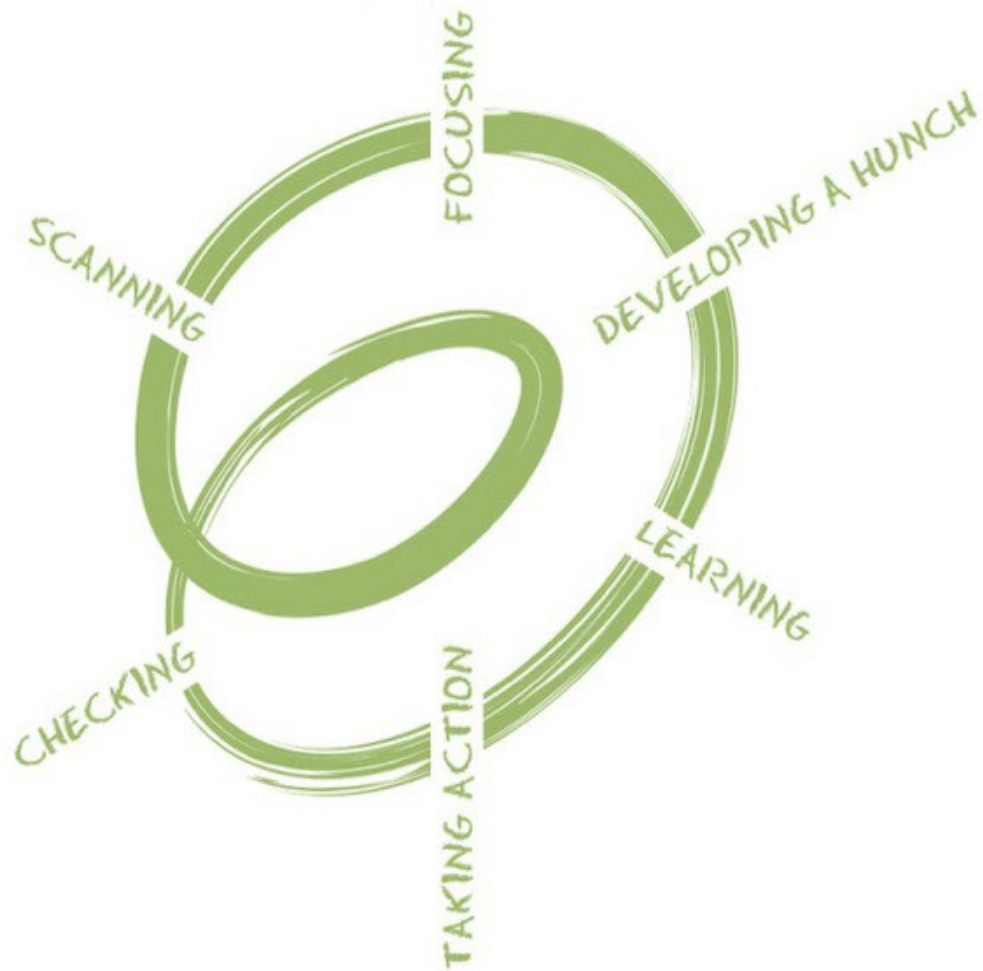


**Gordon Terrace Elementary School
Action Plan for
Improving Student
Learning
2021-2026**



"Spirals of Inquiry for equity and quality"
Judy Halbert and Linda Kaser

GORDON TERRACE ELEMENTARY SCHOOL

Southeast Kootenay School District #5 Pathways to Learning:

Vision	Mission	Values
Students love to learn here, staff love to work here, families love to gather here.	Our students will graduate with dignity, purpose and options.	Respect, Vision, Fairness, Collaboration, Integrity, Inclusion

Acknowledgement

Gordon Terrace Elementary School respectfully honours and acknowledges that we live, work and learn on the unceded traditional territories of the Ktunaxa peoples.

School Context:

Gordon Terrace has 286 students in 13 homerooms from kindergarten to grade 6. Gordon Terrace is an academic focused school with very experienced and knowledgeable staff. Currently, class sizes are large, and classrooms are small. This dynamic creates challenges unique to our school.

