



Lheidli T'enneh hubeh keyoh whuts'odelhti.
Nts'ezla hubeh yun ts'uwhut'i,
ts'uzt'en ink'ez ts'unuwhulyeh.

We respectfully acknowledge the unceded ancestral lands of the Lheidli T'enneh, on whose land we live, work and play.



Our School

Foothills Elementary staff, students and families respectfully acknowledge the unceded ancestral lands of the Lheidli T'enneh, on whose land we live, work and play.

Foothills Elementary School is found in School District #57 – Prince George B.C. It was officially opened in 1974 and was amalgamated with Lakewood Elementary School in 2003. Foothills has a large catchment area and is part of the DP Todd Family of Schools located at the foot of Cranbrook Hill in the west bowl of the city. Current enrollment for this year is 247 students.

We have 10 class divisions, 14 teachers (enrolling and non-enrolling), an Indigenous Education worker, 5 Educational Assistants and 2 secretaries. Our mascot is the Falcon and we follow SOAR (Safety, Ownership, Achievement and Respect) as our Code of Conduct.

Foothills has a committed and supportive staff and offers: a Music program – K- 4, Leadership club- 6-7, various sports clubs, Diversity club and a games club.

The school has always appreciated and benefited from the commitment and support of the parent and surrounding community. The PAC continues to play an active role in our school.

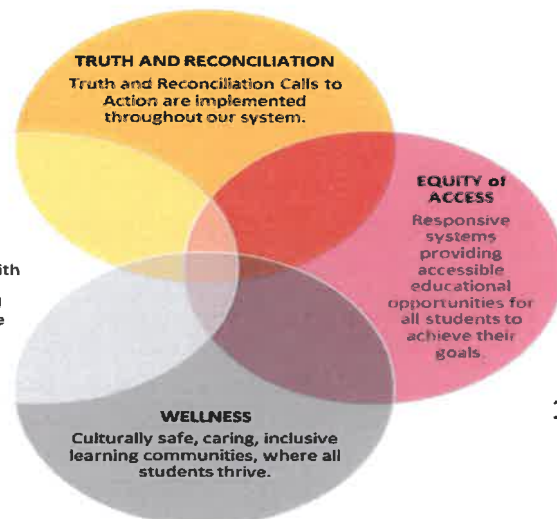
Engagement Process

The school district has recently engaged the community for feedback on what was valued for 21st learners in our community when they embarked on the redesigned Strategic Plan. Core values that emerged were program options, the inclusion of Indigenous culture, language and history, strong literacy and numeracy skills, and a safe and inclusive learning environment. Foothills Elementary will focus on this district wide feedback to engage our staff, parents, and community for further feedback. This will occur through our PAC meetings, staff meetings and student leadership/Diversity club meetings. The four key district directions of Truth and Reconciliation, Equity of Access, Wellness and Learning will be shared and is our focus of our school plan.

Our District Directions

For the next five years, our priorities will be:

LEARNING
Engaging, innovative, learning communities with options and choices for all students to be successful.



FOOTHILLS ELEMENTARY SCHOOL PLAN 2021-2022

Truth and Reconciliation

Goals

- Develop approaches to ensure our staff, students and parents understand how Truth and Reconciliation is implemented in our school.
- Develop and implement Kindergarten to Grade Seven curriculum and learning resources on Indigenous peoples in Canadian history, and the history and legacy of residential schools.

Strategies

- Acknowledge the land in assemblies, announcements, staff meetings and PAC meetings
- Staff professional development on TRC calls to action and Indigenous Day of Learning
- Hear from staff, student and parents where they feel we need to move forward with Truth and Reconciliation (Done through PAC, Student Leadership and Staff Meetings)
- Consistent language on Indigenous Education throughout the school
- Delkeh word of the week during daily announcements
- Indigenous Education worker will continue to support staff and students with this important work.

Success Measures

We will look to our Student Learning Survey (Gr. 4 & 7) to measure the % of students identifying that they are learning about local First Nations and First Peoples at school We expect to see an increase of 10% or higher that record that this happens “ many times” or “all the time” on these two questions.

