

School Plan 2020- 2021

<b>School Name</b> Nukko Lake Elementary	<b>Date</b> December 2020
<b>Submitted By:</b> Joyce Willows, Principal	

**Input and Feedback:**

<b>Shared with Staff</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	<b>Shared with Rightsholders</b> YES <input type="checkbox"/> NO <input type="checkbox"/>
<b>Shared with PAC</b> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	<b>Shared with Students and Families</b> YES <input type="checkbox"/> NO <input type="checkbox"/>

**Goal(s) (Choose one or two goals from the drop down list)**

Improve Academic Success for Indigenous Learners
Improve Academic Outcomes for students with diverse abilities

**Specific Objective(s) (ie. Focus on Literacy, Numeracy, Course completion etc)**

<i>Working within the Compassionate Schools Framework with a focus on Cultural Competence. By June 2021, each student will add a year's growth to their core and curricular competencies; specifically in reading ability.</i>
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**Quantitative Evidence to Support (Data to support goal and objectives chosen, choose measure from drop down menu or add your own)**

Measure	Result																
<b>Benchmark Reading</b>	<p style="text-align: center;">% students at or above grade level in reading</p> <table border="1"> <caption>Grade 1-7 Reading Proficiency Data</caption> <thead> <tr> <th>Grade</th> <th>% Students at or Above Grade Level</th> </tr> </thead> <tbody> <tr><td>grade 1</td><td>15</td></tr> <tr><td>grade 2</td><td>15</td></tr> <tr><td>grade 3</td><td>35</td></tr> <tr><td>grade 4</td><td>30</td></tr> <tr><td>grade 5</td><td>45</td></tr> <tr><td>grade 6</td><td>20</td></tr> <tr><td>grade 7</td><td>25</td></tr> </tbody> </table> <p>Teachers assessed reading ability in Grade 1 – 7 in the fall. (Percentages are not expected to be above 50% as this is a beginning of the year measure.) By the end of the year, we expect to see students on track towards a year's growth in reading. We will focus on early intervention, 'push in' and 'pull out' learning assistance interventions for students who are reading below grade level.</p>	Grade	% Students at or Above Grade Level	grade 1	15	grade 2	15	grade 3	35	grade 4	30	grade 5	45	grade 6	20	grade 7	25
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<b>Foundation Skills Assessment</b>	<p style="text-align: center;">Grade 4 FSA % of students on track or extending</p> <table border="1"> <caption>Grade 4 FSA Proficiency Data</caption> <thead> <tr> <th>Subject</th> <th>% Students on Track or Extending</th> </tr> </thead> <tbody> <tr><td>reading</td><td>75</td></tr> <tr><td>writing</td><td>85</td></tr> <tr><td>numeracy</td><td>70</td></tr> </tbody> </table>	Subject	% Students on Track or Extending	reading	75	writing	85	numeracy	70								
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	<p>In our FSA reading results, we notice that more than 60% of last year’s Grade 7’s were on track or extending and more than 70% of last year’s Grade 4’s were on track or extending. This year, we will focus on home reading programs, providing choice and high interest reading material and teaching reading in intermediate classroom learning situations such as literature circles.</p> <table border="1"> <caption>Grade 7 FSA % of students on track or extending</caption> <thead> <tr> <th>Subject</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>reading</td> <td>~65%</td> </tr> <tr> <td>writing</td> <td>~90%</td> </tr> <tr> <td>numeracy</td> <td>~55%</td> </tr> </tbody> </table>	Subject	Percentage	reading	~65%	writing	~90%	numeracy	~55%
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Choose an item.	<p>Using our Student Learning Survey Results and Middle Year’s Development Index (MDI) data from previous years we will continue to work to improve student perception of: “an absence of sadness”, “people caring about each other at school”, “my ability to self regulate”, “connecting with adults in the community”, “feeling welcome at school”, and “respecting people who are different from me”.</p>								
Choose an item.	Click or tap here to enter text.								
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**Qualitative Evidence (stories) of actions:**

- To embed First Peoples Principles and Knowledge into all Curriculum.
- To embed Local First Nations Culture and Language into all Curriculum
- To support inclusion of students with diverse abilities into classrooms
- To improve access to academic curriculum for students with diverse abilities

We began our school year with the Indigenous Day of Learning for staff and we’ve had some great learning and planning conversations about how we embed First Peoples Principles and local culture and language in our classrooms, in individual student learning plans, school-wide and in our Family of Schools. We are grateful for the support of our Indigenous Education Worker and the SD57 Indigenous Education Department; working with our students, staff, and sharing resources. In October, we welcomed the opportunity and responsibility of taking care of our Chinook Salmon Eggs. In November, we had our Sus Bear trail Ceremony, welcomed Elders to our school, formally recognized the traditional territory, and showed gratitude for the opportunities we have at our school for outdoor learning and incorporating Indigenous Ways of Knowing. Indigenous language and ways have been embedded into our school assemblies, newsletter, morning announcements and Positive Behaviour Support program.

We are proud of our 'Wall of Ancestors'- in our main hallway. Here we have posters with information about the many nations that make up our student population. Through out the year, we will provide opportunities for students to learn about and share who they are, where they are from, and their stories of strength.



At Nukko Lake Elementary, students with diverse abilities participate meaningfully in their classroom and their learning. We understand the importance of connection with our students and include parents as partners. Using formative assessment, students are encouraged to show their learning in multiple ways. We provide choice and plan for appropriate adaptations to ensure that our learners find many meaningful ways to approach their learning. We focus on student strengths and support growth in learning in all areas; accessing additional support, when needed, from our School Based Team and Extended School Based Team.

**Strategies (Outline the specific strategies your school will be using. Include support from departments, Professional Learning, Instructional Strategies)**

Focussing on Compassionate Schools and specifically the Cultural Competence Component, we will continue to plan together and consult with the Building Stronger Schools district team.

This year, especially, we also recognize the importance of physical literacy.

In our Tier 1 and 2 interventions:

- we will focus on building connections with students, paying attention to interests and choice and directly teaching reading strategies.
- all classes will have access to in-school support from the School Physical Activity and Physical Literacy Project.

Implemented in previous years, we will continue with:

- the breakfast program that includes an opportunity for each student to do a "Zones check-in
- restorative practices,
- common language and behaviour expectations from our Safe, Caring and Respectful Matrix, Growth Mind Set, WITS/LEADs and Mind-Up programs

In these challenging times, we will continue to build a sense of community and find creative ways to connect with parents. We will work towards building connections with students and enhance a sense of belonging through our Dragon Team challenges, lunch time, and leadership activities.

**How we will know we are on the right track**

In the spring, we will look at classroom reading assessment data determine if students are on track towards a year's growth in reading. At our February staff meeting, teachers will tell the story about one student in their class, how their reading ability is developing, and what individual and classroom interventions are making the biggest difference.

Next fall, we will review our classroom reading assessments, FSA, and Student Learning Survey results to confirm progress in the measures above.

We will know we are on the right track when our stories highlight connections, frequent and positive school-home communication, and measured growth in learning in the Core and Curricular Competencies for each student.