

School Plan

Malaspina Elementary 2021- 2026

We respectfully acknowledge School District 57 resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation. It is our honour to walk alongside our Indigenous communities in educating our students.

Our Vision

Malaspina promotes the intellectual, physical, emotional and social growth of each student within a safe, healthy, respectful and caring environment.

Our Mission

We foster an inclusive environment that nurtures confident life-long learners.

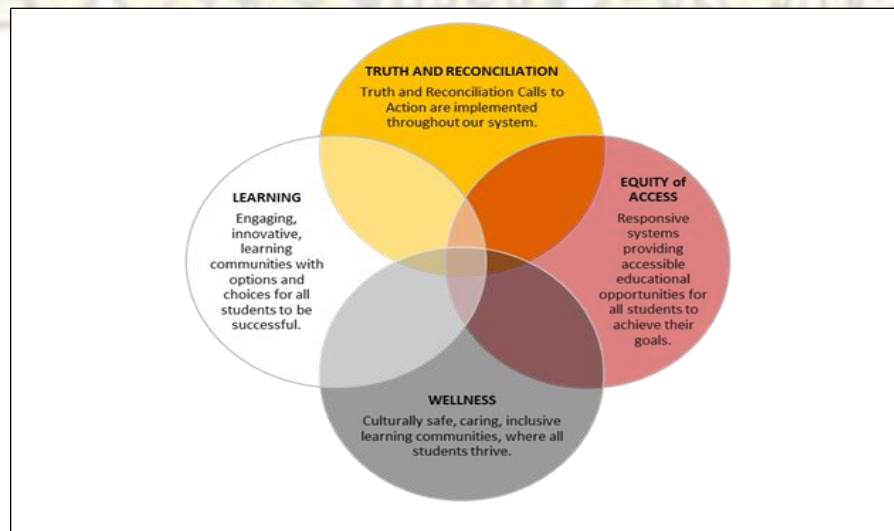
Our Values

We value responsibility, outstanding, accountable and respectful behavior. We are a ROAR school in adherence with PBIS (Positive Behavior interventions and Supports). In line with the District values we also honor community, integrity, inclusion, transparency, respect and equity.

First People's Principles of Learning are integral in all we do.

- Learning ultimately supports the well being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

District Directions



About Our School

Malaspina has a population of 300 students in thirteen divisions from Kindergarten to Grade 7. 20% of our population is of Indigenous ancestry. Our students come from diverse socio-economic backgrounds.

Our building, opened in the fall of 1979, is clean and bright, a welcoming environment for students and staff. Our playground is large, including treed areas along the side and the back of the field as well as a football field and a baseball diamond. It includes a large play structure, swings, and a smaller play structure, a basketball court, and a paved area at the back of the school with several hop scotch designs, and a four square area. We believe play is an important part of learning, and our play areas are inviting and spacious.

We have 16 classrooms teachers and 5 teachers that are responsible for providing support through Counselling, Learning Assistance and Resource Support. Music is taught during prep along with Library Skills, French, Applied Designs, Skills and Technologies. Our Education Assistants provide support to students in class and supervise our playground before school, at lunch and after school. Our Indigenous Education Worker supports our Indigenous students and plans school-wide events and classroom lessons based on the Seven Teachings.

Strong Start is offered for children aged 0-5 years on Monday, Wednesday and Friday mornings from 8:45 - 11:45. Malaspina is a welcoming and inclusive environment for students, staff and our school community. Malaspina PAC is very active and sponsors many events for the school community.

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 options for learning; strong literacy and numeracy skills; a safe and caring learning environment; and inclusion of indigenous culture, language and history. Malaspina Elementary will focus on this district wide feedback to engage our students staff, parents, and community for further feedback that is specific to our unique neighborhood. The four key district directions of Truth and Reconciliation, Equity of Access, Wellness and Learning will be shared and will be the focus of our school agenda in the coming years.

School Directions in Alignment with District Directions

Truth and Reconciliation

Truth and Reconciliation Calls to Action are implemented throughout system.

Equity of Access

Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learnings, our children and youth in care and our students with diverse abilities/disabilities.

Wellness

Culturally safe, caring, inclusive learning communities where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.

Learning

Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learnings, our children and youth in care and out students with diverse abilities/disabilities.

Goals

Year 1 and 2

Truth and Reconciliation

Goal(s)

1. Develop approaches to ensure our staff, students and parents understand how Truth and Reconciliation is implemented in our school.

Strategies

Adult Learning

- Staff professional development on TRC calls to action and Indigenous Day of Learning (Wednesdays are targeted as district Indigenous days of learning throughout the year)
- Transformative Reconciliation - Dustin Louie
- Land Acknowledgment meant - what does it mean to me?