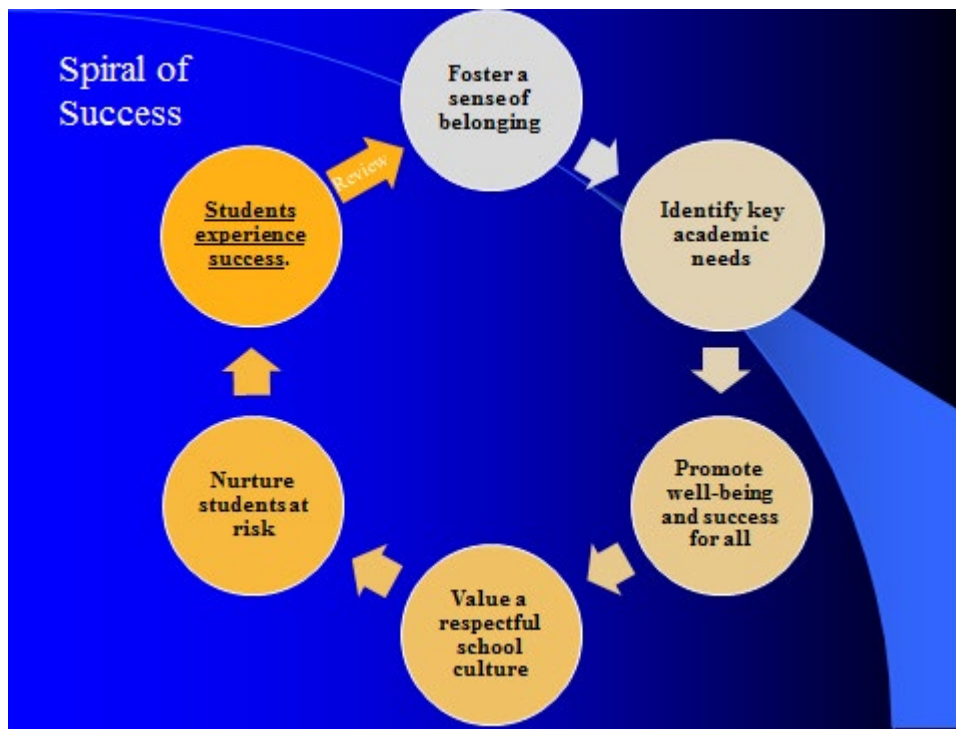
We will take a more focused approach during the next few years showing improvement through data analysis in primary literacy and human and social development.

Prior to the Covid-19 pandemic, students participated in school and community activities, had a balance of experiences in sport, music, and outdoor pursuits. Since the pandemic, students have had less exposure to the above-mentioned areas and need more opportunities to reconnect and find balance in their lives. The pandemic significantly hindered student academic success in primary literacy. As a school community we will emphasize primary literacy success and human social development.

All Encompassing School Philosophy:

“Curriculum and standards must first connect with the lives and spirits of our children if we’re to have any lasting success. Unless we reach into our students’ hearts, we have no entry into their minds. We can get students to pass tests and complete assignments. But there is a price to pay. We will never inspire our students to learn for their own sake and to love coming to school.” – Regie Routman

GORDON TERRANCE ELEMENTARY “SPIRAL OF SUCCESS”: A GUIDE THAT WILL SUPPORT OUR SCHOOL GROWTH PLAN AND ULTIMATELY SUPPORT STUDENT ACADEMIC, BEHAVIORAL AND EMOTIONAL GROWTH



The Spiral of Success graphic has six key aspects:

- We will foster a sense of belonging by building authentic relationships with students, staff and members of the community. “The single factor common to success in education is relationships.” Michael Fullan
- We will identify learning needs based on data by evaluating strengths and weakness of student achievement. Data will be both qualitative and quantitative in nature.
- We will promote well-being and success for all by enriching the school community through ongoing structured, professional learning that focuses on improving student achievement based on areas of need.

