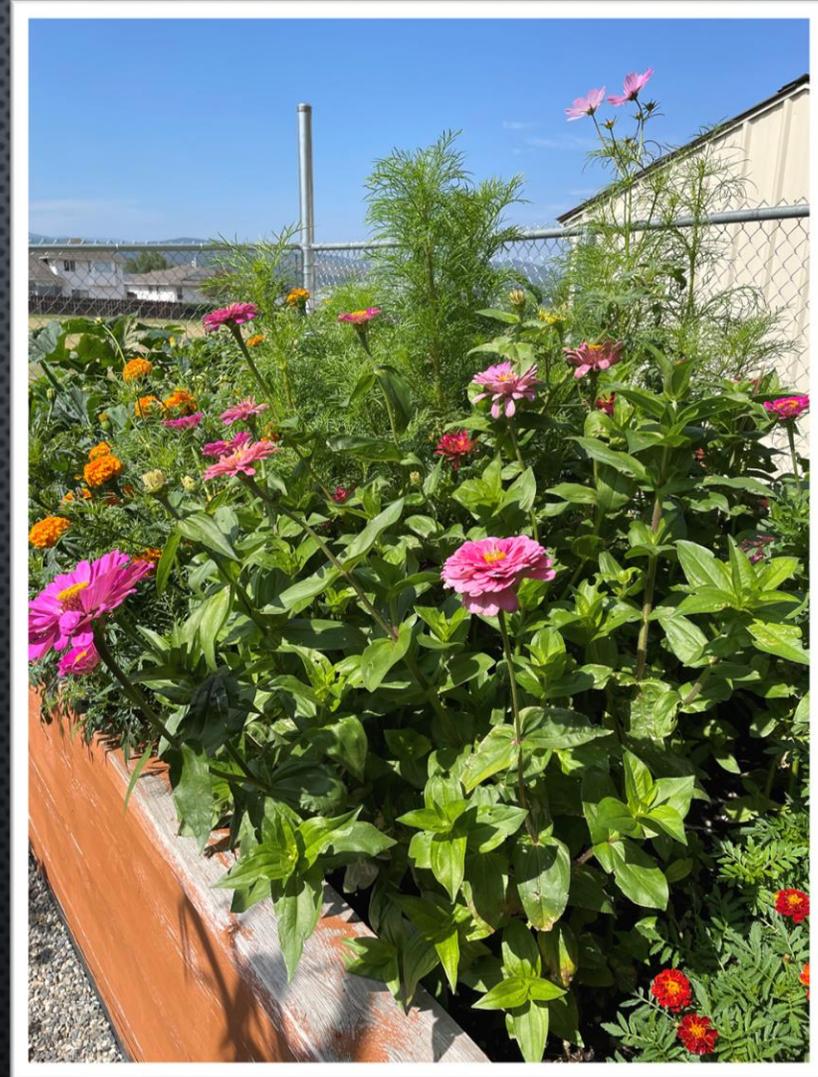


SCHOOL GROWTH PLAN
YEAR 3

KOOTENAY ORCHARDS
ELEMENTARY SCHOOL
2023 - 2024



SCHOOL CONTEXT

KOOTENAY ORCHARDS ELEMENTARY IS A COMMUNITY SCHOOL WHEREBY MOST OF OUR STUDENTS LIVE WITHIN WALKING DISTANCE. KO IS HOME TO 234 STUDENTS AND 30 STAFF MEMBERS. OUR STUDENTS ARE SUPPORTED BY TEACHERS AND SUPPORT STAFF WHO WORK COLLABORATIVELY IN A WRAP-AROUND APPROACH. THE STAFF IS DEDICATED TO ENSURING THAT CURRENT, RELEVANT AND BEST PRACTICE TEACHING IS AVAILABLE AND ONGOING.

OUR PARENT ADVISORY COMMITTEE IS ALSO VERY ACTIVE IN ENSURING THAT OUR STUDENTS AND STAFF ARE PROVIDED WITH RESOURCES TO HELP SUPPORT AND COMPLEMENT THE LEARNING AND TEACHING WITHIN AND OUTSIDE THE 'BRICK AND MORTAR' OF OUR SCHOOL.



CURRENT SUCCESSSES...

AT KOOTENAY ORCHARDS ELEMENTARY SCHOOL WE STRIVE TO OFFER A BALANCED CURRICULUM TO OUR LEARNERS. OUR CURRENT STRENGTHS AND ACHIEVEMENTS ARE:

- RUNNING CLUB
- RECYCLING AND COMPOSTING HELPERS
- GRADE 6 LEADERSHIP OPPORTUNITIES
- MORNING ANNOUNCEMENT LEADERS
- YEAR- ROUND OUTDOOR CLASSROOM
- SCHOOL GARDEN
- MULTI – USE FLEX SPACE IN THE OPEN AREAS
- ENGAGING MUSIC PROGRAM
- COLLABORATIVE SCHOOL ETHOS (STUDENTS/STAFF/FAMILIES)
- COMMITTED AND ENGAGED PAC MEMBERS
- BREAKFAST CLUB PROGRAM AVAILABLE TO ALL
- WILD SCHOOL DESIGNATION
- BC FRUIT AND VEGETABLES PROGRAM





EDUCATIONAL OUTCOMES

WE AIM TO HAVE OUR STUDENTS TO BECOME COMPETENT AND CONFIDENT READERS AND WRITERS AND LEARNERS,
ANYWHERE, ANY PLACE, ANY PATH AND AT ANY PACE

WE AIM TO CELEBRATE THE DIVERSITY OF OUR STUDENTS IN OUR LEARNING COMMUNITY. BY CREATING FLEXIBLE USE AREAS
IN BOTH THE PRIMARY AND INTERMEDIATE SPACES, WE ARE SUPPORTING INCLUSIVE EDUCATION.

