



Framework For Enhancing Student Learning

Amy Woodland Elementary School
911-6th Street S, Cranbrook, BC V1C 1L6

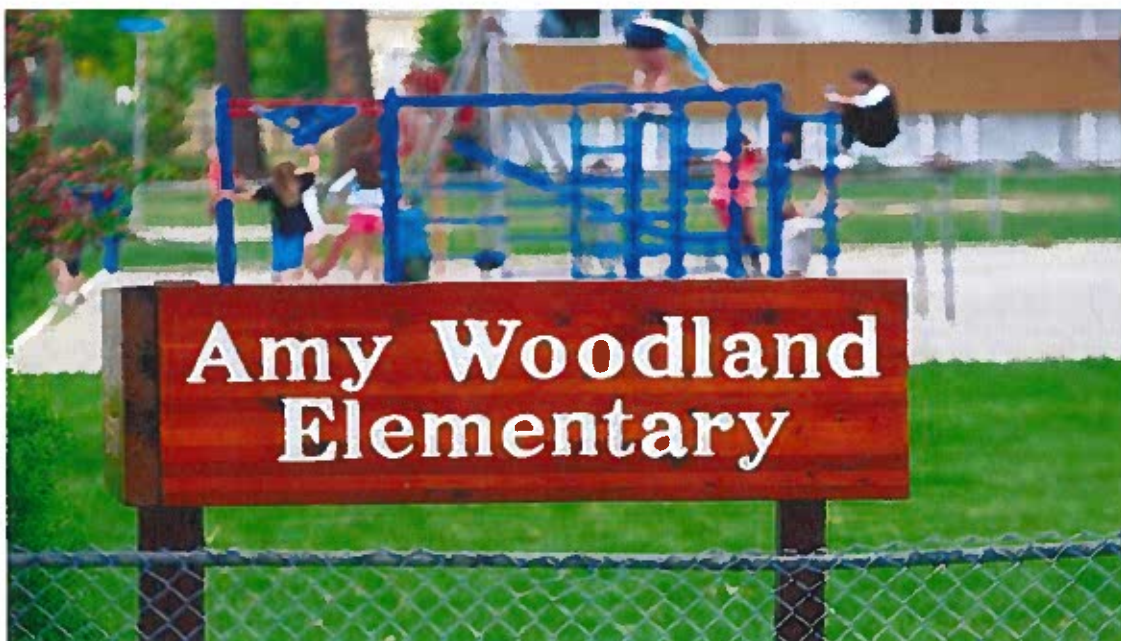
Vision: To support our students and foster learning for all, regardless of ability.

Mission: To care for each child and family that walks through our doors, to work together when problems arise, to connect and build relationships, to nurture, to teach.

Values: Respect, vision, fairness, collaboration, integrity, inclusion.

Educational Outcomes:

- I. Students will meet or exceed literacy expectations for each grade level.
 - II. Students will increase a sense of connection with adults in our building.
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- [Educational Outcome I: Students will meet or exceed literacy expectations for each grade level.](#)

School Context

Amy Woodland is a school of 258 students. We have 55 students who identify as indigenous and 56 students with special needs. We have 14 Classroom Teachers staffing 12 classrooms, 3 Student Services Teachers, a Teacher Librarian, a Music Teacher, a School Counsellor, 14 Education Assistants, a Youth Care Worker, an Aboriginal Education Support Worker, a School Secretary, 2 Custodians, A Principal and a Vice Principal. We also have part time access to a Speech Language Pathologist. Amy Woodland Elementary is also the host of a Strong Start Program that supports families of children from birth to 5 years of age.

Strategic Engagement

2021-2022 data was shared at staff meeting in September. Teaching staff met in small groups to discuss results and targets/strategies for upcoming school year with the assistance of District Literacy Support Teacher. Framework was then shared with executive members of PAC for primary feedback and then shared again at general PAC meeting with School Trustee present. Any suggestions or items discussed were then taken into consideration prior to submission to Superintendent and posting on School web page.

