

*NORTH THOMPSON ELEMENTARY SCHOOLS  
LEARNING PLAN*

*Updated June 2021*

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Clearwater, BC  
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<http://raft-river.sd73.bc.ca/>



Our Vision: \_\_\_

*Inspire Curiosity and Compassion  
Build Confidence and Competence*

*“We can and must educate and support every young person to develop foundational skills and knowledge, help them develop intellectually and emotionally, and set them on their own paths to grow and flourish.”*  
(Cantor et al., *How the Science of Learning and Development can Transform Education*, 2020)

### **School Contexts:**

A quick synopsis of the North Thompson Elementary Schools in the 2020–2021 school year:

- All 3 North Thompson schools are situated on traditional Simpcw First Nation territory (part of the Secwepemc Nation).
- Each school has its own personality and highlights, and each is supported by a small but dedicated PAC group
- Each school is housed in a community that works closely with staff and students to support and augment our programming
- Blue River has a population of 7 students (2 with SPED designations, and 5 who identify as having aboriginal ancestry), 1 teacher and 1 CEA
- Vavenby has a population of 27 students (1 with a SPED designation, and 10 who identify as having aboriginal ancestry), 2 teachers and 1 CEA
- Raft River has a population of 247 students (23 with SPED designations), 14.5 teachers, 5 CEAs, 1 AEW, and also houses a Strongstart program
  - Of the total 247 currently enrolled students in total:
  - approximately 28% identify as having Aboriginal ancestry.
  - About 96% speak English as a first language.
  - About 9% have SPED designations with an IEP

### **Goals:**

- 1. Develop students’ growth mindset and resilience in order to help them achieve to their fullest potential, both intellectually and emotionally.*
- 2. Improve foundational skills, specifically in Numeracy and Literacy, for all students at every grade level, every year*

### **District Strategic Plan Goal Connections:**

- 1. District Goal 1.2: Students will graduate with strong foundations skills in literacy and numeracy**
  - a. Incorporate a Primary Literacy and Numeracy intervention and support model
  - b. Utilize developmentally appropriate and evidence-informed literacy and numeracy instruction and assessment practices
- 2. District Goal 2.1: Students will experience personalized learning that helps them discover their interests and passions**

- a. Increase opportunities for experiential and relevant learning experiences. Provide each student with the skills to reflect upon their learning and motivations during the learning process.
- 3. District Goal 2.3: Students will apply their learning to address problems relevant to their lives and communities**
  - a. Provide each student with the opportunity within each class to apply learning to real world situations
  - b. Provide each student with an immersive, authentic learning experience that extends learning beyond the school-classroom setting
- 4. District Goal 3.1: Students will experience learning through Aboriginal ways of knowing and doing**
  - a. Ensure each Aboriginal student, through evidence based practices, acquires the foundational skills, core competencies and cultural identity to thrive as an Aboriginal global student
- 5. District Goal 4.1: Staff will demonstrate their commitment to inclusive practices.**
  - a. Staff Awareness Training: Provide staff awareness training and professional development on diversity and inclusion

**Aboriginal Enhancement Connections:**

**Goal #1: To increase the educational success of all Aboriginal students**

- i. Continue to improve the literacy and numeracy of all Aboriginal students

**Goal #2: To increase Aboriginal students' sense of belonging including sense of place, personal and cultural identity and self-esteem in a caring, safe, inclusive environment**

**BC School Curriculum Connections:**

**Core Competencies: Personal Awareness and Responsibility**– People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility.

- Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions. They are aware that learning involves patience and time. They can persevere in difficult situations, and understand how their actions affect themselves and others.

**Mathematics:**

- Reasoning and Analyzing
- Understanding and Solving
- Communicating and Representing
- Connecting and Reflecting

**English Language Arts:**

- Language features, structures, and conventions
- concepts of print
- letter knowledge
- phonemic and phonological awareness
- letter formation

**Stakeholder Engagement:**

- 1. Continue to focus on learning goals as staff development opportunities in staff meetings, with the intent to keep the SLP at the heart of our work throughout the year

2. Each principal's Report at PAC meetings to include SLP updates, provide opportunities throughout the year for feedback for all parents
3. Review the big ideas of the SLP with students, develop feedback opportunities (surveys, discussions) to include in ongoing plan revisions

## *Inspire Curiosity and Compassion*

### **Goal 1: Develop students' growth mindset and resilience to help them achieve to their fullest potential, both intellectually and emotionally.**

#### Objectives:

- a. To work together as a staff to develop a plan for improving overall student perseverance, resiliency, and motivation taking the following into consideration:
  - i. Core Competencies especially Personal Awareness and Responsibility
  - ii. Focus on increasing student engagement through exploring diverse strategies for teaching and learning
  - iii. Providing diverse and differentiated learning environments with opportunities for success for all

#### **Our Data:**

In staff discussions throughout the 2020-2021 school year it became clear that staff is concerned about overall student work ethic and perseverance, and whether they can change this narrative through strategic teaching. This will be the beginning of an inquiry process for the staff to figure out what we need to know to create these changes.

