afternoon.

Heffley has a strong parent advisory council who have been able to find a variety of grants and donations to support the school. It is also a close knit community school, and many of the children have parents and siblings who also attended the school. Heffley Creek Elementary typically hosts Mother Goose sessions for the Sun Peaks, and Heffley communities, although they did not this year due to Co-Vid. This is an excellent central location for this program and benefits the community at large. Heffley Creek has close ties to Rayleigh Elementary as many students having siblings that attend.

Heffley Creek currently has 4 students (22%) who self identify as aboriginal. Level “B” testing was completed in the spring for one of our students and a psychoeducational assessment will be completed in the fall for him. A 0.2 LART is shared between Heffley and Sun Peaks.

Learning Partner Engagement Process

In 2017 a survey was sent to all of our parents asking for feedback relating to what attributes they would like their child to have upon leaving Heffley Creek Elementary. Though many families did not complete this survey the following attributes were listed:

- *Independence, thinking skills, confidence
- *Basic reading / writing / math skills, interpersonal skills, problem solving
- *Independence, Social, Thinking Skills
- *Responsibility, aware of others personal space, working cooperatively, coping skills for challenges

- October 2017 PAC discussion of needs of the school; purchase of Blue LLI Kit

- November 2018 Guided Reading training; Follow up at Staff Meeting
- November 2018 Come Read with Me training for Parents
- December 2018 Mind Up and UDL training
- February 2019 Literacy Workshop; review of LLI Kit
- February 2019 Review of Literacy strategies with PAC
- May 2019 Guided Reading: professional development
- September 2019 Review of School Goals and Strategies: Planning for the Year
- October 2019 Come Read with Me training for parents
- October 2019 “Kids in the Know” Training
- Dec 2019 Professional Development: Review of Guided Reading and LLI
- Feb 2020 Literacy/Social Emotional Learning professional development
- Sept 2020 Review LLI kits
- November 2020 Introduction to Number talks
- February 2021 Aboriginal Learning
- May 2021 Teaching multi-grade primary mathematics with Amanda Russett

Goal 1: Foundational Skills with a focus on literacy

To increase reading comprehension with a focus on those students demonstrating below grade level reading comprehension.

Related District Strategic Plan Goal

- Ensure every student acquires strong foundational skills and core competencies
- Connect students to their passions and interests
- Foster an inclusive, adaptable and accountable district culture
- Strengthen partnerships to enrich the way we lead, learn, and work

Related Aboriginal Enhancement Agreement Goals:

Goal No. 1: Improve Primary Achievement Results in Grades K-3 Reading, Writing and Math

Please note, that while this is the direct goal that we are working on; we believe that the work we are doing at this age group will also directly, and positively affect many of the other goals as

our students move forward with their education. Particularly Goal 2, Goal 3, Goal 5, Goal 6, and Goal 9.

Our Theory of Action for 2020-21

Our theory of action for the 2020-21 year has been:

If we...

- promote and participate in professional learning for our teachers in specific and targeted literacy strategies, and the design of challenging and relevant lessons and units for their learners
- provide a structure and resources for teachers to reflect upon their impact

then we will see....

Our educators:

- using these strategies more frequently in their lessons, and
- creating tasks that are more relevant and engaging for our students

Our students:

- demonstrating increased proficiency in literacy on the Primary Reading and Kindergarten Assessments

Professional Learning

In order to continue to focus in our theory of action for the 2020-21 year, most of our professional learning focused on literacy, specifically supporting our at risk readers. However, as we feel that we have made progress on this, we have expanded our professional learning to re-look at how we teach numeracy in a multi-grade classroom. As such, two of our professional learning days focused on numeracy.