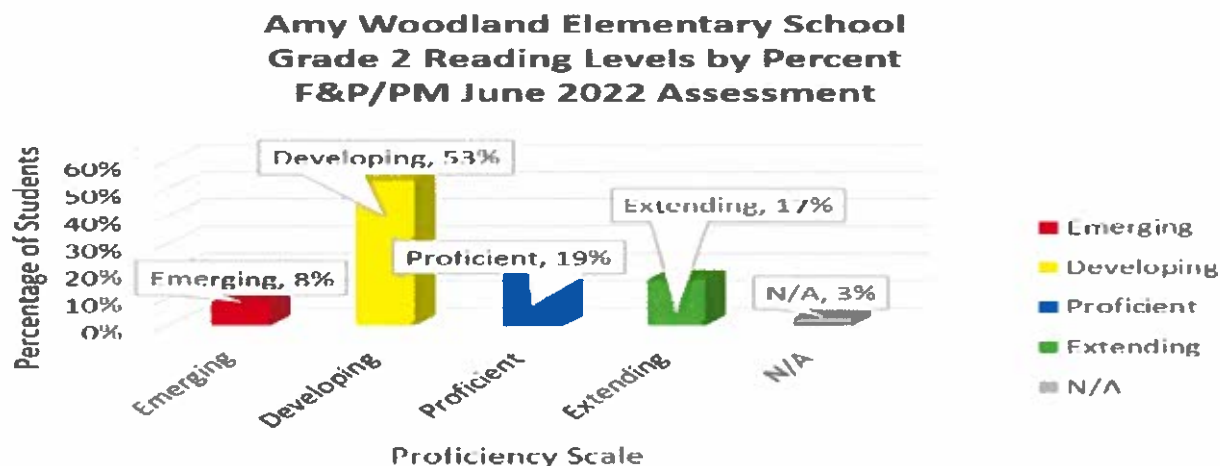
2022-2023

EDUCATIONAL OUTCOME I: STUDENTS WILL MEET OR EXCEED LITERACY EXPECTATIONS FOR EACH GRADE

Objective #1

Rationale

Although we were successful in meeting the majority of targets set for the 2020-2021 school year, School District 5 standardized reading assessments at the Grade 2 level still show a significant weakness with 61% of students reading at an Emerging or Developing level. This may be due to a weakness in phonemic proficiency and decoding skills. We suspect that the Covid Pandemic and its associated school impacts on learners and labour shortages in early interventionists may be the cause.



Target

- I. Students will score at or above district average in reading on Grade 4 FSA.
- II. The number of primary aged students reading below grade level in the primary grades as determined by September/October, will decrease by 20% by March of the same school year.

Strategies

Assess all students specifically in Phonemic and decoding skills and apply intervention and classroom supports as required. Primary teachers to focus on these skills on a regular basis with support from Erin Jones, District Literacy Teacher. Reassess those students scoring below 80% Phonemic proficiency again near the end of the school year and report.

- Determine students reading below grade level in grades 1 to 3 in September or October of each school year. Speech Language Pathologist Assessments for every student in Kindergarten and Grade 1 in September or October of each school year. Students below grade level will be reassessed in March of the same school year, after interventions.
 - Targeted instruction for students below grade level. Additional F&P/PM Benchmark Grade 2 standard assessment (District)
 - Promote Buddy Reading classes, a schoolwide reading program and “Drop Everything and Read” (DEAR).
 - Fund classroom libraries
 - Explore opportunities for reading/literacy celebrations and Literature Circles
 - Establish Learning Lunches for primary and support teachers interested in professional growth in reading pedagogy through a book study on “Shifting the Balance” by Burkins and Yates.
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- Extract Indigenous and Diverse Learner assessment data to help focus interventions.
 - Support further Professional collaboration learning activities.

Objective #2

Rationale

Our 2021/2022 target was successful when we examine several different sets of data in our first year of the writing assessment. When reflecting on the writing assessment there are areas of contention that were highlighted during group discussion: some teachers were concerned about the accuracy of their assessment (i.e. are all teachers assessing in a similar manner?), and there is a need to focus on the strengthening the continuum of support for those students with designations (IEPs), as their assessments were less likely than the average to score a grade level proficiency.

Target

There will be an increase in the number of intermediate students in each cohort writing at or above grade level (Proficient and Extending) at the end of each school year. Assessment points for monitoring progress will occur at the beginning, middle, and end of each school year. *We will continue to examine each cohort, as well as students in care, of aboriginal ancestry, and those with designations.*

Strategies

- Continue to conduct and collect data from an Intermediate-Wide Writing Assessment.
- Participate in collaborative marking of the writing assessment.
- Host bi-annual intermediate teacher luncheon with writing focus (celebrations, collaborations, idea sharing, supports, struggles)
- Provide each Intermediate teacher with “Writing Power” to continue the ideas presented by Erin Jones in 2021-2022.

- Continue to provide class-wide and small-group sessions on digital support technologies (Ryan McKenzie – Speech to Text, Kurzweil reader).
- Provide release time for teachers to collaborate on their writing programs.
- Develop a technology sharing program that enforces universal access to adaptive technology (i.e. Speech-to-Text).
- Share professional development opportunities specific to teaching writing.
- Provide small group writing workshops (SSTs, Teacher-Librarian, district supports) that target skills that students who are Emerging or Developing may need to improve their writing (i.e. penmanship, typing, constructing sentences/paragraphs, creating slideshows, presenting etc.).