- We will promote respectful school culture. Students and adults who feel valued, connected, understood, and appreciated will be more respectful of themselves, each other, and their environment.
- We will nurture students at risk by mobilizing the capacities of all staff. At risk students include students identified by PM benchmarks as being one year or more behind in literacy, students of indigenous ancestry, and students with special needs.
- We will ensure students experience success by continually reviewing, reflecting and evaluating our school based goals.

School Goals:

Through the development of the Spiral of Success, we established key school goals. It is important to review our goals, so we are constantly reflecting on success and needed change:

Goal #1: Ensure all Primary Students are Proficient or Exceeding in language arts by end of grade 3

Goal #2: Foster human and social development with our students, staff, and community. We will use aspects of First People Principles of Learning to support this goal.

Goal #1: Work towards all Primary Students being Proficient or Exceeding Language Arts by End of Grade 3

Specific Targets of Goal #1:

- 1) Reduce the percentage of students emerging and/or developing, (report card data), at the end of grade 3 each year.
- 2) Increase the percentage of students On Track or Extending on FSA literacy each year.
- 3) Increase the number of students reaching grade level expectations based on Acadience Literacy Assessments each year.

Inquiry Question:

- Will strategies developed and implemented by a collaborative reflective literacy team improve student literacy performance as indicated by Acadience assessments?

Strategies:

- District literacy supports include: Grade 2 balanced literacy project; funding for literacy supports to be implemented upon acceptance of application. Funding to focus on resources and TTOC time for students reading well below levels. (Funding Ended)
- Access to district literacy support teacher (in progress)
- Emphasis on ability groupings using Co-Teachers, Vice Principal, Student Services Teachers and other non-enrolling teachers to provide a more focused learning experience (was very successful for the 2021-22 school year). (Since 2021-2022 financial constraints have reduced staffing available to support smaller ability groupings.)
- Emphasis on Phonemic Awareness
- Emphasis on UFLI teaching of literacy.
- Greater emphasis on teacher lead sound connections in the younger grades
- Cross Grade Curriculum projects to augment student literacy – (buddy classes read and work with younger students)
- Cross Grade Curriculum projects to enhance student interest and passion for literacy learning
- Implement new curriculum to support deeper learning's in literacy through a greater emphasis on critical thinking, creative thinking, and communication. (in progress, primary)
- Work with SLP to ensure consistent instruction, assessment and vision (Ended 2024, SLP is being overburdened by multiple students entering the school system without any previous assessments)
- Grade wide level readers – “Turtle Island Voices” 3 – 6 and “Strong Nations” K-2 guided reading kits
- Turtle Island Voices:
 - Gordon Terrace is very fortunate to have literacy resources that support Indigenous Learning, First Peoples Principals of Learning and Indigenous Ways of Knowing & Being. *Turtle Island Voices* are guided/leveled readers that include science, social responsibility, numeracy, language and oral language teaching that supports both Indigenous Learning and literacy.

- First Nations Education and Steering Committee:
 - <http://www.fnesc.ca/>
- Team Development of common Literacy Goals (completed 2021 – 22; continue with new teachers training 2024-25)
- Significant work to create similar approaches to assessment throughout primary literacy classes (continuing 2024-25)
- Assessment of each primary student by the mid-October to determine literacy levels
- Two additional assessment periods, February and May
- Strategies to include ‘reading for meaning’ and ‘reading in context’
- Student Service Teacher Model to include more inclusive support at primary level
- Student Services Model to reduce student pull out and focus on ability grouping
- Reduce skill and drill – for example flash cards
- Un-interrupt school wide literacy time - to include:
 - Guided reading groups
 - Buddy reading groups
 - Whole class modeling and teaching
 - Independent reading
 - Ability groupings
 - Writing
 - Talking about reading and writing

Process

1. Identify instructional practice challenges and vulnerable students (in progress)
2. Create school teams and set dates (completed 2022)
3. First meeting for professional learning and planning: what skills and strategies do our vulnerable students need to succeed and what pedagogical practices will we try to address their needs? (in progress)
4. Implement Phonemic Awareness programs (in progress)
5. Celebration and reflection: What worked, what didn't, what's next?
6. Review and revisit. (June 2025)

Indicators of Success:

Success will be evaluated with many different tools:

- Word fluency will be assessed using Acadience. Student's letters and sounds should improve as we move through the literacy learning process from kindergarten to grade 3.
- Literacy performance on FSA exam should improve once students have been through the program for 3 or 5 years.
- The percentage of all students proficient or exceeding with literacy report card data should increase during the next 3-5 years.