- Aboriginal Learning
- Guided Reading
- Numeracy Number Talks
- Teaching numeracy in a multi-grade classroom

Literacy Resources

This year, we purchased library materials to support literacy development in the classroom. We also purchased resources and the professional learning book Number Talks by Sherry Parrish to support our teachers in developing their numeracy program within the classroom

Integration in classes

Taking what was learned through workshops this year, as well as previous learning, the staff continued to integrate the following strategies to support the learning of our students. This included:

- Daily Five framework

- RTI model of intervention
- “Reading Power” strategies
- Guided reading
- Words their way
- Home Reading
- First People’s Principles of Learning: posting and integration of Aboriginal Core Competencies
- Small group work with CEA and teacher
- Numeracy: Number talks

Response to learners not meeting desired outcomes

Meeting the needs of all learners at our school is core to our beliefs. Therefore, it was important that we supported the students that were struggling to meet desired outcomes. In order to do this, the following process was followed:

1. Parents were made aware of difficulties that the students were experiencing from the classroom teacher. This was done through informal meetings, phone calls, and sit down meetings with the parents
2. Teacher would contact the LART based in Sun Peak, as well as the principal to informally to discuss concerns
 - a. LART and principal would provide suggestions and support for the student, which would then be implemented by the classroom teacher
3. An internal School Based Team Meeting (SBTM) with the LART, Principal, teacher and parent would take place to more formally discuss concerns, strategies and next steps
4. If necessary, the LART would complete a Level B WIAT assessment with the student
 - a. Parents, teacher and support team would meet to discuss strategies that arose from the assessment
5. External School Based Team Meetings were held as needed with our district support team (School and Family Consultant, Inclusive Education Teacher, Speech and Language Pathologist, and School Psychologist) to provide further strategies and support for our struggling students
6. If necessary, our school psychologist would complete a psycho-educational assessment to provide further insight into the needs of the student and how they could be supported

Successes and Challenges moving forward

When looking at our PRA results from the 2020-21 school year, it appears that we are making improvement ([Appendix 3](#)). Four of our five grade 3 students are extending in their reading as of the June Primary Reading assessments. In addition, three of our four grade 1 students are proficient. We still have some work to do at the grade 2 level as only 2 of our five students are proficient. We are curious as to how our report cards marks compare, but these will have to be assessed at a later point once they are available.

In the coming year, we will need to carefully watch our grade 2 cohort, to see how they develop throughout the year, and be sure to put in further a further response to intervention if they continue to struggle.

Theory of Action for 2021-22

Having had regular learning interrupted this year, yet feeling that we were starting to develop traction with our plan, our theory of action for the 2021-22 year will continue from last year; however, we feel that adding in a numeracy goal would be beneficial to the students development. Therefore, our two goals will be:

Literacy:

If we...

- promote and participate in professional learning for our teachers in specific and targeted literacy strategies, and the design of challenging and relevant lessons and units for their learners
- provide a structure and resources for teachers to reflect upon their impact

then we will see....

Our educators:

- using these strategies more frequently in their lessons, and
- creating tasks that are more relevant and engaging for our students

Our students:

- demonstrating increased proficiency in literacy on the Primary Reading and Kindergarten Assessments

Numeracy:

If we...

- promote and participate in professional learning for our teachers in specific and targeted numeracy strategies, and the design of challenging and relevant lessons and units for their learners
- provide a structure and resources for teachers to reflect upon their impact

then we will see....

Our educators:

- using these strategies more frequently in their lessons, and
- creating tasks that are more relevant and engaging for our students

Our students:

- demonstrating increased proficiency in numeracy on the District numeracy assessment and report card marks

Goal 2 Social Emotional Development:

We want our students at Heffley Creek Elementary to learn and use self regulation strategies, continue to develop empathy for others, set goals and be able to be self aware about their behaviours, actions and feelings.

Related District Strategic Plan Goals

- Priority 3: Honour the First People’s principles of learning, and Aboriginal worldview and perspectives
- Priority 4: Foster an inclusive, adaptable and accountable district culture
- Priority 5: Strengthen partnerships to enrich the way we lead, learn and work

Related Aboriginal Enhancement Agreement Goals

Goal No. 3: Increase the Percentage/Number of Elementary Students Enrolled in the Regular Academic Program

Goal No. 8: Expand opportunities for participation in Cultural Education for All Students

Goal Rationale

The students at Heffley Creek Elementary are a kind and supportive group, who care about their school and their teachers. However, some students still need support with self regulation, attending to tasks and being ready to learn. These behaviours need to be taught and reviewed on a regular basis. We have made excellent progress with this over the last several years.

