

Spruceland Traditional Elementary School Profile



Vision: Traditional values; current practice; high expectations.

Mission: Our mission is to provide a public, choice, traditional program to the families of Prince George supporting the academic, emotional, social, and artistic development of each child.

Motto: *“With Hard Work Comes Success.”*

Values:

- ✓ We value respectful behavior.
- ✓ We value a diverse and inclusive community.
- ✓ We value academic excellence.
- ✓ We value self-regulation (social, emotional and behavioral).
- ✓ We value a safe, caring, and orderly community.
- ✓ We value that all people learn over their lifetime.

Traditions:

- ✓ Virtues
- ✓ Music Education
- ✓ Uniforms
- ✓ O Canada sung daily
- ✓ Seven Teachings

Programs:

- ✓ Community Schools, StrongStart
- ✓ Ready, Set, Learn / Welcome to Kindergarten
- ✓ Strengthening Families
- ✓ Canfor Trades
- ✓ Comprehensive Academic Intervention Strategy (CAIS)
- ✓ After School Academic Proficiency Pilot (ASAP)

Special Events:

- ✓ Rainbow Classic Cross Country Run
- ✓ Craft Fair
- ✓ Toy Bingo
- ✓ Talent Show
- ✓ Entrepreneur Fair
- ✓ Night of Music / Silent Auction
- ✓ Student Learning Showcase (new)
- ✓ National Aboriginal Day
- ✓ Christmas Community Breakfast
- ✓ Community Breakfast
- ✓ Celebration of Learning

Demographic	2018-2019
Aboriginal	49%
ELL	34%
Special Needs	11%
StrongStart Registrations	205

Enrollment (September 30, 2017)	Students 2018-2019
Kindergarten - Grade 7	372
Kindergarten	45
Grade 1	56
Grade 2	39
Grade 3	54
Grade 4	48
Grade 5	44
Grade 6	42
Grade 7	45
Aboriginal ancestry	168
English Language Learning (ESL/ESD)	127
Special Education designation	57
Families enrolled in StrongStart	168

Staff	55
Classroom Teachers	17
Support Teachers	10
Educational Assistants	15
Youth Care Workers	3
Community Schools Coordinator	1
Aboriginal Education Workers	2
Aboriginal Social Worker	1
Secretaries	2
Custodians	3
Principal and Vice Principal	2

Quality Indicators	STES	District
Gr 2 DRA BAS Reading – fall 2016	27%	45%
Gr 2 DRA BAS Reading – spring 2017	38%	51%
Gr 2 Reading DRA – fall 2018	73%	
Gr 2 Writing – winter 2017	31%	45%
Gr 2 Writing – fall 2018	48%	
Gr 2 math 2 digit + 2digit regrouping	36%	55%
Gr 2 math 2digit - 2digit regrouping	55%	50%
Gr 3 CAT Reading 2018	76%	81%
Gr 3 CAT Reading 2019	61%	78%
Grade 3 CAT Writing 2018	66%	76%
Grade 3 CAT Writing 2019	48%	73%
Grade 3 CAT Math 2018	60%	73%
Grade 3 CAT Math 2019	40%	74%
Grade 4 FSA Writing – winter 2017	63%	
Grade 4 FSA Writing – winter 2018	59%	
Grade 4 FSA Math – winter 2017	63%	
Grade 4 FSA Math – winter 2018	47%	
Grade 5 CAT Reading 2018	94%	79%
Grade 5 CAT Reading 2019	74%	81%
Grade 5 CAT Math 2018	81%	81%
Grade 5 CAT Math 2019	69%	79%
Grade 7 CAT Reading 2018	46%	80%
Grade 7 CAT Reading 2019	79%	83%
Grade 7 CAT Writing 2018	37%	77%
Grade 7 CAT Writing 2019	70%	79%
Grade 7 CAT Math 2018	44%	79%
Grade 7 CAT Math 2019	69%	84%
Grade 7 FSA Total Reading and Writing 2017/2018	68%	
Grade 7 FSA Reading 2018/2019	68%	
Grade 7 FSA Writing 2018/2019	78%	

This school plan will be considered year two of a three year plan. As soon as this year’s data is available, we will update the plans as new baselines will reflect the changes to the FSA’s and the introduction of the new pilot projects: CAIS and ASAP.

In most cases, Spruceland Traditional data falls below the District.

Comparing school data, writing and math scores tend to score below the reading scores. Math tends to be the lowest data.

As we continue to gather more data, we will create Appendix B to include data unique to our school.