Student Learning

- Six Cedar Trees teachings
- Dakelh word of the week during daily announcements
- Land Acknowledgment meant - what does it mean to me?

Structures/Systems

- Engagement with staff, student and parents where they feel we need to move forward with Truth and Reconciliation
- Orange shirt day every Friday and readings
- Consistent language on Indigenous Education throughout the school
- Acknowledge the land in assemblies, announcements, staff meetings and PAC meetings

Success Measures

On the Student Learning Survey increase student reporting 'many times' or 'all of the time' by 10% on the following "Are you learning about First peoples at school?"; "Are you learning about local First Nations at school?"; and "Are you learning the local Nations' language at school?" .

Grade 3 and 4 students

of students

%

Grade 7 students

of 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)					
Year	# of students	%	# of students	%	
2016/17	22	65	12	7	30 -7
2017/18	4	19	-13	20	63 30
2018/19	13	29	0	19	59 16
2019/20	13	46	7	25	64 15
2020/21	16	57	26	10	43 2
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)					
Year	# of students	%	# of students	%	
2016/17	17	50	17	2	9 -15
2017/18	2	9	-16	10	31 10
2018/19	10	22	-1	16	52 24
2019/20	7	25	-1	22	56 21
2020/21	6	21	-2	5	22 -10
Are you being taught the local First Nation language(s)? (Grade 3/4 in 2016/17 and grades 7, 10, 12)					
Are you learning the local First Nations' language at school? (Grade 3/4 from 2017/18)					
Year	# of students	%	# of students	%	
2016/17	1	3	-6	0	0 -5
2017/18	1	5	-3	1	3 -1
2018/19	2	4	-1	2	6 1
2019/20	1	4	-6	3	8 1
2020/21	1	4	-6	0	0 -10

<u>2021 - 2022</u>	Gr. 4	Gr. 7
Are you learning about First peoples at school?"	57%	92%
Are you learning about local First Nations at school?	69%	81%
Are you learning the local Nations' language at school?	30%	35%

Equity of Access

Goal(s)

1. To review our systems of support in our school to ensure all students have access to personalized learning.
2. To review our communication with parents in their understanding of "Equity of Access".

Strategies

Adult Learning

- Wednesdays are targeted as district Indigenous days of learning throughout the year.

Student Learning

- Continue to use ROAR - Responsible, outstanding, accountable and respect in our school.

Structures/Systems

- Increase our connections and communication with students and families to understand how student learning can be supported for ALL students based on their needs. This is done through IEP meetings for our students with learning needs; IEW connects with our Indigenous families to do check ins by phone or playground chats; PAC meetings; Student Led Conferences and CSL's. Currently we are looking at how to improve this with all students and families. Collecting data on FSA, BAS, Learning Surveys, SNAP math, and MDI are some of the data collection systems.
- Continue to identify systems and structures that are not equitable and adjust or create systems and structures of equity. Currently we are working on our decolonization process and Truth and Reconciliation in our school through staff meetings and professional development.

Success Measures

The Student Learning Survey identifies support as one of the factors to support student equity of access in the learning environment. We will increase the student reporting in these areas by 10% in students reporting "many times" or "all the time".

Grade 3 and 4 students		Grade 7 students	
# of students	%	# of students	%

my school provides enough materials and technology for my learning (for example, things for wood working, metal working, art work, music, computer technology).

2016/17	10	29	-38	8	35	-24
2017/18	Not asked	Not asked		19	58	0
2018/19	Not asked	Not asked		16	50	-12
2019/20	Not asked	Not asked		24	65	-6
2020/21	Not asked	Not asked		15	65	2

At school, are you able to get extra help when needed? (Grade 3/4 in 2016/17 and grades 7, 10, 12)
 Are you able to get extra help with your schoolwork when needed? (Grade 3/4 from 2017/18)

2016/17	8	24	-19	13	57	5
2017/18	12	57	2	20	61	9
2018/19	33	73	15	17	53	-1
2019/20	10	36	-19	25	64	10
2020/21	15	54	1	18	78	26

<u>2021-2022</u>	Gr. 4	Gr. 7
My school provides enough materials and technology for my learning.	n/a	58
At school are you able to get extra help when needed?	54%	61

Wellness

Goal(s)

1. To review the strategies that support equity, diversity, inclusion and belonging in our school.
2. To review the Mental Health Literacy supports in our school.