Data Related to Goal/Evidence

As our school is very small, we are limited with the data we are able to collect. However, by utilizing the grade 3 Student Learning Survey, it appears we are on the right track in many areas ([Appendix 5](#)). All students who responded to the survey feel like they belong, and the adults at the school care about them. In addition, they like school, and feel safe at it. Most importantly, all students responded that when they make a choice, they think about how it affects others. This confirms our anecdotal evidence from the teachers and CEA that the students are extremely caring and supportive of the classmates. If a student is disregulated, the other students support them and give them the time and space needed to help them move forward. There have been an extremely limited number of students sent to the office, and the students are generally focused and ready to learn.

Strategies and Initiatives

At Heffley Creek we promote the feeling the “school family” within our small community. We believe that the teacher and staff have a pivotal role in building strong connections with the students,

which supports the students learning appropriate “expected” behaviours to follow while at the school. Each of the initiatives we undertake is underpinned by the belief it can only be successful with a student having positive relationship with an adult in the building

- Zones of Regulation
- “Bucket Filling” Kit
- Superflex
- Sensory activities set up
- scheduled breaks
- explicit teaching of “Kids in the Know” program
- use of noise cancelling headphones, wobble cushions and other sensory tools as needed
- explicitly teach expected behaviours

Successes and Challenges Moving Forward

Anecdotally, and through our student satisfaction survey, our students and parents feel connected with the school ([Appendix 5](#) and [Appendix 6](#)). Both parents and students feel as though they have an adult they can talk to, feel welcome at the school and feel like the children are being taught to solve problems in peaceful ways.

Over the last two years we have seen development in the students’ social emotional development, sense of community and ability to self-regulate in class. However, this will continue to be a goal in the coming year; and as the school transitions to new staff, we will continue to encourage these values within the school.

Our Theory of Action for 2020-21

If we...

- Develop a greater understanding for our teachers of Zones of Regulation, Bucket Filling and “Superflex” as strategies to develop self-regulation with our students
- provide a structure to support our higher needs students

then we will see....

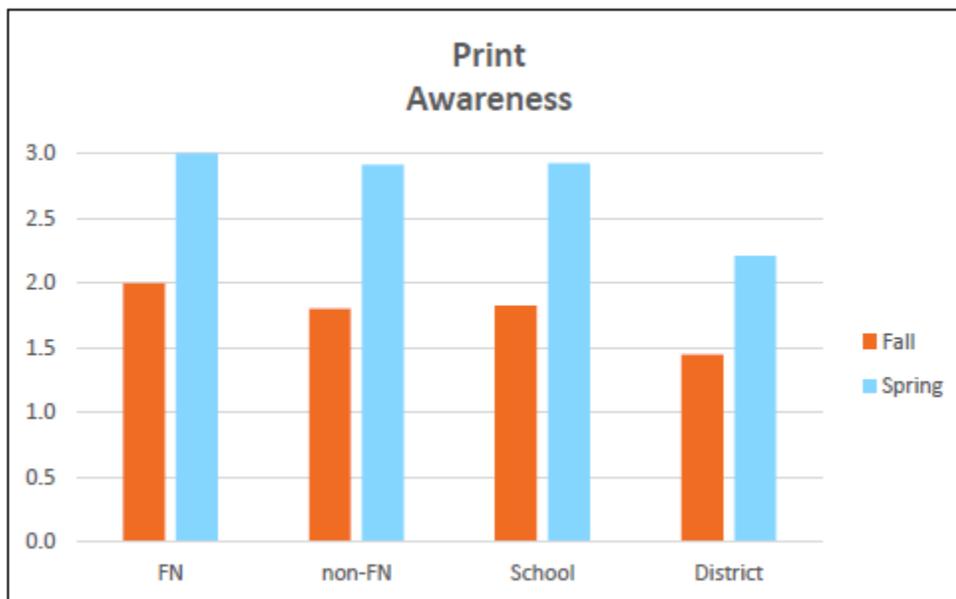
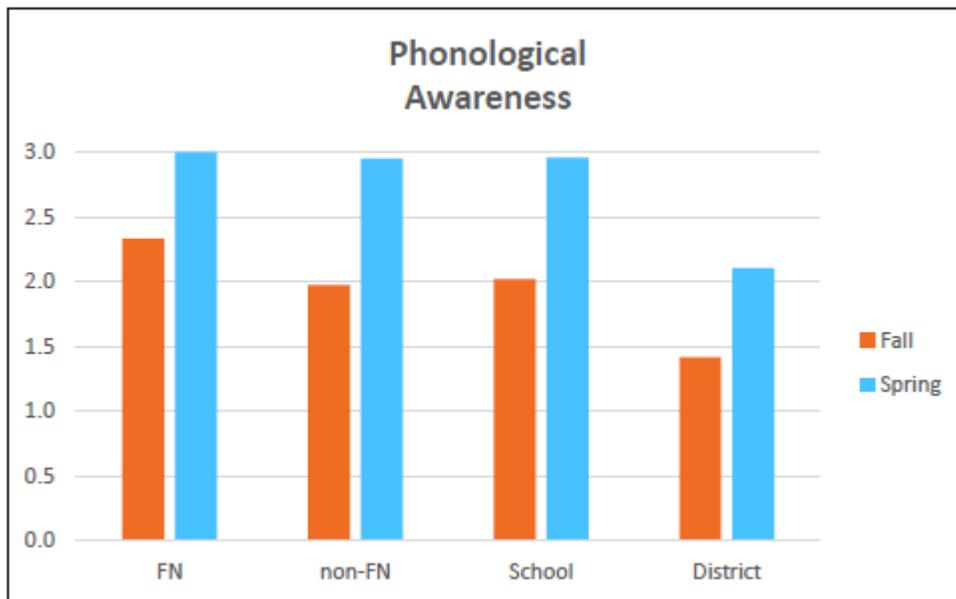
Our educators