EDUCATIONAL OUTCOME II: STUDENTS WILL INCREASE A SENSE OF CONNECTION WITH ADULTS IN OUR BUILDING

Rationale

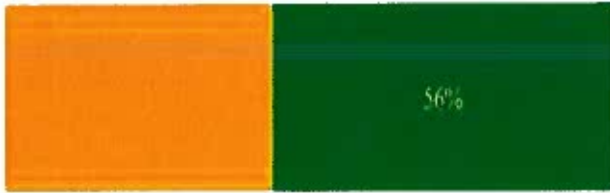
The Student Learning Survey on belonging in schools asks students in grades 3 or 4 the question: “How many adults at your school care about you?” (2016/2017) or “How many adults do you think care about you are your school?” (2017/2018 to present). As seen below, the 2020/2021 school year shows the percentage of students indicating “2 adults or more” at 66%.

Student Learning Survey - 2020/21 00502023 - Amy Woodland Elementary

Student Survey - Learning Environment: Belonging

School Year	Students Reporting "2 adults" or more	
	#	Grade 3/4 Students %
How many adults at your school care about you? (Grade 3/4 in 2016/17 and grades 7, 10, 12)		
How many adults do you think care about you at your school? (Grade 3/4 from 2017/18)		
2016/17	18	69 -10
2017/18	23	77 1
2018/19	24	75 4
2019/20	25	68 -2
2020/21	25	66 -6

Furthermore, the 2021/2022 Student Learning Survey indicates that 56% of students indicated that they felt that 2 or more adults cared about them. Belonging and connectedness in school is paramount to learning and is something we chose to focus on in the 2022/2023 school year.



Q26A - How many adults do you think care about you at your school?

Target

70% of student will indicate that they think that 2 adults or more care about them at their school.

Strategies

Initiate a schoolwide belonging project that connects Core Competency learning and Indigenous teachings.

- All students will start the year with a focus on school relationships through a beading activity, supported by our Aboriginal Education Support Worker, Student Services Team, Teacher Librarian, and classroom teachers. Students will indicate the number of adults that they feel care about them using bracelet beads to indicate each adult. Student names of those with low number of beads indicating low connectedness will be brought to School Based Team members and classroom teachers to facilitate relationship building. This activity will be repeated schoolwide near the end of the year to help quantify connectedness.
- In 6 designated months throughout the year, our Aboriginal Education Support Worker and Student Services Teacher will visit each classroom and share a story/legend that connects Ktunaxa animals to Core Competencies and then return two weeks later to engage students in a follow up activity to strengthen the Core Competency Connections. Classroom teachers will continue teaching to the Core competencies and assess student growth on each MyEd Report Card on templates provided.
- Teacher-Librarian will support with related materials in the library.
- Classroom teachers will receive classroom posters and materials to support a year long conversation on Core Competencies.
- Our Youth Care worker will engage students in a values program that will parallel the Indigenized Core Competency Program and visit all classes throughout the year at least 6 times.

2021-2022

EDUCATIONAL OUTCOME I: STUDENTS WILL MEET OR EXCEED LITERACY EXPECTATIONS FOR EACH GRADE

Rationale

Foundation Skills Assessment

Over the past four years, the percentage of students On Track or Extending in Reading Comprehension in Grade 4 at Amy Woodland consistently remains lower than either Provincial or District averages, or both. Average percentage for Amy Woodland is 72.8%.