Students Reporting "Many Times" or "All of the Time"					
Grade 3/4 Students			Grade 7 Students		
	#	%	#	%	
At school, are you being taught about Aboriginal peoples in Canada? (Grade 3/4 in 2016/17 and grades 7, 10, 12)					
Are you learning about First Peoples at school? (Grade 3/4 from 2017/18)					
2016/17	22	71	23	41	4
2017/18	14	40	13	39	6
2018/19	6	25	21	57	14
2019/20	12	30	24	80	31
2020/21	13	41	15	60	19
At school, are you being taught about local First Nations? (Grade 3/4 in 2016/17 and grades 7, 10, 12)					
Are you learning about local First Nations at school? (Grade 3/4 from 2017/18)					
2016/17	10	32	15	27	3
2017/18	11	32	7	21	0
2018/19	6	25	15	41	13
2019/20	11	28	17	57	22
2020/21	9	31	13	52	20

Equity of Access

Goals

- Review our system of supports for struggling learners in the area of reading / numeracy with a focus on Indigenous and diverse ability students.

Strategies

- Continue to analyze the data from our Indigenous and diverse ability students to determine areas of learning needs.
- Indigenous Education worker will continue to work with Indigenous students and their families to ensure belonging and equity at our school.

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- Review curriculum to Indigenize with local content and decolonize to allow academics to be learned through a cultural and inclusive lens.
- Look to the BC Numeracy Network and resources available to focus on a balanced numeracy framework with an emphasis on equitable access to learning.
- Continue to provide teacher collaboration with the Curriculum and Instruction department on balanced literacy.
- Continue collaboration with our Indigenous Education Department on district supports/ resources that are available to students.

Success Measures

We will look to our Foundation Skills Assessments (Gr.4 and 7) to monitor our progress towards our goals with a specific focus at the data related to our Indigenous and diverse ability students. Due to our small student populations, we are unable to share this data for privacy reasons but will be tracking the information. Following our strategies, we expect to see a 10% increase or more in our Grade 4 and 7 FSA Assessments of students meeting or exceeding expectations in our reading and numeracy results.

We will look to the Student Learning Survey results for Gr. 7 and expect to see an increase of 10% or higher of students reporting that they are learning to understand and support human rights and human diversity

Students Reporting "Many Times" or "All of the Time"				
	Grade 3/4 Students		Grade 7 Students	
	#	%	#	%
<i>At school, I am learning to understand and support human rights and human diversity (for example, differences in culture, gender, physical or mental ability).</i>				
2016/17	Not asked	Not asked	36	64 0
2017/18	Not asked	Not asked	19	59 -4
2018/19	Not asked	Not asked	27	75 10
2019/20	Not asked	Not asked	23	77 12
2020/21	Not asked	Not asked	18	72 9

Wellness

Goals

- Create a systems approach to support equity, diversity, inclusion and belonging.
- Improve student Mental Health by increasing mental health Literacy understanding in the school.

Strategies

- Intermediate Prep class time dedicated to curriculum based instruction on equity, diversity, inclusion and belonging.
- During teacher collaboration, students will be taught mental health wellness and implement aspects of the Mind Up program.
- Administer the MDI (Middle Years Development Instrument), at grades 5.
- Students in the Leadership and Diversity club will provide student friendly events, announcements, and activities in the areas of diversity, inclusion and belonging at the school level.
 - Done with support from our Indigenous Ed Worker, School counsellor and Principal.

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- Counsellor will provide onsite mental health support for students’ mental health and wellbeing
- Continue collaboration with our District Inclusive Ed department on district supports.
- Indigenous Education worker will continue to work with indigenous students and support students in their mental health and wellbeing.

Success Measures

We will look to the Student Learning Survey (Gr.4&7) results. Following the strategies above, we expect to see an increase of 10% or higher of students reporting that they feel they learn how to care for their mental health Many times or All of the Time.