WE AIM TO ADDRESS THE SOCIAL EMOTIONAL WELLNESS OF OUR STUDENTS IN A MORE DELIBERATE AND PURPOSEFUL WAY

EDUCATIONAL OUTCOMES

TRAUMA – INFORMED PRACTICE AND SOCIAL EMOTIONAL LEARNING CAN HELP BUILD CONNECTIONS AND BECOME THE PROVERBIAL GLUE TO REDUCING ANXIETY AND ALLOW FOR HEALTHY INTERPERSONAL RELATIONSHIPS WITH STUDENTS, STAFF AND THE LEARNING COMMUNITY. A MULTI – SENSORY APPROACH TO LEARNING USING ‘CALM CONNECT’ WILL BE PILOTED THIS YEAR IN ORDER TO INVESTIGATE ITS BENEFITS AND IMPACT ON LEARNING AND WELLBEING WITHIN OUR LEARNING COMMUNITY.

PHYSICAL LITERACY IS ALSO A COMPONENT OF WELLNESS. WE WILL BE EXPLORING IN PARTNERSHIP WITH THE COLUMBIA BASIN SPORT SOCIETY WAYS TO ENHANCE THE DELIVERY OF PHYSICAL LITERACY AND TO ASSESS ITS IMPACT ON STUDENT WELLNESS.



EDUCATIONAL OUTCOMES

'READING IS LIKE BREATHING IN, WRITING IS LIKE BREATHING OUT' PAM ALLYN

- WE WISH TO HAVE OUR STUDENTS BECOME SUCCESSFUL IN BOTH READING AND WRITING. WE WISH FOR THEM TO BECOME RISK – TAKERS IN THESE TWO AREAS AS THEY NAVIGATE THE CURRICULUM AND TRANSFER THESE SKILLS TO AREAS BEYOND LITERACY.

GOOD READERS AND GOOD WRITERS LEARN HABITS THAT HELP THEM BECOME STRONG AND FLUENT. THE SEVEN HABITS ARE VISUALIZING, ACTIVATING SCHEMA, QUESTIONING, INFERRING, DETERMINING IMPORTANCE, MONITORING FOR MEANING AND SYNTHESIZING

https://www.stamfordpublicschools.org/sites/g/files/vyhlf3841/f/uploads/seven_habits_of_good_readers_and_writers.pdf

- WE WISH TO HAVE OUR STUDENTS ACQUIRE THESE HABITS THROUGH INTENTIONAL PRACTICE AND MINDFUL TEACHING . WE WILL BE EXPLORING THE UFLI STRATEGIES FOR LITERACY AT THE PRIMARY LEVEL.

OBJECTIVES

- ALL PRIMARY STUDENTS (GR. 1 – 3) WILL BE READING AT OR ABOVE GRADE LEVEL
- ALL INTERMEDIATE STUDENTS (GR. 4 – 6) WILL BE WRITING AT OR ABOVE GRADE LEVEL
- ALL STUDENTS WILL HAVE ACCESS TO SUPPORTS THAT ADDRESS THEIR SOCIAL EMOTIONAL NEEDS (PHYSICAL LITERACY, CALM CONNECT, ACCESS TO INDIGENOUS SUPPORT AND COUNSELLING SERVICES)



TARGET

- IN READING, STUDENTS IN GRADE 1 – 3 WILL BE SUPPORTED WITH TARGETED SKILLS AND WILL SHOW AN INCREASE OF 3% IMPROVEMENT IN 2022, 4% IN 2023 AND 5% IN 2024 IN THIS AREA.
- IN WRITING, STUDENTS IN GR. 4 – 6 WILL BE SUPPORTED WITH STRATEGIES AND TARGETED SKILLS DEMONSTRATING AN INCREASE OF 3% IMPROVEMENT IN 2022, 4% IN 2023 AND 5% IN 2024 IN THIS AREA.
- ADDRESSING SOCIAL EMOTIONAL SUPPORT AND WELLNESS, RESOURCES SUCH AS CALM CONNECT , AND COLLABORATION WITH THE COLUMBIA BASIN SPORT SOCIETY WILL BE EXAMINED. A BASE LINE WILL BE ESTABLISHED IN ORDER DETERMINE THE NEXT STEPS TOWARDS WHAT IS NEEDED IN THIS AREA OF WELLNESS FOR OUR STUDENTS



TARGET SUMMARY

- IN READING, THE AGGREGATE STUDENTS' SCORES IN GRADE 1 – 3 DECREASED BY 1%. ADDITIONAL RESEARCH AND STRATEGIES AND DIFFERENT ASSESSMENT PRACTICES WILL BE ADDRESSED THIS SCHOOL YEAR.
- IN WRITING, STUDENTS IN GR. 4 – 6 WERE SUPPORTED WITH STRATEGIES AND TARGETED SKILLS DEMONSTRATING AN INCREASE OF 8% FROM 2022 TO 2023.
- SOCIAL – EMOTIONAL LEARNING AND WELLNESS IS OUR THIRD AND NEW GOAL THIS YEAR - NO DATA IS AVAILABLE AT PRESENT