#### **Theory of Action:**

If we take steps to understand resilience, perseverance and growth mindset in ourselves and our students then we will be able to develop a comprehensive plan to help them improve in all of these areas. When we are successful we will see:

#### Students

- Exhibiting a growth mindset
- Persevering with challenging tasks/assignments
- Being more willing to set goals for themselves and follow through

#### Staff

- Modeling the expectations we have for our students- growth mindset, perseverance and resilience
- Explicitly teaching strategies to create resilience and growth mindset in our students
- Creating learning climates where students are willing to take on hard work and view mistakes as challenges and motivation to improve
- Providing differentiated instruction to meet the needs of their students

#### And we will observe:

- Increased student resiliency and ability to manage conflict
- Increase student ability to discuss their social-emotional needs and to persevere through challenges, both academic and behavioural

## **Professional Learning:**

1. During school-based Pro-D, and at alternate staff meetings, the staff will work collaboratively on a Spiral of Inquiry that will lead us to a comprehensive plan for achieving this goal.

## **Build Confidence and Competence**

### **Goal 2: Improve students' foundational skills, specifically in Numeracy and Literacy, for all students at every grade level, every year**

Objectives:

#### **Numeracy**

- a. Support struggling students with small group numeracy intervention
- b. Develop stronger number sense and improve mathematical fluency by incorporating instructional routines that promote mathematical discussion
- c. Enhance student mathematical thinking and explanation of their thinking by implementing cognitive guided instruction

#### **Our Data:**

- ★ From 3 years of Foundation Skills Assessment, District Numeracy Assessment and report card results, we are not seeing the percentage of students showing proficiency in Numeracy that we would like to see.

#### **Grade 7**

Emerging/Developing- between 29 and 50 %  
Proficient/Extending- between 50 and 71%

#### **Grade 4**

Emerging/Developing- between 30 and 62 %  
Proficient/Extending- between 38 and 60 %

#### **Theory of Action:**

- If we are able to create a program of targeted early Numeracy intervention then we will see a decrease in the need for additional intervention in the later grades and the overall numbers of students showing proficiency in Numeracy will increase over time.
- If we support teachers' instructional practices, then we will see school-wide instructional consistency resulting in improved overall student achievement.  
Discussing their thinking

And we will observe an increase in:

- District Numeracy Assessment results by Spring of 2022
- Foundational Skills Assessment results by Fall of 2022
- Number of students demonstrating proficiency in numeracy on report cards by January 2021

#### **Literacy**

- a. Improve early reading skills with a consistent program of support for struggling readers
- b. Continue with development of systematic phonological awareness in the primary grades using systematic phonological instruction

### **Our Data:**

- ★ From results in Primary Reading assessment data, both in the Fall and continuing into the Spring data, we are not yet seeing the percentage of students showing proficiency in Literacy that we would like to see. We did see improvement over the course of the year, but are not yet where we would like to be:

#### **PRA Results: Spring 2021**

Emerging/Developing 41-58%

Proficient/Extending 44-62%

### **Theory of Action:**

- If we continue to provide targeted early Literacy intervention and implement systematic phonological instruction then we will see an increase in reading proficiency in our Primary students and a decrease in the need for additional intervention in the later grades.
- We will also observe improved results in:
  - PRA results by end of year 2022
  - NFRA results by Fall 2023
  - Foundational Skills Assessment results by Fall of 2023
  - Number of students demonstrating proficiency in literacy on report cards by June 2022

### **Professional Learning:**

- Participation by teachers in the Math Up program and District pilot
- Primary teacher learning group to review the Heggerty Phonemic Awareness as well as the Systematic Sequential Phonics programs.
- During school-based Pro-D, and at alternate staff meetings, there will be a focus on both reading and numeracy
- Collaboration with District Numeracy and Literacy teams to increase staff efficacy in both areas
- Providing books to staff to help build their understanding in Numeracy and Literacy instruction