Students Reporting "Many Times" or "All of the Time"				
Grade 3/4 Students			Grade 7 Students	
	#	%	#	%
At school, I am learning how to care for my mental health. (for example, anxiety or stress management, anger management, relationship skills) (Grade 3/4 in 2016/17 and grades 7, 10, 12)				
Are you learning how to care for your mental health? (Grade 3/4 from 2017/18)				
2016/17	27	87	23	71
2017/18	11	32	-7	38
2018/19	7	32	-8	49
2019/20	16	39	-1	53
2020/21	14	45	8	52

Learning

Goals:

- To ensure that teachers re-focus on using assessment for learning strategies in their classes – with specific focus on: criteria, examples of good quality work, and how their work will be assessed.
- To Increase our FSA numeracy and reading results for all student.

Strategies:

- Highlight professional development opportunities within our District to determine best practice for reading and numeracy and assessment for learning practices.
- Utilize our teacher collaboration time to work on balanced literacy and balanced numeracy.
- Teacher use of Open Questions based on Prioritized Learning Standards(BC Numeracy Network resources)
- Teachers will utilize the Rubrics for the BC Math Curriculum developed by Dr. Jennifer Katz – UBC -from the BC Numeracy network
- Teacher will utilize the SNAP (Student Numeracy Assessments & Practice, SD 33) and INA (Island Numeracy Assessment) to determine where students are in their numeracy learning and also utilize to guide for further instruction.
- Teachers will continue to utilize the following literacy resources from :
 - Fountas and Pinnell: LLI interventions, Reading Mini Lessons and the Interactive Read Aloud kits and the BAS
 - RAZ kids, Adrienne Gear, Jen Serravallo

Success Measures: We will look to our Foundation Skills Assessments (Gr. 4 &7) in the areas of Numeracy and Reading to monitor our progress towards our goals. With enhanced focus on the above strategies we expect to see a 10% or more increase of that are On Track & Extending.

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We will look to the Student Learning Survey (Gr.4&7) results. Following the strategies above, we expect to see an increase of 10% or higher in the number of students reporting that they feel that Many times or All of the Time they can show their learning in many ways.

Grade 4 Reading

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	36	97.2	12	34.3	22	62.9	1	2.9
	2018/19	35	94.3	4	12.1	26	78.8	3	9.1
	2019/20	45	93.3	12	28.6	26	61.9	4	9.5
	2020/21	37	94.6	5	14.3	25	71.4	5	14.3

Grade 4 Numeracy

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	36	97.2	19	54.3	16	45.7	0	0
	2018/19	35	97.1	15	44.1	19	55.9	0	0
	2019/20	45	95.6	17	39.5	26	60.5	0	0
	2020/21	37	94.6	19	54.3	14	40	2	5.7

Grade 7 Reading

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	37	97.3	12	33.3	24	66.7	0	0
	2018/19	45	97.8	6	13.6	34	77.3	4	9.1
	2019/20	35	97.1	11	32.4	23	67.6	0	0
	2020/21	37	81.1	16	53.3	13	43.3	1	3.3

Grade 7 Numeracy

	School Year	Participation Rate		Emerging		On Track		Extending	
		#	%	#	%	#	%	#	%
Writers Only	2016/17	-	-	-	-	-	-	-	-
	2017/18	37	97.3	20	55.6	15	41.7	1	2.8
	2018/19	45	97.8	21	47.7	22	50	1	2.3
	2019/20	35	97.1	18	52.9	16	47.1	0	0
	2020/21	37	73	19	70.4	7	25.9	1	3.7

Students Reporting "Many Times" or "All of the Time"

Grade 3/4 Students		Grade 7 Students	
#	%	#	%

Are you taught to show your learning in different ways? (for example, pictures, models, written work) (Grade 3/4 in 2016/17 and grades 7, 10, 12)

Do you have chances to show your learning in different ways (pictures, models, writing)? (Grade 3/4 from 2017/18)

2016/17	24	75	26	31	55	0
2017/18	15	44	4	15	45	-8
2018/19	13	57	15	24	57	13
2019/20	21	51	9	18	60	6
2020/21	17	55	14	11	44	-3

Summary

We will review our school plan on a bi-annual basis when the Foundation Skills Assessment and Student Learning Survey results for this year arrive. Upon completion of our review we will make adjustments to our strategies to support our goals toward the District Directions. The continuous improvement cycle will ensure: a review of our strategy effectiveness, a review of the data, an adjustment to the strategies as a result of the review and the adjusted plans become implemented.