- using these strategies more frequently and effectively in their class,

Our students

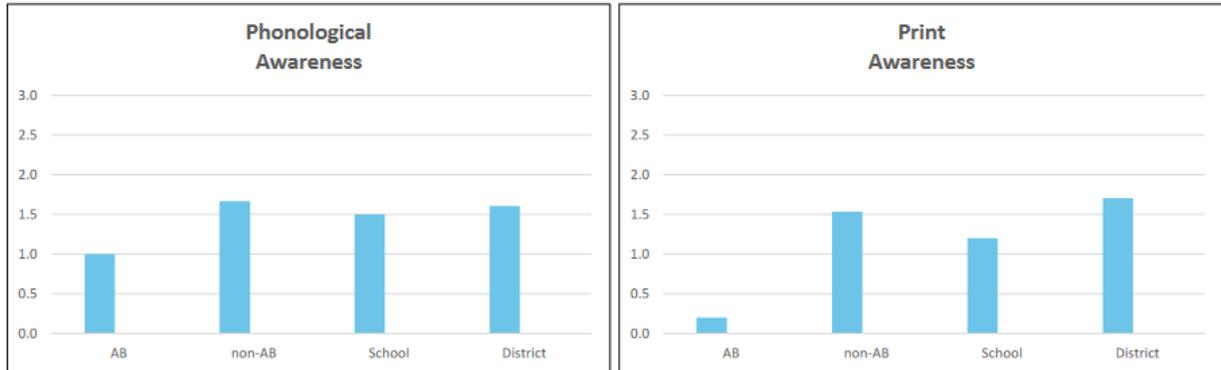
- demonstrating increased self awareness of their behaviours and increased self-regulation

Appendix 1: Kindergarten Survey June 2019



0	1	2	3
No Evidence	Minimal Evidence	Can do most of the task	Consistent and Complete