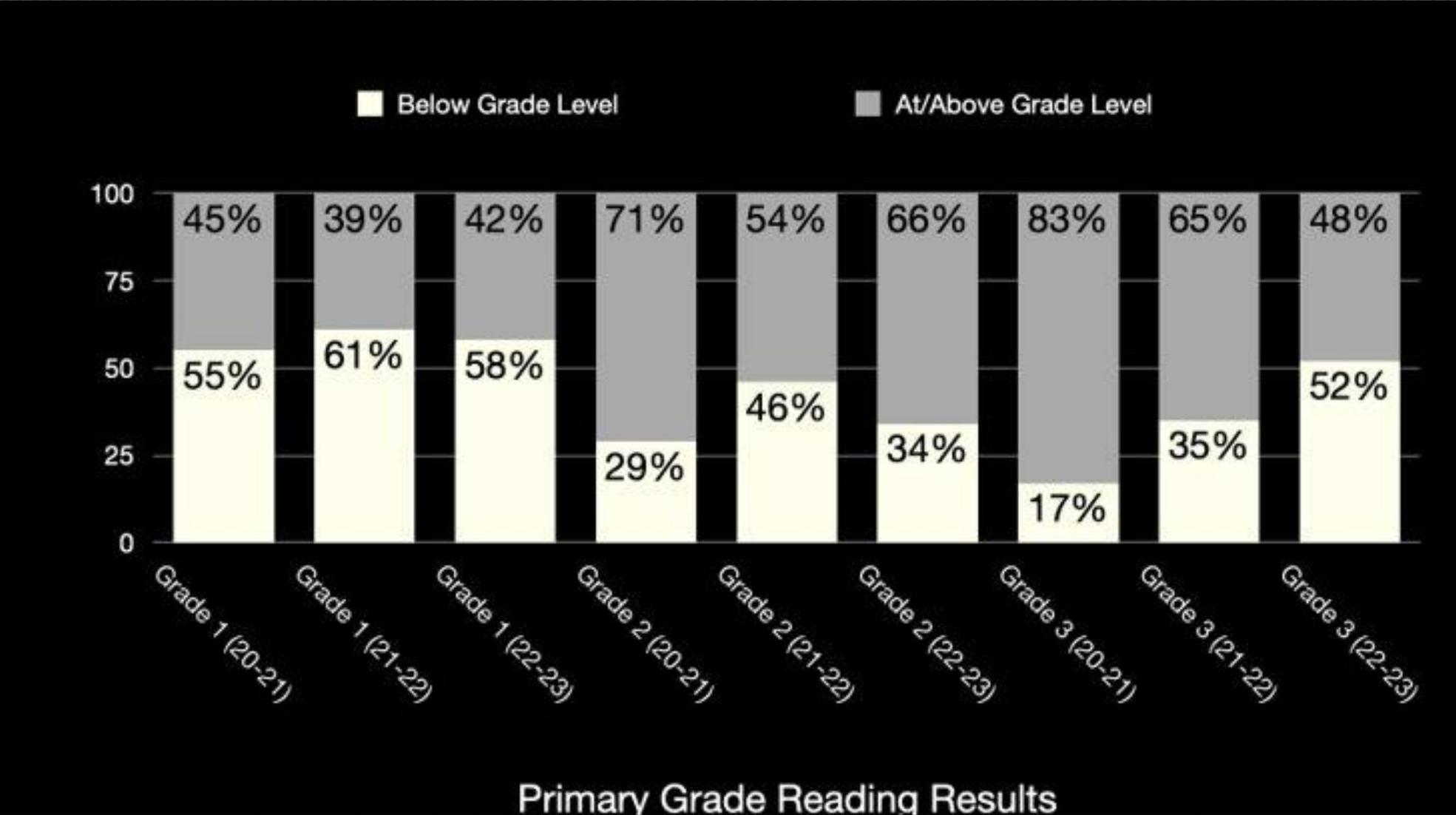


DATA

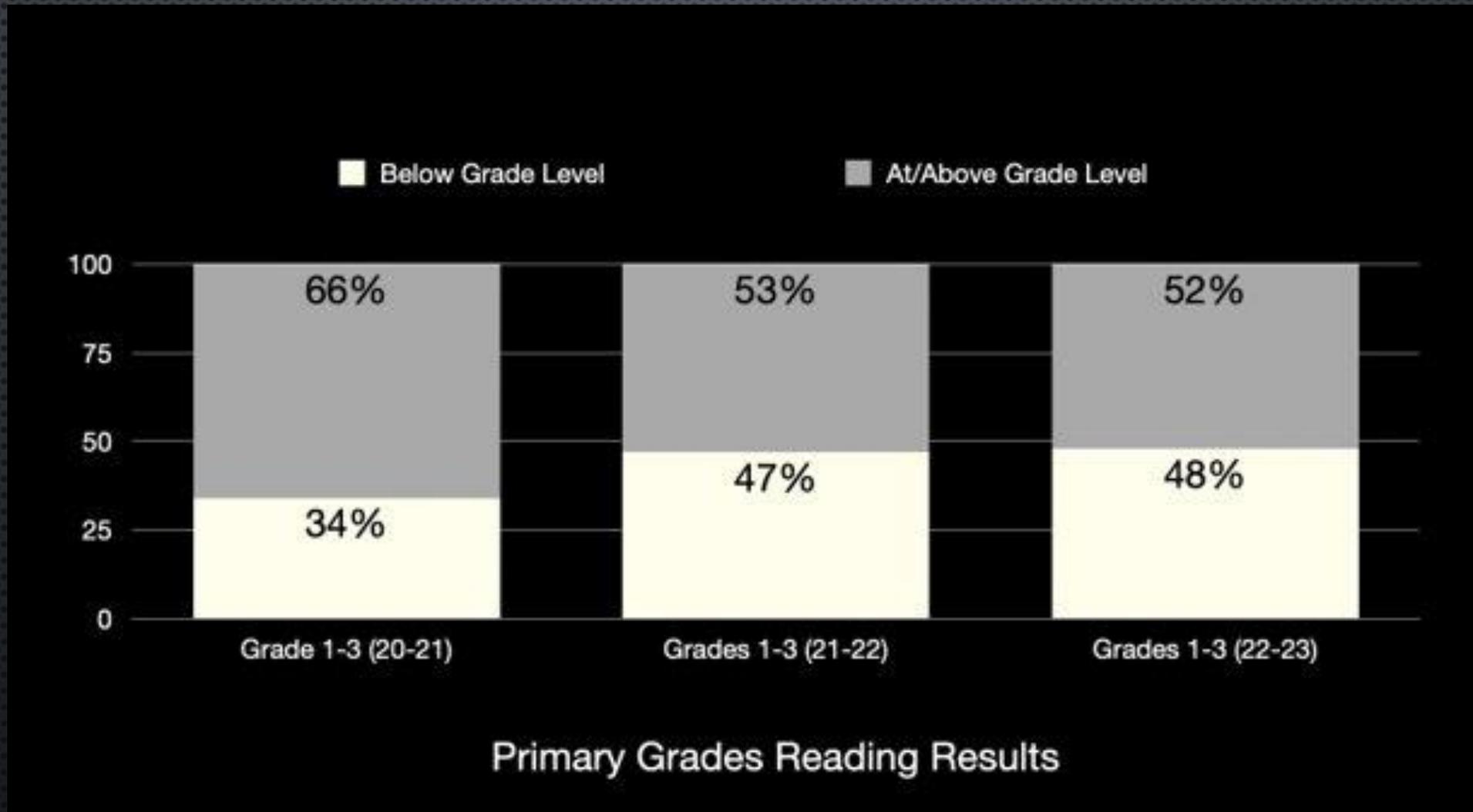
READING : 2022 – 2023 SPRING RESULTS OF GR. 1 – 3 PM BENCHMARKS ARE AS FOLLOW:

- 58% OF GR. 1 READING SCORES WERE AT GRADE LEVEL.
- 42% OF GR. 1 READING SCORES WERE BELOW GRADE LEVEL.
- 34% OF GR. 2 READING SCORES WERE AT GRADE LEVEL.
- 66% OF GR. 2 READING SCORES WERE BELOW GRADE LEVEL.
- 52% OF GR. 3 READING SCORES WERE AT GRADE LEVEL.
- 48% OF GR. 3 READING SCORES WERE BELOW GRADE LEVEL.
- IN SUMMARY – 48% OF OUR PRIMARY STUDENTS WERE READING AT GRADE LEVEL, 52% OF OUR PRIMARY STUDENTS (GR. 1 – 3) WERE READING BELOW GRADE LEVEL.
- * BELOW GRADE LEVEL SCORES WERE BASED ON A COMBINED RESULT OF EMERGING AND DEVELOPING

DATA- PRIMARY GRADES



PRIMARY READING SCORES



DATA ANALYSIS : 2020 – 2021 TO 2022 - 223

- THERE HAS BEEN A DECREASE IN READING RESULTS ACCORDING TO THE AGGREGATE SCORES FOR THE GR. 1 – 3 OVER THE PAST 3 YEARS. READING SCORES HAVE GONE DOWN FROM 62% → 53% → 52% OF OUR STUDENTS READING AT GRADE LEVEL.