Strategies

Adult learning

- Administer the MDI in grade 5 to understand mental health from the student's perspective.
- Provide professional learning opportunities for staff to support Mental Health strategies (in staff meetings share "Refresh" strategies on adult wellness)

Student Learning

- Enhance Mental Health Literacy understanding and its implementation through SOGI, school counsellor, and District Mental Health/Behavior Clinician.

Structures/Systems

- Implement student leadership to then develop spirit days, special events, school ambassadors to support the school in order that students feel connected and a sense of belonging.
- Will continue to work with our IEW to build connection with our Indigenous students

Success Measures

The Student Learning Survey identifies belonging as a factor to support student well-being. We will increase the student reporting in these areas by 10% in students reporting "many times" or "all the time".

We will also identify a "goto" adult for all our students (including diverse learners) in order that they have a safe caring adult to connect to at the school.

Grade 3 and 4 students

of students

%

Grade 7 students

of students

%

Is school a place where you feel like you belong?

2016/17	17	50	-5	19	83	30
2017/18	5	23	-31	14	45	0
2018/19	28	62	5	13	42	-4
2019/20	11	39	-15	18	46	1
2020/21	18	64	14	8	35	-8

<u>2021 - 2022</u>	Gr. 4	Gr. 7
Is school a place where you feel like you belong? (most of the time - all of the time)	45%	55%

Learning

Goal(s)

1. Increase literacy, and numeracy rates for our students and close the gap for Indigenous learners, children and youth in care and students with diverse abilities/disabilities.
2. Provide opportunities for students to participate in learning opportunities connected to people, place and land.

Strategies

Student Learning

- Engage our students in opportunities such as land based learning, adventurous play and outdoor learning, trades trailer, and coding.
- Use data (BAS, Snap Math, Performance Standards) to guide how we look at supporting ALL our students.

Adult Learning

- Professional learning on administering the assessments as well as interpreting it will be provided to all staff.

Structures/Systems

- Create a system where all students develop a plan, a sense of purpose before transitioning to secondary school to guide them towards their goals.

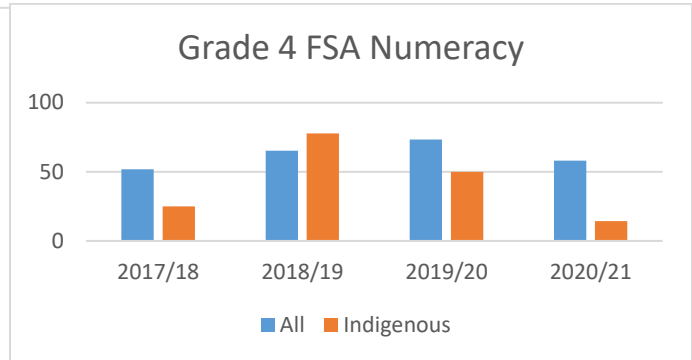
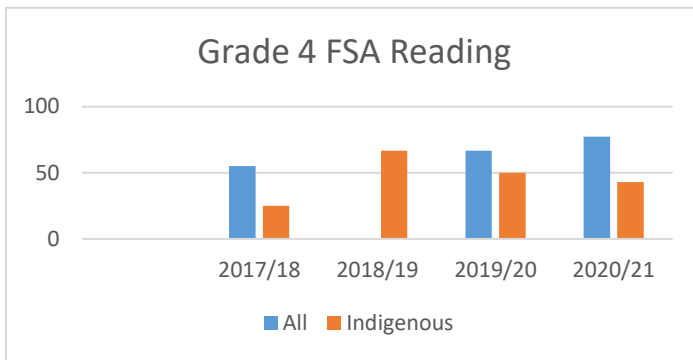
Success Measures

The Student Learning Survey identifies choice, engagement, and participation as factors to support student learning. We will increase the student reporting in these areas by 10% in students reporting "many times" or "all the time".