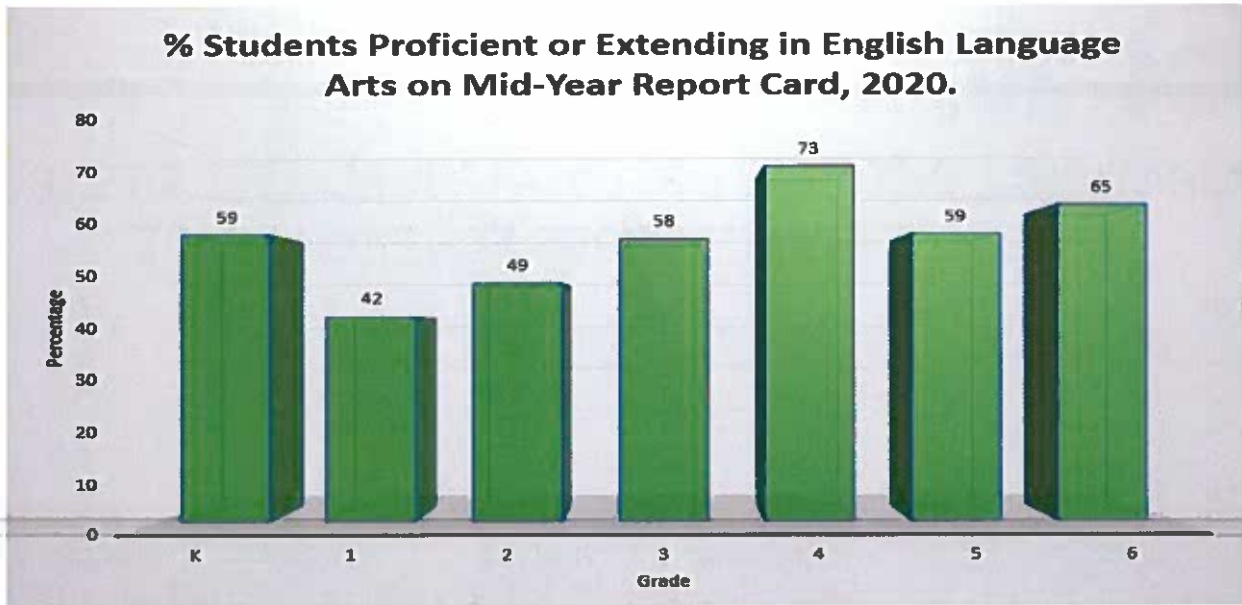
	2017/2018	2018/2019	2019/2020	2020/2021
District	72.8%	71.3%	70.7%	76.5%
Province Public Schools	76.3%	75.7%	74.0%	82.5%
Amy Woodland Elementary	75.0%	66.8%	66.7%	81.8%

Over the past three years, the percentage of students On Track or Extending in Writing in Grade 4 at Amy Woodland consistently remains lower than either Provincial or District averages, or both. Average percentage for Amy Woodland is 70.5%.

	2017/2018	2018/2019	2019/2020	2020/2021
District	72.9%	76.9%	56.0%	46.5%
Province Public Schools	77.7%	90.0%	84.9%	82.4%
Amy Woodland Elementary	84.8%	67.7%	56.7%	63.6%

Report Card Data

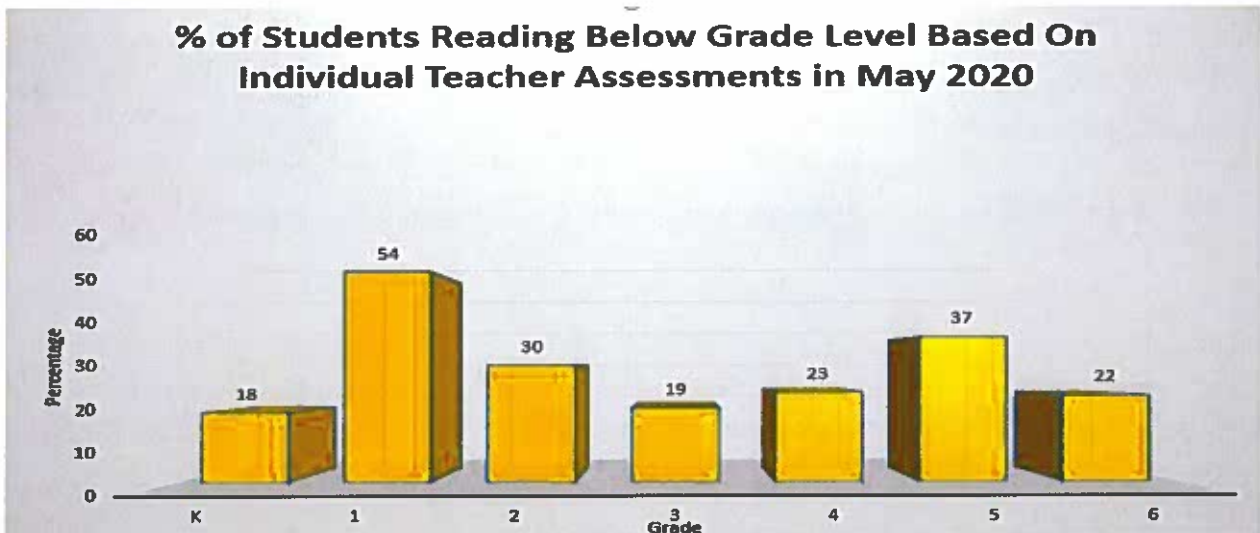
Student achievement data in English Language Arts, based on teacher grades in MyEducationBC, in a 2020 Mid-Year Snapshot shows that the percentage of students Proficient or Extending is generally lagging behind FSA results in literacy.