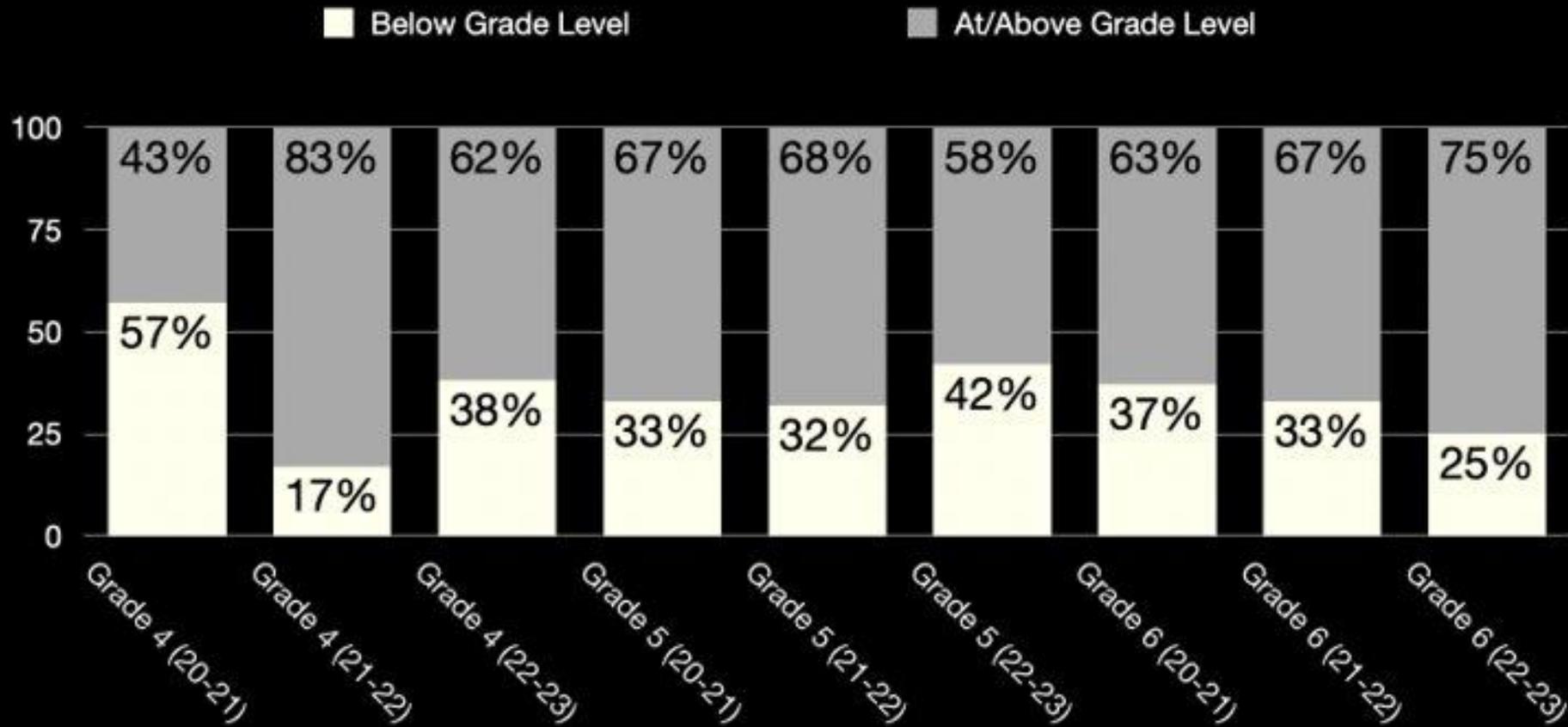
DATA

WRITING: OUR 2022 - 2023 SPRING ASSESSMENT RESULTS FROM OUR INTERMEDIATE SCORES (GR.4 – 6) REVEAL THE FOLLOWING:

WRITING:

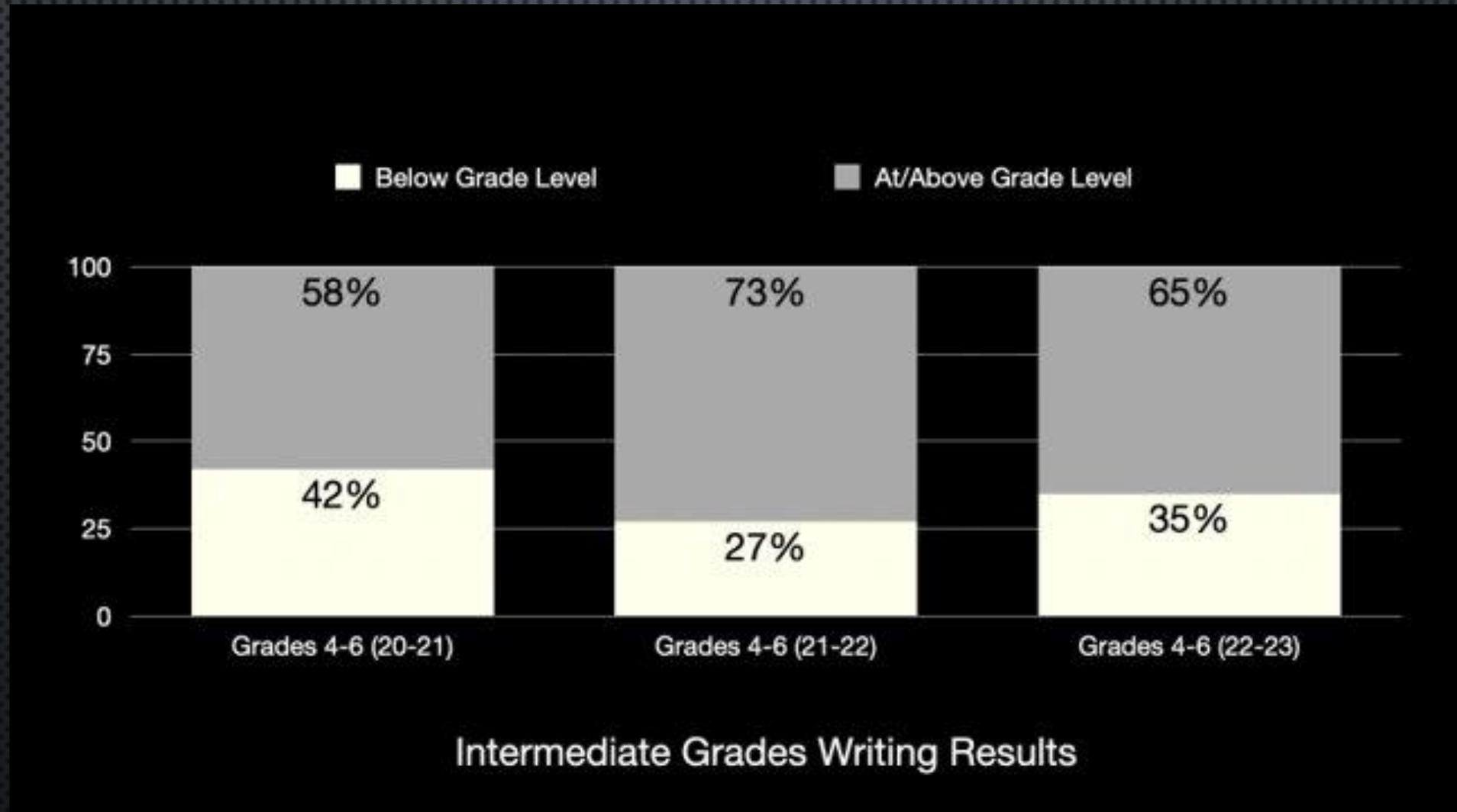
- GR. 4 WRITING SCORES BELOW GRADE LEVEL – 38%
- GR. 4 WRITING SCORES AT OR ABOVE GRADE LEVEL – 62%
- GR. 5 WRITING SCORES BELOW GRADE LEVEL – 42%
- GR. 5 WRITING SCORES AT OR ABOVE GRADE LEVEL – 58%
- GR. 6 WRITING SCORES BELOW GRADE LEVEL – 25%
- GR. 6 WRITING SCORES AT OR ABOVE GRADE LEVEL – 75%
- IN SUMMARY:
 - 35% OF INTERMEDIATE STUDENTS SCORE BELOW GRADE LEVEL IN WRITING
 - 65% OF INTERMEDIATE STUDENTS SCORE AT OR ABOVE GRADE LEVEL IN WRITING