Data

Report Card Data: 2024

Grade 1:

- 63% of students were proficient or extending, (meeting or exceeding), end of grade level expectations based on literacy report card data.

Grade 2:

- 72% of students were proficient or extending, (meeting or exceeding), end of grade level expectations based on literacy report card data.

Grade 3:

- 67% of students were proficient or extending, (meeting or exceeding), end of grade level expectations based on literacy report card data.

FSA Data:

Literacy School Data

School Level Table Data: All Districts, Gordon Terrace Elementary [Literacy & Reading-04]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	45	28	62.2%	11	39.3 %	16	57.1 %	1	3.6 %
2022/2023	40	24	60.0%	14	58.3 %	10	41.7 %	0	0.0 %
2021/2022	36	30	83.3%	17	56.7 %	12	40.0 %	1	3.3 %
2020/2021	41	35	85.4%	10	28.6 %	21	60.0 %	4	11.4 %
2019/2020	44	36	81.8%	11	30.6 %	24	66.7 %	1	2.8 %
2018/2019	46	43	93.5%	11	25.6 %	28	65.1 %	4	9.3 %
2017/2018	29	29	100.0%	10	34.5 %	19	65.5 %	0	0.0 %

Students with Indigenous Ancestry – Literacy

School Level Table Data: All Districts, Gordon Terrace Elementary [Literacy & Reading-04]

School Year	Expected Count	Writer Count	Participation Rate	Emerging Count	Emerging Percent	On Track Count	On Track Percent	Extending Count	Extending Percent
2023/2024	8	5	62.5%	2	40.0 %	3	60.0 %	0	0.0 %
2022/2023	6	3	50.0%	2	66.7 %	1	33.3 %	0	0.0 %
2021/2022	6	6	100.0%	2	33.3 %	3	50.0 %	1	16.7 %
2020/2021	3	3	100.0%	2	66.7 %	1	33.3 %	0	0.0 %
2019/2020	4	4	100.0%	1	25.0 %	3	75.0 %	0	0.0 %
2018/2019	5	5	100.0%	0	0.0 %	5	100.0 %	0	0.0 %
2017/2018	3	3	100.0%	1	33.3 %	2	66.7 %	0	0.0 %

Discussion:

We started the literacy program for 2021-2022 school year after identifying the need to support primary literacy. We hypothesized that implementing various targeted literacy supports during the primary years would improve student literacy scores on the FSA exam in grade 4 and see improvements in the number of students meeting or exceeding grade level expectations. Since we initiated the literacy programs, we have seen a continuous improvement in both FSA results and final literacy grades.

Both our Indigenous ancestry students and total population literacy assessment on FSA have indicated continual literacy improvement post covid, however, our literacy results have not reached pre-covid levels.

Appendix A indicates data that was collected based on PM benchmark calculation, reporting data and FSA literacy data from 2020 - 2022. All three of these data areas have changed how they assess students, which will impact comparisons in data prior to 2023.

- 1) PM benchmarks are no longer used as an assessment tool, (we are now using Acadience data).
- 2) Our teachers went through a training on how we report on literacy and therefore we will not be able to compare report card data prior to 2023.
- 3) FSA literacy data has also changed, as the FSA literacy exam is now more inclusive of all literacy skills compared to 2022 school years and prior.

Goal #2: Foster human and social development with our students, staff, and community. We will use aspects of First People Principles of Learning and our journey through reconciliation to support this goal.

There are many difficulties with overcoming isolation and social dysfunction that has permeated our society since the onset of Covid-19. We will work hard during the next few years to re-kindle authentic school and community connectedness.