Key to Assessments

- BAS = Literacy**
- DRA = District Reading Assessment**
- FSA = Foundation Skills Assessment**
- CAT = Literacy and Mathematics**



The provincial data on the Six Year Completion Rates, as well as the FSA show a flat-line trend. Our Six Year Completion Rates fall below the provincial average by 10%. To this end, as we collect more information about our students, we continue to develop strategies to support our learners in reaching their academic potential.

- ✓ **Aboriginal** student graduation rates continues to rise. Since 2011/12 to 2015/16 the Six Year Completion rate for Aboriginal students has increased from 55% to 62%. Although we are proud of this success, the gap between our Aboriginal learners and our Non Aboriginal learners as outlined in the *How Are We Doing Report* continues to exist on the FSA Grades 4 & 7, and provincial data measures for Courses Leading to Graduation. The Framework for Enhancing Student Learning goals for Aboriginal Education were developed following 40 consultation meetings with the community.
- ✓ Our **Skills, Trades and Careers** data indicates we are making strides towards “providing opportunities and experiences for all students in School District No 57 to develop Career Pathways that align with their skills, knowledge, values, and dispositions”. These important life skills occur with Canfor Trades Program, as well as the Trades Trailer which are both coordinated through the Centre for Learning Alternatives.

General School District 57 Goals:

- ✓ Alignment of Professional Development with the Strategic Plan goals and structuring school effectiveness planning within the *Effective Schools Model*.
- ✓ Comprehensive Academic Intervention Strategy (CAIS) consists of implementation of comprehensive curriculum resources and materials, professional development and teacher training, incorporating assessment for, as and of learning including specific ongoing measures of progress.
- ✓ After School Academic Proficiency Program (ASAP) – intentional intervention and cultural programming after school 3 days a week for 32 weeks including academic intervention in literacy and numeracy, cultural programming, health and nutrition and mindfulness.



School Plan for Student Learning

2019-2021

Learning

An inclusive learning environment that provides high quality instruction and learning experiences.

Critical thinking, creativity, problem solving and growth mindset are considered central to academic, social and emotional learning

- ✓ All students will master fundamental academic skills to their individual potential, including literacy, numeracy and knowledge of the sciences. All students will master multiple literacies, including: artistic, cultural, environmental, financial, linguistic, physical, social/emotional and technological.
- ✓ All students will master healthy social and emotional competencies to their individual potential, including self-awareness, resilience, motivation and adaptability.
- ✓ All students will seek to achieve physical, emotional and social wellbeing and be prepared to participate fully as an educated local and global citizens

Engagement

A community of parents, families, community organizations and community leaders who are broadly and meaningfully engaged in students' learning.

Support a community of parents, guardians, families, community organizations and community leaders who are broadly and meaningfully engaged in students' learning.

- ✓ Spruce Kings
- ✓ Otway Ski Club
- ✓ Rotary Breakfast Programs (Santa Breakfast)
- ✓ Canfor Trades Program
- ✓ Community Walk and Talk
- ✓ Sports Days
- ✓ Leadership Class Trip to Ness Lake
- ✓ Toy Bingo
- ✓ Learn to Skate
- ✓ End of year Picnic
- ✓ Dinner Theater
- ✓ Community Fair

Opportunity

A learning environment that provides our community of learners with the opportunities needed to achieve their short and long-term goals.

Increase the overall academic, literacy, numeracy, transitions and overall graduation rates of Aboriginal students

- ✓ Increase the knowledge and skills of environmental stewardship and Traditional Environmental Knowledge for all students and educators
- ✓ Increase Aboriginal Ways of Knowing to support learning for all students, educators, administrators and staff
- ✓ Increase a sense of belonging, cultural safety and identity for Aboriginal students
- ✓ Provide opportunities and experiences for all students to develop Career Pathways that align with their skills, knowledge, values, and dispositions
- ✓ To provide a learner focused, responsive and flexible education for all students



ALL STUDENTS WILL MASTER FUNDAMENTAL ACADEMIC SKILLS TO THEIR INDIVIDUAL POTENTIAL, INCLUDING LITERACY, NUMERACY AND KNOWLEDGE OF THE SCIENCES.

ALL STUDENTS WILL MASTER MULTIPLE LITERACIES, INCLUDING: ARTISTIC, CULTURAL, ENVIRONMENTAL, FINANCIAL, LINGUISTIC, PHYSICAL, SOCIAL/EMOTIONAL AND TECHNOLOGICAL.