The average percentage of On Track or Extending over the past four years on the FSA in Reading and Writing components is 72.8% and 70.5% respectively, whereas the average percentage of students schoolwide Proficient or Extending is only 52%.

Individual Teacher Assessment

The percentage of students deemed to be below grade level in reading skills based on individual teacher assessments in May of 2020. Assessments used included teacher discretion, Alberta Diagnostic, 3-Minute Reads, PM Benchmarks and Fountas and Pinnell.



- The number of student reading below grade level averages 27.5% and does not decrease as students age.

Targets

- I. Students will score at or above district average in reading on Grade 4 FSA
- II. The number of primary aged students reading below grade level in the primary grades as determined by September/October classroom assessments, will decrease by 20 % by March of the same school year.

Strategies

- 3 Minute Reading Assessments for every student in Grade 2 and 3 in September or October of each school year. Sound Connection Assessments for every student in Kindergarten and Grade 1 in September or October of each school year. Students below grade level will be reassessed in March of the same school year, after interventions.
- Targeted instruction for students below grade level. Reading Eggs, Sound Connections, Sight Words, Guided Reading using PM Benchmarks.
- Additional F&P/PM Benchmark Grade 2 standard assessment (District)
- Grade level anchoring of literacy (reading) skills expected for each grade.
- Release time for teachers to familiarize themselves with resources within our building
- Explore coteaching opportunities (CT, SST, Teacher-Librarian)
- Promote Buddy Reading classes, a schoolwide reading program and “Drop Everything and Read” (DEAR).
- Fund classroom libraries
- Explore opportunities for reading/literacy celebrations and Literature Circles
- Fund a collaborative book study for teachers: “Shifting The Balance” with support from District Literacy Teacher, Erin Jones.
- Encourage reading for students through Principal/Vice Principal reading visits to classes
- Planning literacy based Pro-D throughout the year
- Use Sound Connections
- Support Storyboarding in Kindergarten

Results

- I. Students will score at or above district average in reading on Grade 4 FSA
 - a) Amy Woodland Elementary participation and percentages are shown below along with a comparison table of On Track and Extending results. Amy Woodland students were above the school district averages in the “All Writers”, “Female” and “Indigenous” student categories, comparable in the “Male” category (<1% difference), and below in the “Diverse Needs” category.

**Foundation Skills Assessment
005 - Southeast Kootenay - Writers Only**

Grade 4 - 2021/22

Literacy	Participation Rate		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
	Writers Only	413	79.4	100	20.6	211	64.3	17
Female	206	81.1	36	21.6	120	71.9	11	6.6
Male	207	77.8	64	39.8	91	56.5	6	3.7
Indigenous	74	82.4	23	37.7	35	57.4	3	4.9
ELL	5	80	3	75	1	25	0	0
Diverse Needs*	54	40.7	11	50	10	45.5	1	4.5

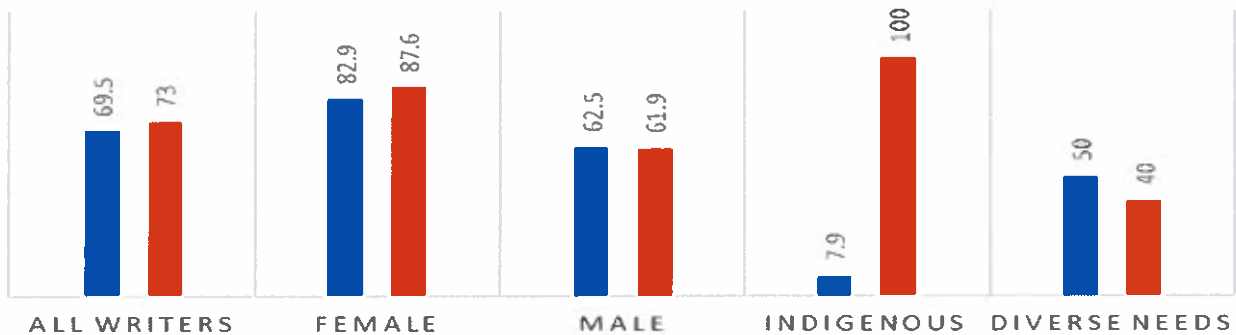
00502023 - Amy Woodland Elementary - Writers Only

Grade 4 - 2021/22

Literacy	Participation Rate		Emerging		On Track		Extending	
	#	%	#	%	#	%	#	%
	Writers Only	39	94.9	10	27	22	69.5	5
Female	17	94.1	2	12.5	13	81.3	1	6.3
Male	22	95.5	8	38.1	9	42.9	4	19
Indigenous	9	88.9	0	0	7	87.5	1	12.5
ELL
Diverse Needs*	7	71.4	3	60	2	40	0	0