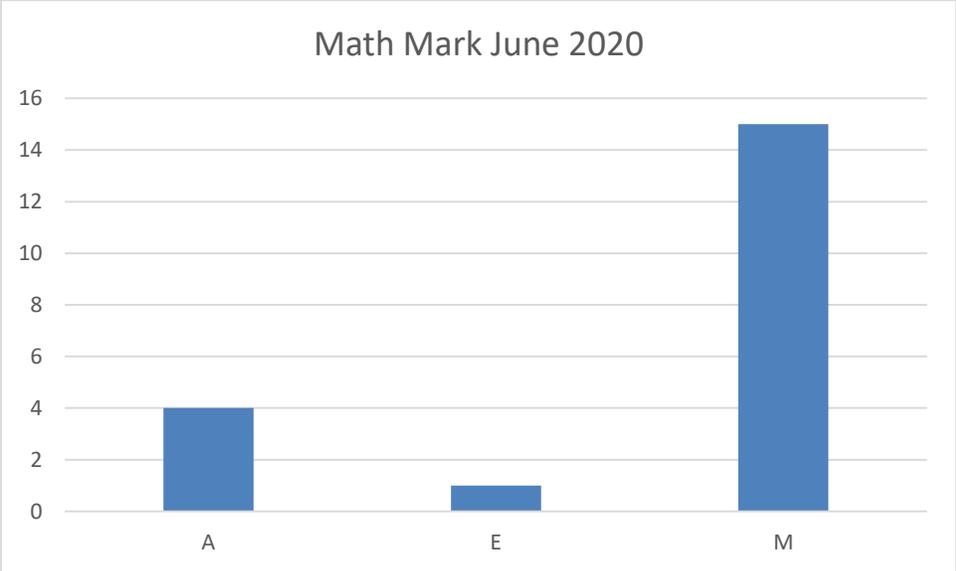
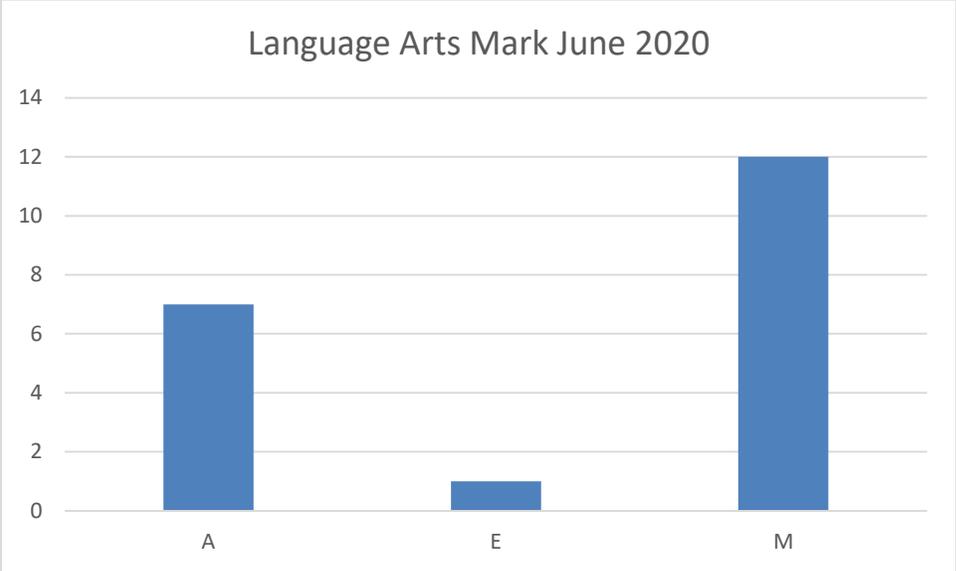
Appendix 2: 2019-20 Kindergarten Survey



0 No Evidence	1 Minimal Evidence	2 Can do most of the task	3 Consistent and Complete
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*Please note that spring data was not collected to show growth over the year