DATA- INTERMEDIATE GRADES



Intermediate Grades Writing Results

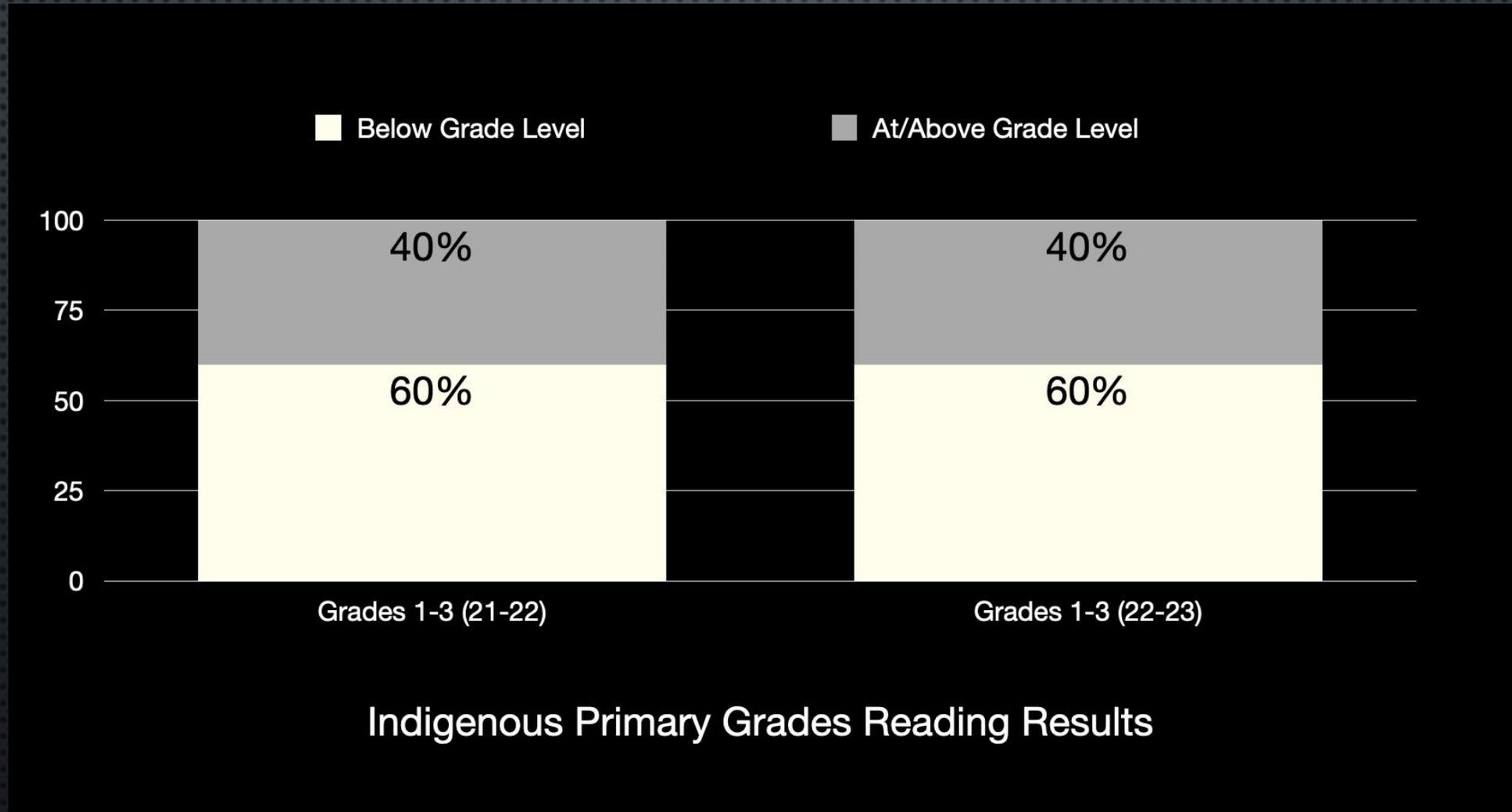
GRADES 4-6 WRITING SCORES



DATA ANALYSIS INTERMEDIATE WRITING SCORES

- FROM EXAMINING THE COHORT SCORES FROM 2021 – 2022 TO 202 -2023, THE FOLLOWING OBSERVATIONS ARE MADE: THE AGGREGATE SCORES OF GR. 4-6 HAVE DECREASED BY 8%. WE ARE BEGINNING TO VIEW THE IMPACT OF THE COVID LAG IN THIS AREA AND WILL BE TARGETING FURTHER WITH SCHOOL – WIDE LITERACY BLOCKS IN THE MORNING.