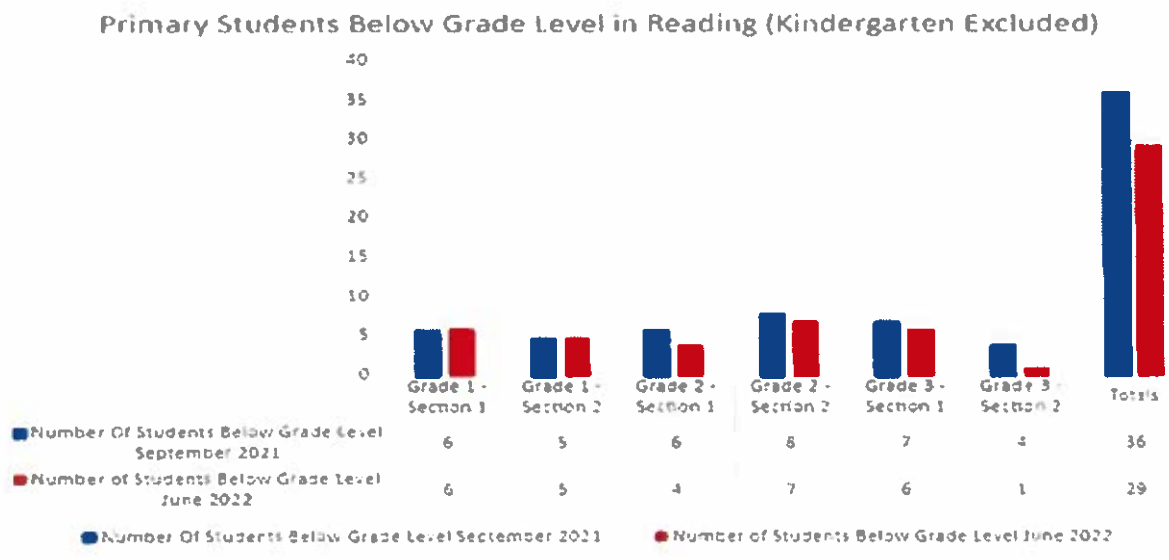
PERCENTAGE OF STUDENTS ON TRACK OR EXTENDING ON 2021/22 FSA

■ Percentage of Students On Track or Extending on 2021/22 FSA District
 ■ Percentage of Students On Track or Extending on 2021/22 FSA Amy Woodland



II. The number of primary aged students reading below grade level in the primary grades as determined by September/October classroom assessments, will decrease by 20 % by March of the same school year.

a) All able students in grades 1, 2 and 3 were assessed using a “3 Minute Read” tool. Having 36 students reading below grade level in September, our target was to have 20% (7 students) to reading at or above grade level by the end of the year, which was met.



Objective #2: To improve students’ ability to be literate with a focus on writing in the intermediate years.

Rationale

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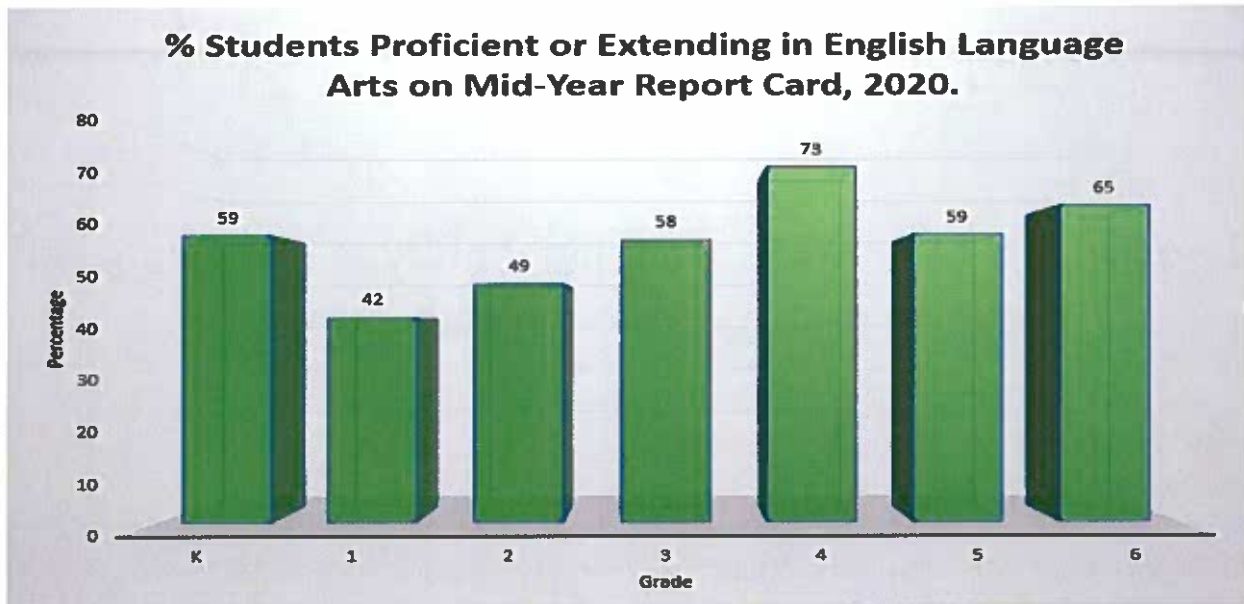
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	2017/2018	2018/2019	2019/2020	2020/2021
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Report Card Data