School Specific Goals

- All students will know and practice the strategies of reading, writing, math, research, self-regulation, and collaboration (see Appendix A 6 R's models).

Achievement Strategies

- The staff will directly and explicitly teach and assess the thinking skills of reading, writing, math, research, self-regulation, and collaboration.
- The teachers will design rich tasks that allow all levels of learners to engage and practice high level thinking skills.
 - The school support staff team will provide in-class support daily in class team to each division.
- Primary teachers will implement Comprehensive Academic Intervention Strategy (CAIS).
- Weekly assemblies to bring attention to important school issues as well as bring recognition to student achievement within the school.

Quality Indicators

- Whole school data collection
 - Reading fluency and comprehension levels – fall, winter, and spring
 - Math problem solving – winter and spring
 - Whole school write – fall, winter and spring
- District data and ministry data: Canadian Achievements tests, FSA's, EDI, MDI



ALL STUDENTS WILL MASTER HEALTHY SOCIAL AND EMOTIONAL COMPETENCIES TO THEIR INDIVIDUAL POTENTIAL, INCLUDING SELF-AWARENESS, RESILIENCE, MOTIVATION AND ADAPTABILITY.

ALL STUDENTS WILL SEEK TO ACHIEVE PHYSICAL, EMOTIONAL AND SOCIAL WELL-BEING AND BE PREPARED TO PARTICIPATE FULLY AS AN EDUCATED LOCAL AND GLOBAL CITIZENS

School Specific Goals

- The students will be strategic and self-aware in their application of social emotional skills and knowledge.
- Implementation of Zones of Regulation school wide and in all settings
- Development and Implementation of a PBIS system

Achievement Strategies

- Staff will continue to discuss, align and refine on the following programs and structures that guide our support of students:
 - Proactive social skill development groups/instruction
 - Hands Model of support during instructional time
 - Implementation of school wide Zones of Regulation
 - Bullying and awareness
 - Development of PBIS and RTI systems (social and academic)

Quality Indicators

- School-wide data: attendance, in-class behaviour support, free-time behaviour support
- Monitoring the number of behaviour referrals



SUPPORT A COMMUNITY OF PARENTS, GUARDIANS, FAMILIES, COMMUNITY ORGANIZATIONS AND COMMUNITY LEADERS WHO ARE BROADLY AND MEANINGFULLY ENGAGED IN STUDENTS' LEARNING.



School Specific Goals

- **Students and families will choose and/or benefit from grants and partnerships that enhance learning opportunities as a Community School.**
- **School and PAC will work in partnership beyond PAC meetings and events to enhance decision-making regarding school systems and to improve communication.**

Achievement Strategies

- **Centralize communication through the second secretary to maintain newsletter, school website, and school calendar**
- **Send communications regularly to the PAC-vetted Facebook**
- **Strengthening families program in the school**
- **Increase avenues of communication with community and parents.**
- **Increase opportunities for parents to come into the school.**

Quality Indicators

- **Student Satisfaction Survey – School Climate Survey**
- **Parent feedback through surveys and informal reports.**





INCREASE THE OVERALL ACADEMIC, LITERACY, NUMERACY, TRANSITIONS AND OVERALL GRADUATION RATES OF ABORIGINAL STUDENTS

INCREASE THE KNOWLEDGE AND SKILLS OF ENVIRONMENTAL STEWARDSHIP AND TRADITIONAL ENVIRONMENTAL KNOWLEDGE FOR ALL STUDENTS AND EDUCATORS

INCREASE ABORIGINAL WAYS OF KNOWING TO SUPPORT LEARNING FOR ALL STUDENTS, EDUCATORS, ADMINISTRATORS AND STAFF

INCREASE A SENSE OF BELONGING, CULTURAL SAFETY AND IDENTITY FOR ABORIGINAL STUDENTS



School Specific Goals
<ul style="list-style-type: none">• Implement the redesigned curriculum's focus on aboriginal content and ways of knowing.• Focus on the implementation of the Seven Teachings• Implement restorative practices as our targeted focus.
Achievement Strategies
<ul style="list-style-type: none">• Our Aboriginal Education Workers will continue to model direct and explicit instruction of aboriginal knowledge, traditions, and current events.• Increase access to aboriginal content through grants and continued partnership with the Aboriginal Education Department.• Maintain and refine the After School Academic Proficiency (ASAP) program.• Maintain and refine Comprehensive Academic Intervention Strategy (CAIS).• Constant focus in staff meetings on Truth and Reconciliation and our response to the Calls to Action.• Development of Learning Potlatch for Intermediate and Middle Years.
Quality Indicators
<ul style="list-style-type: none">• Disaggregated school data to observe, discuss and act upon patterns within regarding heritage, and grade.