Appendix 3: June 2020 Language Arts and Math Report Card Marks

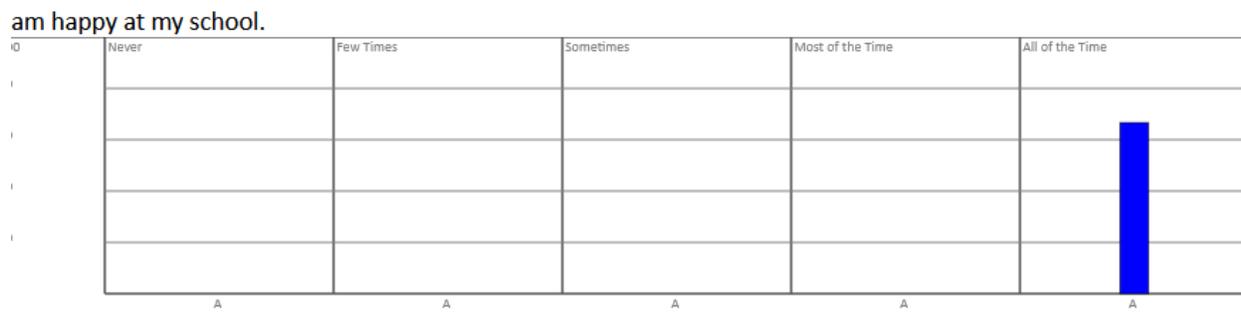
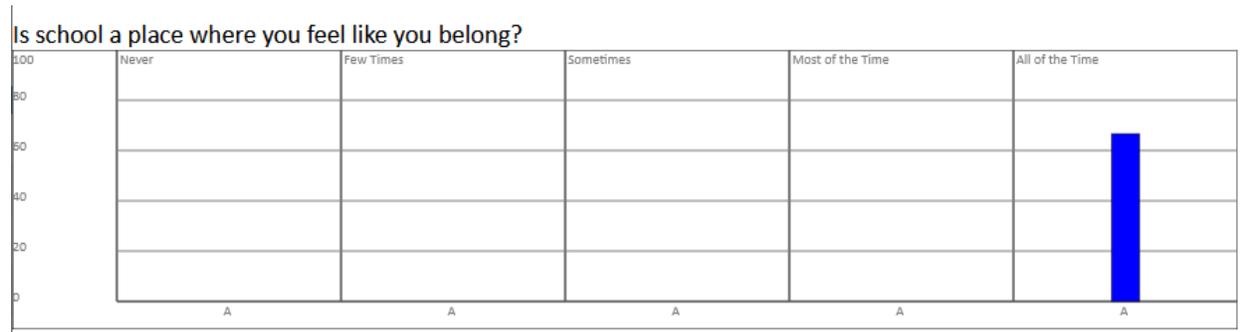


Grade	Gender	Language Arts	Math
KF	M	M	M
KF	M	M	M
KF	F	A	A
KF	M	M	M
1	M	M	M
1	M	A	M
1	F	M	M
1	F	M	M
1	F	M	M
1	F	M	M
2	F	M	M
2	F	E	E
2	M	A	A
2	M	M	M
2	F	M	M
2	M	M	M
2	M	A	M
3	F	A	A
3	F	A	A
3	M	A	M

Appendix 4: June 2021 Language Arts and Math Report Card Marks

To be updated In Fall 2021*

Appendix 5: March 2020 Student Learning Survey Data



Do you feel welcome at your school?



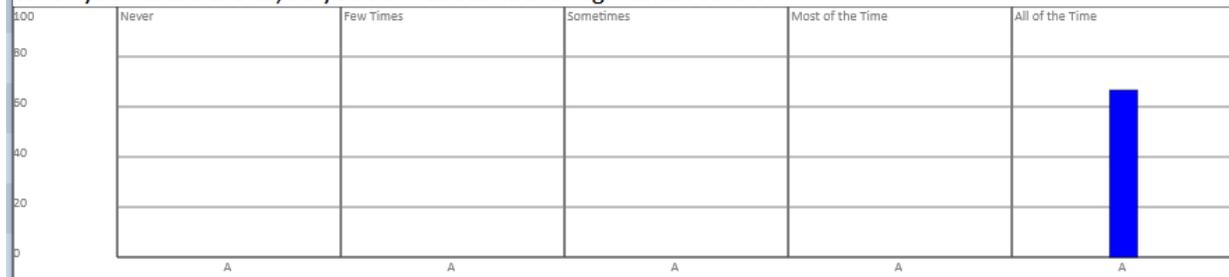
Do you like school?



If you have a problem, can you get the help you need from adults at your school?



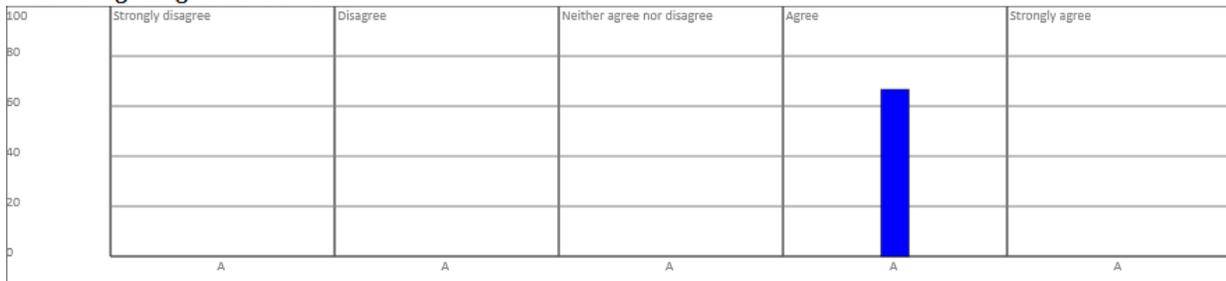
When you make a choice, do you think about how it might affect others?