INDIGENOUS PRIMARY STUDENT DATA



choke cherries



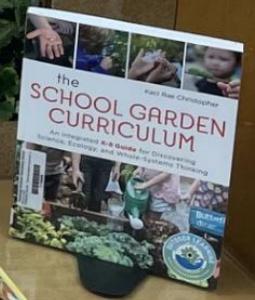
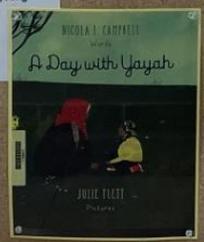
September

Kut'makaku

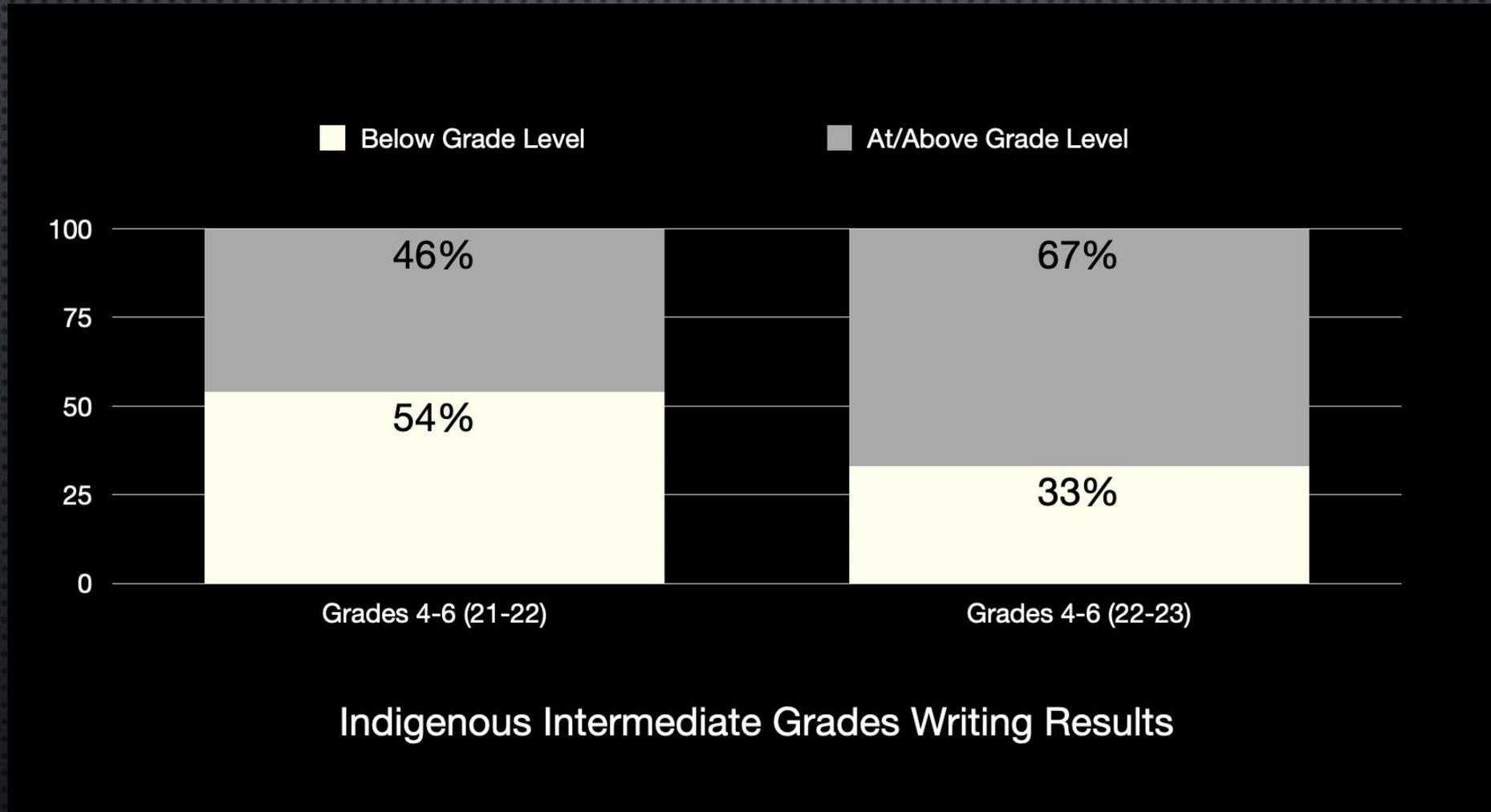


A Day with Yahyah
Written by Nicola L. Campbell
Illustrated by Julie Flett

'A first Nations family goes on an outing to gather edible plants and mushrooms. The grandmother, Yahyah, passes down her knowledge of the natural world to her young grandchildren.'



INDIGENOUS INTERMEDIATE STUDENT DATA



INDIGENOUS STUDENT LITERACY SUMMARY

- 2022 – 2023 DATA REVEALS: IN READING AT THE PRIMARY LEVEL – 40% BELOW, 60% AT / ABOVE GRADE LEVEL
- 2022 – 2023 REVEALS: IN WRITING AT THE INTERMEDIATE LEVEL – 33% BELOW, 67% AT / ABOVE GRADE LEVEL

SUPPORTING INDIGENOUS STUDENTS

- THE PERCENTAGE OF INDIGENOUS STUDENTS IN OUR SCHOOL IS CURRENTLY 12% . TO ENSURE THAT THESE STUDENTS ARE RESPECTFULLY REPRESENTED IN OUR SCHOOL NARRATIVE, WE ARE DESIGNING SPACES AND CREATING OPPORTUNITIES THAT REFLECT THEIR IDENTITY AND SUPPORT THEIR WELL — BEING AND HONOUR THEIR STORIES.