Note* (Fostering human and social development with our students, staff, and community begins with fostering those relationships among the staff. We will place an emphasis on staff connections and healthy relationships)

Strategies:

- Entire school focus on Calm Connect program to support and elicit regulated behavior
- Staff to revamp behaviour expectations / code of conduct so all staff, students and community members can work towards using universal language. (completed, see below)
- First Peoples principles of Learning embedded in school culture to support cultural change
 - Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
 - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
 - Learning involves recognizing the consequences of one's actions.
 - Learning is embedded in memory, history, and story.
 - Learning involves patience and time.
 - Learning requires exploration of identity.

- Creation of “The Gathering Place” yaqakiᑭ ᑭitqawxaxamki (Place Where People Gather)



- This location is dedicated to creating a sense of belonging for all member of the school community. The room will be used to focus first people principles of learning through embedding holistic, reflexive, reflective, experiential, and relational learning practices.
-
- Social Thinking Curriculum
 - We determined our students struggle with communication in social situations. Students need to be taught how to manage complex relationships. We will provide a focused strategies to teach social thinking curriculum.
 - Our SLP, school counselor, student services teachers and youth care worker will work in conjunction with classroom teachers to delivering social thinking and emotional regulation programs. Our programs will focus on the idea that improved social thinking and emotional regulation will help students develop their social competencies to better connect with others and live happier, more meaningful lives.

- Place-Conscious Education:
 - Place conscious education is learning that is local and based on local context. Place conscious education promotes learning that involves local history, environment, culture and economy. Place conscious education eliminates barriers between schools and communities. Community involvement can include service learning or leadership, activism, action learning, school or community greenhouses and gardens.

- Expand school wide buddy program – Den Program 2024
- Increased Playground Support – New playground 2024!
- Combine lunch hours so students do have an opportunity to connect and collaborate
- Continue student leader program
 - Peer support
 - Help supervise at recess and lunch
 - Increased sense of ownership

- Expand whole school activities
 - Swim Days
 - Skate Days
 - Ski Days (intermediate)
 - School assemblies focusing on team building and culture
 - School multi grade teams
 - Etc.

- Continue with the “Gordon Terrace Little Pink School in Nepal” project
 - Gordon Terrace came on board in 2011. The 3 room school was started in 2013 and opened in 2014 and has been helping the families in Kuttal Village and the neighboring area since then. Gordon Terrace School has maintained the running of the school since it opened. It is a vital part of village life and Gordon Terrace Staff, students, and community keep it up and running.



Code of Conduct

Students at Gordon Terrace Elementary School are expected to follow the Code of Conduct, which is aligned with the District Code of Conduct.

We believe that everyone has the right to learn and work in a safe, caring and orderly environment. We also believe that everyone has the responsibility to behave in a way that protects these rights. The Code of Conduct is discussed and actively taught in each classroom at the start of the school year and reviewed periodically. We trust that parents/guardians will reinforce these expectations at home with their child(ren). The Code of Conduct applies to student behaviour at school, at school functions, and on the way to and from school.

SD5 Southeast Kootenay AP 350

https://www.sd5.bc.ca/AboutUs/BoardOfEducation/Policy%20Manual/adminproceduremanual/Documents/AP%20300%20-%20STUDENTS/AP_350.pdf

School Code of Conduct Overview

Location	Be Kind	Be Safe	Be Respectful
All Settings	Come prepared and complete all work. Keep all areas clean. Care for school property.	Make positive choices. Hands and feet to self. Walk. Use materials and equipment properly.	Listen to others. Include others. Encourage others.
Hallways and Washrooms	Enjoy and respect displays. Walk quietly. Keep all areas clean.	Hands and feet to yourself. Enter and exit through your assigned door.	Walk quietly. Respect privacy. Clean up your mess. Keep washrooms clean.
Field Trips	Keep the bus clean. Respect and listen to the driver and all supervisors.	Keep hands and feet to yourself. Stay in your seat. Keep aisles and emergency exits clear.	Share your seat. Respect personal space. Use an inside voice.
Assemblies	Enjoy and respect speakers. Listen with your whole body.	Walk. Line up quietly. Keep exits clear. Heads up when walking.	Sit and listen quietly. Follow the direction of the leader. Enter and exit quietly. Encourage others.

Possible Interventions for Violations of the Code of Conduct:

The following consequences may be implemented at Gordon Terrace Elementary School. Consequences will be progressive in nature, combined and/or varied depending on the situation. Behaviours are documented at the school level.