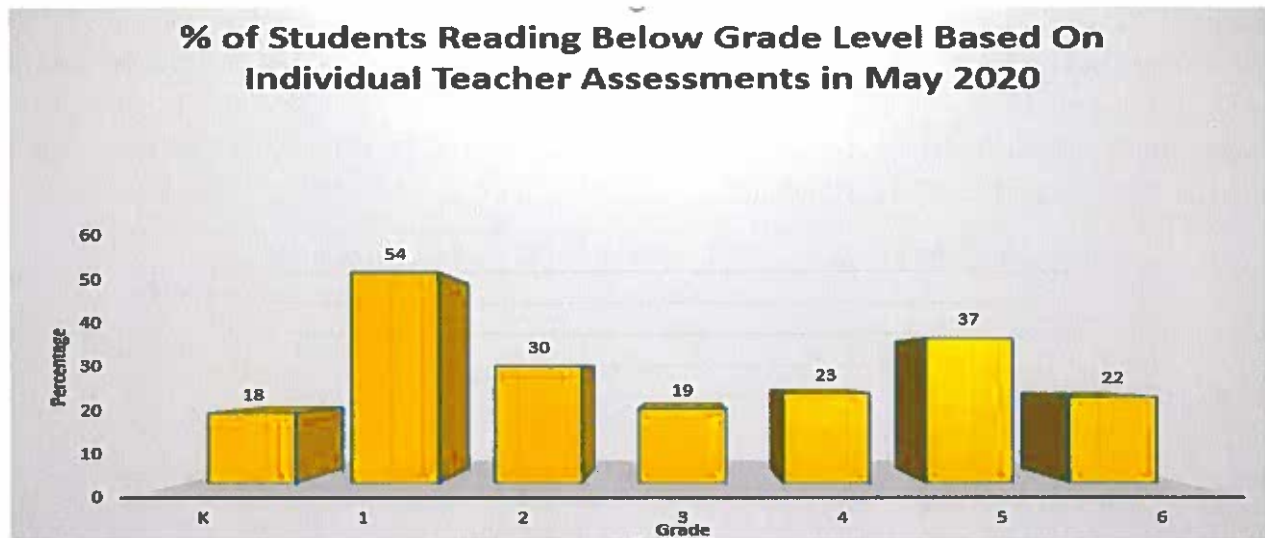
Student achievement data in English Language Arts, based on teacher grades in MyEducationBC, in a 2020 Mid-Year Snapshot shows that the percentage of students Proficient or Extending is generally lagging behind FSA results in literacy.



The average percentage of On Track or Extending over the past four years on the FSA in Reading and Writing components is 72.8% and 70.5% respectively, whereas the average percentage of students schoolwide Proficient or Extending is only 52%.

Individual Teacher Assessment

The percentage of students deemed to be below grade level in reading skills based on individual teacher assessments in May of 2020. Assessments used included teacher discretion, Alberta Diagnostic, 3-Minute Reads, PM Benchmarks and Fountas and Pinnell.



The number of student reading below grade level averages 27.5% and does not decrease as students age.

Target

There will be an increase in the number of intermediate students in each cohort writing at or above grade level (Proficient and Extending) at the end of each school year. Assessment points for monitoring progress will occur at the beginning, middle, and end of each school year.