PROVIDE OPPORTUNITIES AND EXPERIENCES FOR ALL STUDENTS TO DEVELOP CAREER PATHWAYS THAT ALIGN WITH THEIR SKILLS, KNOWLEDGE, VALUES, AND DISPOSITIONS

School Specific Goals

- Increase frequency of rich tasks, Maker-Ed and project based learning to reflect the specific redesigned curricula of Career Education and Applied Design Skills and Technologies.
- Provide regular opportunities for student self-reflection.

Achievement Strategies

- Continue to refine the library collections of non-fiction books, literature circle books of interest to students, and the Maker Ed collection.
- Continue to purchase tools, materials, and storage for hands-on activities.
- Continue with the Canfor Trades Program.
- Continue with the “clubs” model facilitated by the Community Schools Coordinator.
- Continue the Entrepreneur Fair for a Second Year.
- Work with PAC to enhance the courtyard garden and work spaces.

Quality Indicators

- Student Satisfaction Survey results – School Climate Survey
- Parent feedback through surveys and informal reports.



TO PROVIDE A LEARNER FOCUSED, RESPONSIVE AND FLEXIBLE EDUCATION FOR ALL STUDENTS.

School Specific Goals

- Plan lessons and units of study using principles from universal design for learning and assessment for learning.
- Work with staff and parents to create a communicating learning system (report cards) that is engaging, understandable, and current.

Achievement Strategies

- Teacher sharing during grade-group learning team time and staff meetings.
- Teacher co-planning and collaboration time built into the weekly school schedule with Wednesday Pro-D model.
- Focus on Inclusion and UDL strategies during staff meetings and in Weekly Bulletin to staff.
- All teachers will implement either: a) a physical portfolio or b) use Fresh Grade (a digital portfolio) to showcase student work samples, performance, and self-assessments.
- Strong SBT leading to changes in instructional practices to meet student needs.

Quality Indicators

- Classroom walk-throughs and observations by the school principals.
- Feedback from parents after each school-wide communication of learning.



Appendix A: The 6 R's Framework

The **6 R's** is a play on the idea of the **3 R's** which refers to “reading, ‘riting, and ‘rithmetic” (reading, writing, and arithmetic) as the core of education. As a staff, we have enhanced the 3 R's to what we will now refer to as the 6 R's:

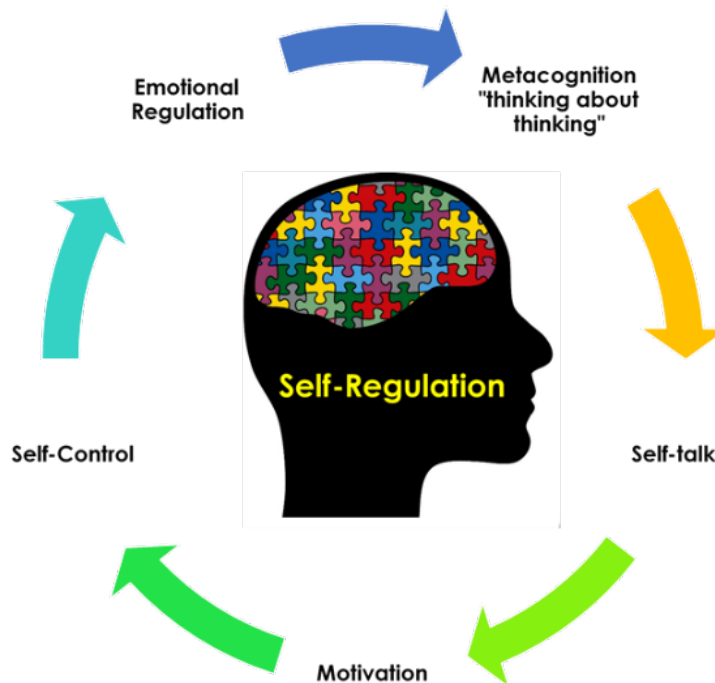
- ✓ Reading, Writing, Mathematics **and**
- ✓ Research, Regulation, and Roles

Our traditional school vision statement is:

“Traditional values; current practice; high expectations.”

To fulfill our vision, we agree that in the 21st century, a set of skills is and will be required of our students to access a steady and fast paced stream of information.

Following are the 6 frameworks that will guide our teaching focus and your child's learning:



Reading Fluency and Comprehension Strategies