- Informal interview with the student where behaviours are discussed, and apologies/learning are implemented. (parents/guardians may or may not be contacted)
- In-school suspension (parental notification, student will be given educational activities to complete)
- Students sent home for the day to reset. Parents/Guardians will be contacted to pick up their child
- Detention (parental notification)
- Behavioural contracts (parental notification)
- Formal interview with the student, parent/guardian, administration and teacher
- Referral to Principal or Vice-Principal (documentation is made, parental notification is made by phone or letter, discussing possible consequences with reference to the school Code of Conduct). Possible removal of school privileges.
- Restorative justice strategies may be employed
- Out-of-school suspension (parental notification, educational activities to complete, meeting with student, parents and principal prior to re-entry)
- Indefinite suspension (meeting with student, parents, district staff, and principal prior to re-entry)

Appendix A

Historical DATA: 2020 - 2022

Key Findings by Grade and Year End

2020 - 2021

Grade 1:

- 24% of students were meeting end of grade level expectations based on PM benchmark data.
- 75% of students not meeting grade level expectations at the end of grade one based on PM benchmark data.
- 30% of students were at least half a year behind in expectations based on PM benchmark data.
- Literacy report card data indicated very few emerging students with only 3 students emerging representing 7.89%.

Grade 2:

- 25% of students were meeting end of grade level expectations based on PM benchmark data
- We have approximately 75% of students not meeting grade level expectations at the end of grade two based on PM benchmark data.
- 64% of students were at least half a year behind in expectations based on PM benchmark data.
- Literacy report card data indicated very few emerging students with only 2 students emerging representing 5.41%.

Grade 3:

- 52% of students were meeting end of grade level expectations based on PM benchmark Data.
- 48% of students not meeting grade level expectations at the end of grade three based on PM benchmark data.
- 48% of students were at least half a year behind in expectations based on PM benchmark data.
- Literacy report card data indicated 1 student emerging representing 2.94%.

2021-2022

Grade 1:

- 24% of students were meeting end of grade level expectations based on PM benchmark data.
- 76% of students not meeting grade level expectations at the end of grade one based on PM benchmark data.
- 44% of students were at least half a year behind in expectations based on PM benchmark data.
- Literacy report card data indicated 60% of students emerging or developing.

Grade 2:

- 70% of students were meeting end of grade level expectations based on PM benchmark Data
- 30% of students not meeting grade level expectations at the end of grade two based on PM benchmark data.
- 22% of students were at least half a year behind in expectations based on PM benchmark data.
- Literacy report card data indicated 40% of students emerging or developing at year end

Grade 3:

- 63% of students were meeting end of grade level expectations based on PM benchmark Data.
- 37% of students meeting grade level expectations at the end of grade three based on PM benchmark data.
- 21% of students were at least half a year behind in expectations based on PM benchmark data.
- Literacy report card data indicated 35% of students emerging or developing.

Comparison of Year end PM Benchmarks to Year end Report Card Data:

At the end of the 2021 school year:

- 44% of grade 1 students emerging or developing based on report card data and 75% of students not meeting PM benchmark year end expectations.
- 37% of grade 2 students were emerging or developing based on report card data but 75% were not meeting end of year expectations based on PM benchmark data
- Approximately 32% of grade 3 students were emerging or developing based on report card data but 48% were not meeting based on PM benchmark assessment

At the end of the 2022 school year:

- 60% of grade 1 students emerging or developing based on report card data, 75% of students not meeting PM benchmarks year end expectations.
- 40% of grade 2 students were emerging or developing based on report card data, 30% were not meeting end of year expectations based on PM benchmark data
- 36% of grade 3 students were emerging or developing based on report card data, 37% were not meeting based on PM benchmark assessment

(Discussion: 2023 and prior)

Based on the research that indicates the benefits of focusing literacy interventions before the end of grade 3, the district focus on literacy improvement, the significant impact the pandemic had on student academic performance, (as shown by grade 1, 2 and 3 PM benchmark data from 2021 and 2022), and FSA data from the previous two years, we decided to focus our energy on improving primary literacy.