Strategies

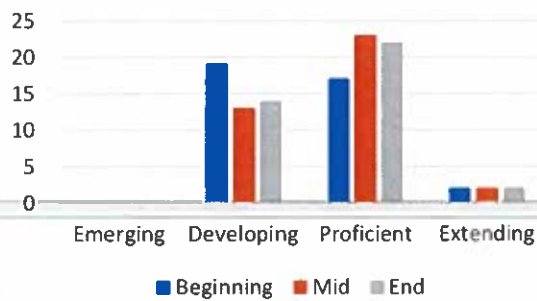
- Introduce an Intermediate-Wide Writing Assessment [1 paragraph].
- TEAMs meeting luncheon with Erin Jones on proficiency benchmarks, anchoring writing, and shared exemplars.
- Participate in collaborative marking luncheon(s).
- Attend full day session on balanced writing program (Erin Jones).
- Observe and support 3 demo lessons by Erin Jones.
- Host bi-annual intermediate teacher luncheon with writing focus (celebrations, collaborations, idea sharing, supports, struggles)
- Develop local research-based curricula that intermediate teachers can use to teach writing skills.
- Provide class-wide and small-group sessions on digital support technologies (Ryan McKenzie – Speech to Text, Kurzweil reader).
- Provide small group writing workshops (SSTs, Teacher-Librarian, district supports) that target skills that students who are Emerging or Developing may need to improve their writing (I.e. penmanship, typing, constructing sentences/paragraphs, creating slideshows, presenting etc.).

Results

Target: There will be an increase in the number of intermediate students in each cohort writing at or above grade level (Proficient and Extending) at the end of each school year.

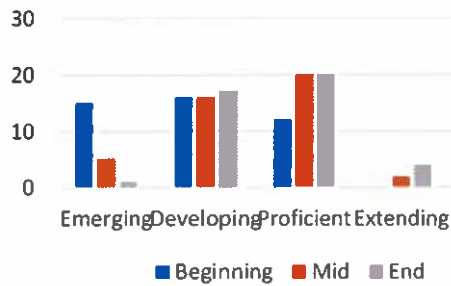
Each student in Grades 4 through 6 completed a Paragraph assessment at the beginning, middle, and end of the 2021-2022 school year. Each Paragraph was marked using a common rubric, and the proficiency recorded (Emerging, Developing, Proficient, Extending). Data sets based on grade level, designation (Y/N), and aboriginal status were created. In each scenario our target was reached, however the data highlighted areas of growth which will continue to guide our FESL strategies.

Grade 4 (2021/22)



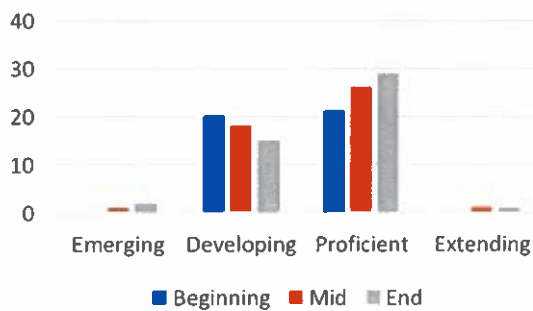
21/22 Grade 4 Data	
	Students at Grade Level
Beginning of Year	19
End of Year	24
Taregt Reached?	Yes

Grade 5 (2021/22)



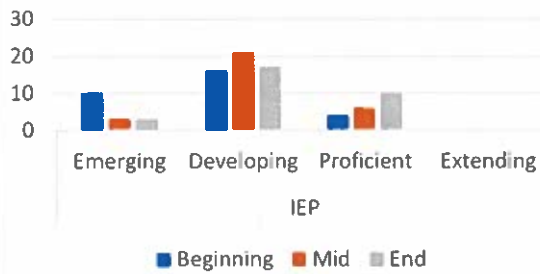
21/22 Grade 5 Data	
	Students at Grade Level
Beginning of Year	12
End of Year	24
Taregt Reached?	Yes

Grade 6 (2021/22)



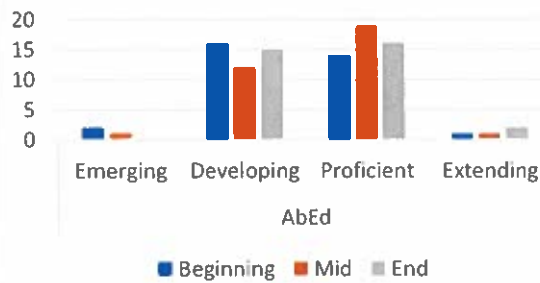
22/23 Grade 6 Data	
	Students at Grade Level
Beginning of Year	21
End of Year	30
Taregt Reached?	Yes

IEP Students (2021/22)



21/22 Designated Students	
	Students at Grade Level
Beginning of Year	4
End of Year	10
Target Reached?	Yes

AbEd Students (2021/22)



21/22 AbEd Students	
	Students at Grade Level
Beginning of Year	15
End of Year	17
Target Reached?	Yes

All Intermediate Students



21/22 All Students	
	Students at Grade Level
Beginning of Year	52
End of Year	78
Target Reached?	Yes