ADDRESSING SPECIAL NEEDS...

- 9% OF OUR STUDENTS HAVE DIVERSE ABILITIES
- WE SUPPORT THESE STUDENTS USING A WRAPAROUND APPROACH INCLUDING SEVERAL COMMUNITY STAKEHOLDERS IN ADDITION TO THEIR SCHOOL PROGRAMMING.
- GYMNASTICS
- SWIMMING
- OCCUPATIONAL THERAPY
- SPEECH LANGUAGE PATHOLOGY
- STUDENT SERVICES TEACHER
- MULTI SENSORY LEARNING



STRATEGIES - READING

- **THE FOLLOWING STRATEGIES WILL BECOME OUR GUIDELINES AND ROADMAPS AS WE NAVIGATE THE JOURNEY TOWARDS REACHING OUR GOALS AND ENSURING THAT OUR READERS ARE SUCCESSFUL.**
- SHARE RESEARCH-BASED LITERATURE WITH STAFF THAT ADDRESSES BUILDING CONFIDENCE IN STRUGGLING READERS
- PROVIDE TIME FOR COLLABORATION TO ENSURE THAT PEDAGOGICAL CONVERSATIONS ENSUE SO AS TO DELVE INTO A MORE ROBUST SCOPE AND SEQUENCE OF READING OBJECTIVES
- OBTAIN AND ANALYSE TIMELY ASSESSMENT RESULTS SO AS TO ASCERTAIN A MORE FORMATIVE APPROACH TO INSTRUCTION
- PROVIDE MORE NON – FICTION READING MATERIAL TO STUDENTS SO AS TO ‘LEVEL THE PLAYING FIELD’ WHEN IT COMES TO READER SELF – CONFIDENCE.
- PROVIDE MORE EXPERT READING MODELING (BUDDY READING, ONE – TO - ONE READING, INVITE AN AUTHOR TO READ ONLINE TO STUDENTS, READ – ALOUDS – STAFF AND GUESTS)
- PROVIDE MORE ACCESSIBILITY TO INDIGENOUS MATERIALS
- CONSULT WITH LITERACY SPECIALIST FOR SD5 – ERIN JONES
- PROVIDE TIER 2 SUPPORT – TARGETED INTERVENTION
- CONTINUE WITH THE HOME READING PROGRAM
- CELEBRATE READING AS A SCHOOL (FLASHLIGHT READING, FORT READING, DEAR – DROP EVERYTHING AND READ, LITERACY EVENTS AT SCHOOL, STUDENT READERS ON THE MORNING ANNOUNCEMENTS)
- IMPLEMENT DAILY SCHOOL-WIDE LITERACY BLOCK (25 MINUTES) IN THE MORNING

STRATEGIES – WRITING

THE FOLLOWING STRATEGIES WILL BECOME OUR GUIDELINES AND ROADMAPS AS WE NAVIGATE THE JOURNEY TOWARDS REACHING OUR GOALS AND ENSURING THAT OUR STUDENTS ARE SUCCESSFUL WRITERS

- SHARE AND CELEBRATE EXEMPLARY WRITING IN OUR SCHOOL NEWSLETTER, SCHOOL BULLETIN BOARDS, IN BUDDY TEAMS, MORNING ANNOUNCEMENTS)
- PROVIDE OPPORTUNITIES TO WRITE AND REFLECT UPON INDIGENOUS CONTENT
- OBTAIN AND DISCUSS RESEARCH - BASED LITERATURE REGARDING WRITING BEST PRACTICES
(SERAVALLO, GEAR, BRIGHT, UFLI)
- PROVIDE COLLABORATIVE MEETING TIME TO DISCUSS BEST PRACTICE STRATEGIES AND EMERGING THEMES
- PROVIDE COLLABORATIVE MEETING TIME WITH STUDENTS (ONE TO ONE / SMALL GROUPS) TO DISCUSS STRENGTHS, STRATEGIES, STRETCHES AND NEXT STEPS
- IMPLEMENT DAILY LITERACY GROUPINGS BASED ON STUDENT NEEDS – 25 MINUTES PER DAILY

STRATEGIES – SOCIAL EMOTIONAL LEARNING AND WELLNESS

- CONTINUE WITH DAILY WELLNESS MOMENTS IN THE MORNING ANNOUNCEMENTS
- CONTINUE WITH DAILY PHYSICAL ACTIVITY (DPA)
- INTRODUCE AND IMPLEMENT TARGETED PHYSICAL LITERACY SUPPORT (IN COLLABORATION WITH COLUMBIA BASIN SPORT SOCIETY)
- INTRODUCE AND ASSESS THE IMPACT OF 'CALM CONNECT' (DAILY MINDFUL MOVEMENT ACTIVITIES)
- CONTINUE TO PROMOTE INCLUSIVE PRACTICES HONOURING INDIGENOUS CULTURES VIA LANGUAGE, COLLABORATIVE ACTIVITIES, VISUAL DISPLAYS AND RECOGNITION

HOW DO WE MEASURE OUR SUCCESS?

- We will collect quantitative data such as reading scores using normed standards, writing scores using BC descriptive standards, as well as qualitative data such as images, student reflections, testimonials and documentation of change, and ethnographic documentation.