We are tracking cohorts to better assess success in literacy. We are looking at general trends for each reporting year, but cohort analysis should provide a better tool for identifying success. Our focused targets for literacy are:

- 1) Reduce the percentage of students emerging and/or developing, (report card data), at the end of grade 3 by 2-4% a year over the next 5 years.
- 2) Increase the percentage of students On Track or Extending on FSA Literacy by 2-4% a year over the next 5 years.
- 3) Increase the number of students reaching grade level expectations using literacy assessments. Previously we have been using PM benchmarks and Fountas and Pinnell Literacy assessments. This year we are changing to the district lead initiative and will be using Acadience literacy assessments and will target a 2-4% improvement in assessments over the next 5 years.

Achievement target one:

Previous years we noticed significant discrepancies between PM benchmark data and report card data. In general, students were not successful based on PM benchmark data but report card data did not reflect this lack of success.

During our fall 2021 staff discussions we determined significant variance in literacy assessment practices. Teachers were assessing using a variety of methods: 1) end of grade level expectations, 2) improvement regardless of grade level expectations, 3) current grade level expectations regardless of improvement, and 4) using a combination of some or all three previous aspects.

We worked collaboratively as a staff to unifying teacher assessment for reporting. Not only did we analyze the discrepancies between PM benchmark data and reporting but also, we analyzed discrepancies between how various teachers reported. We worked diligently to align our reporting and create positive results. Our teachers are now reporting emerging and developing based on similar expectations and achievements. 2022 data indicates significant alignment between teacher reporting of emerging and developing and PM benchmark scores. With reporting better aligned, we will be able to determine with greater accuracy the percentage of students that are emerging or developing using report card data.

Currently, our report card data, from tracking cohorts, shows an increase in the number of students emerging or developing over a two-year period. We surmise the increase in the number of students emerging or developing with final reporting data is because of our realigned assessment practices. Student literacy success has significantly improved this year even though it is not necessary reflected in the report card data. What is reflected in the data is a an alignment of report card data and PM benchmark data.

Achievement target two:

The FSA assessment for literacy was changed for the 2021-2022 school year. Previously, literacy was broken into two assessment streams, reading and writing. For the 2021-2022 school year and future years, literacy was and will be assessed in one stream, literacy.

The data for the 2021 – 2022 school assessment indicates a significant number of students are emerging, 57.6%. Of note in the data: males are 70% emerging, ELL students are 100% emerging, indigenous students are 33% emerging. We anticipate our literacy strategies will significantly reduce the number of students emerging on the FSA assessment.

Achievement target three:

Comparing cohorts is the most accurate way to assess improvement in literacy success. We were hoping to see a 1-2% increase in the number of students achieving grade level expectations based on PM benchmark data. For the cohort from grade 1 to grade 2 we saw a 46% increase in the number of students attaining grade level. For the cohort from grade 2 to grade 3 we saw a 38% increase in the number of students attaining grade level. The significant improvement in PM benchmark success is a direct result of our implemented procedures. It is difficult to point to the major contributing factor of

our student success but grade level teachers subjectively noted improvement because of: 1) Literacy support person hired to help the readers that were the most vulnerable, (\$5000 grant from district); 2) Providing teachers the opportunity to work collaboratively in the primary grades by creating two grade one and two classes instead of a single grade one and a single grade two; 3) Student services teachers working and supporting teachers in an inclusive model verses a removal model; 4) Librarian focusing on teaching literacy skills in collaboration with teachers.

Summary:

We were able to focus on literacy throughout the previous year and the strategies we implemented resulted in dramatic increases in literacy competence throughout the cohorts. We will continue to implement our literacy strategies, reflect using the spiral of inquiry and continue to increase the percentage of students meeting grade level assessments for PM benchmarks and report card data. We will begin to analyze reporting data for grades 4 and 5 in core subject areas to identify if we see transference of literacy learning in primary to success in intermediate grades. We will also analyze data from the FSA literacy assessment to see if we find a correlation between improved literacy success at the primary level and improved literacy success on the FSA assessment in grade 4.