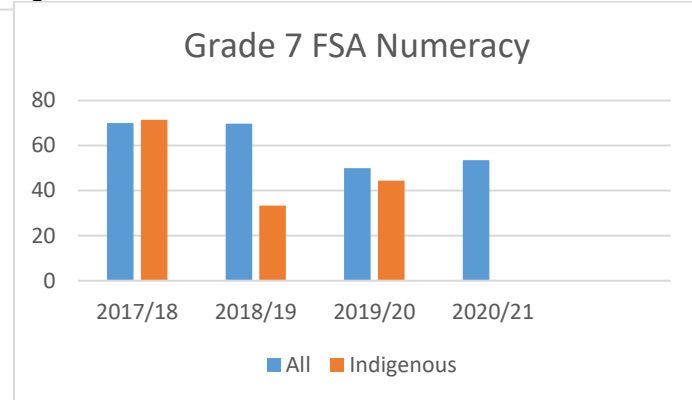
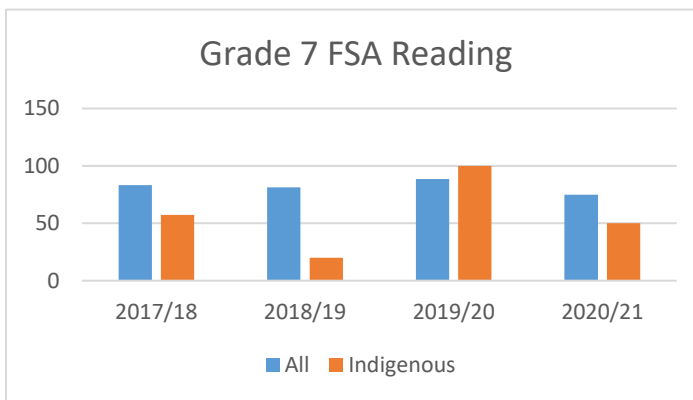
The FSA (Foundation Skills Assessment) allow us to monitor our progress towards these goals. Our numeracy rates continue to be a concern. Using enhanced focus on instruction (SNAP math, Robert Sidley, Sandra Herbst) and ongoing assessment we expect to see a 10% increase on our Grade 4 and 7 FSA data of students on track or extending.

In reading we will continue to use classroom based reading assessments (BAS, PM benchmarks) collected to help inform interventions. We will continue to focus on literacy and expect a 10% increase in the number of students who are on track or extending.

Grade 4 FSA % of students who are on track or extending



Grade 7 FSA % of students who are on track or extending

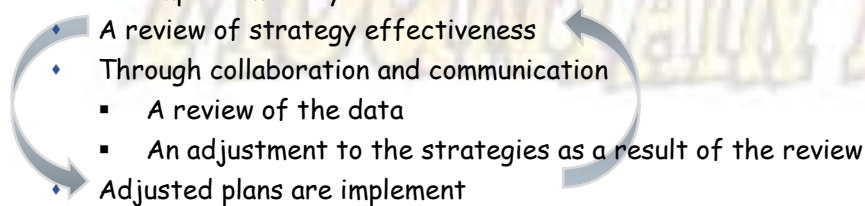


<u>2021 -2022</u>	Gr. 4	Gr. 4 Indigenous	Gr. 7	Gr. 7 Indigenous
Literacy	80%	66%	65%	50%
Numeracy	69%	44%	71%	60%

Summary

We will review our implementation plan on an annual basis. This review will include a comprehensive engagement process with our community including staff, students and parents. 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:



For additional data and information please visit:

- [B.C. Education System Performance - Prince George School District \(gov.bc.ca\)](https://www.gov.bc.ca/education/assessment/assessment-reports/)
- School District 57 Framework for Enhanced Student Learning Report
- [Framework to Enhance Student Learning- BC Ministry of Education](https://www2.gov.bc.ca/gov2/education/assessment/assessment-reports/)

June 2022 Update

Literacy/Numeracy Results

Writing Snapshot (BC performance standards)

grade	Meets/fully meets (%)
k	
1	80
2	86.4
3	91.4
4	80
5	92
6	87
7	90

Our students did well on writing showing - meeting, fully meet and exceeding expectations.

BAS

	On track (%)
k	n/a
1	38
2	28
3	54.5
4	71.5
5	55.5
6	69
7	67

Our students are struggling with reading. We will be working on improving our reading strategies using Fountis and Pinnel and having Nancy Reid work with teachers with embedded collaboration to improve our practice.

Snap

	Showing understanding of real life connections (scale or 2 or 3) % proficient
k	n/a
1	96
2	97
3	99
4	88
5	100
6	93
7	91

Students were able to show understanding of real life connections in the SNAP assessment at all grade levels.

From reflecting on the data from the 2021-2022 school year it appears we have made some gains in the FSA with all our students in the grade 4 and grade 7 Literacy and Numeracy areas. We will continue to focus on Literacy in order to improve our data to the next level or by 10% in each area. This will be done by embarking on a Literacy focus with Nancy Reid using the works of Jennifer Serravello and Fountis and Pinnel. In terms of student wellness, we will increase our counselling time from .2 to .4 and continue to use our District Mental Health Specialist and their Youth Care Workers to run groups for our students to explore diversity and mental health. We will also start looking at using Shane Safir's book "Street Data" where we can learn tools/strategies to help connect our students to school and how to do this.