Do you feel good about yourself?



I feel I am getting better at math.

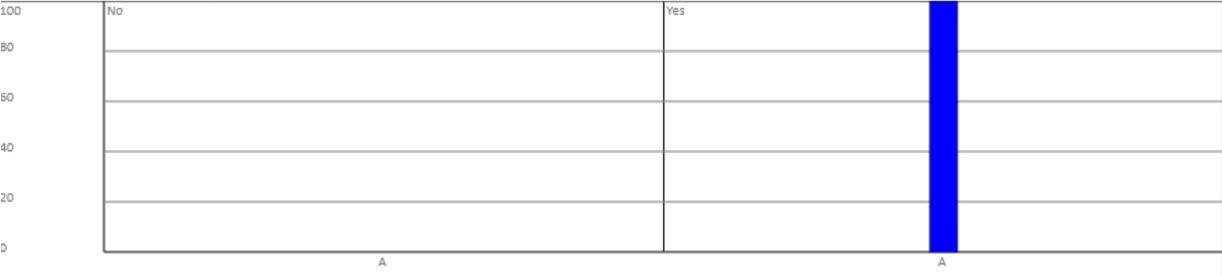


I feel I am getting better at reading.



Appendix 6: March 2020 Parent Student Learning Survey Data

Is your child learning how to solve problems in peaceful ways?



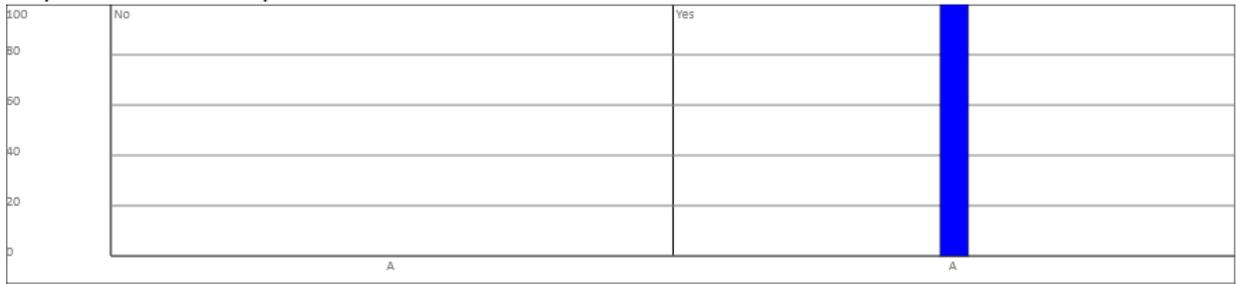
Is your child respectful of people who are different from them?



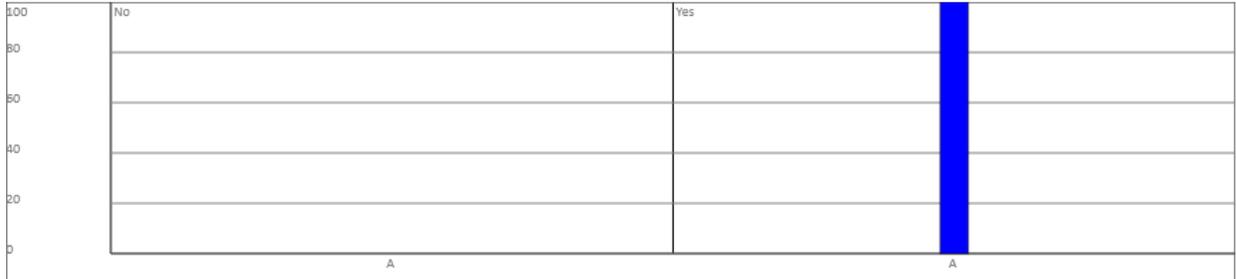
Does your child's school provide clear expectations for student behaviour?



Do you feel welcome at your child's school?



Do you have an adult at your child's school that you can talk to when you need to?



As a parent/guardian, are you involved in decisions at the school that affect your child?

