

C.M. Finch Elementary School: Framework for Enhancing Learning 2023-2024
Respect + Responsibility = Happiness

Mission Statement

Our respectful, responsible CM Finch learning community works together to promote each individual's development and lifelong learning in a safe, supportive and caring environment.

Context

CM Finch is a vibrant and caring place. There is a strong sense of community among the families and staff at our school. We strive to maintain a positive school climate. We promote the involvement of our community, strong leadership across our school and mentoring between staff and students.

The school wide expectations for social responsibility and monthly school wide focus words are the basis of assembly teaching and school wide instruction. These virtues are building blocks for our strong sense of community. Many parents of the C.M. Finch learning community have high expectations for the education of their children. Parents volunteer in classrooms, support special activities, events and are also active on our Parent Advisory Council (PAC). Our PAC provides a voice for parents, they operate the school hot lunch program, and organize family activities. PAC provides funds for all the classrooms to support special activities, projects, and field trips.

Intellectual Goals

Numeracy

Proficient numeracy skills are essential for students to meet their career goals and manage personal finances.

Reading and Writing: (Language Arts)

Literacy skills are essential for students to meet their career goals and be lifelong learners.

Communication Core competency (Ministry of Education)

Communication Core Competency encompasses the set of abilities that students use to impart and exchange information; share experiences and ideas to explore the world around them and to understand how effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity, positive relationships, and the world in which they interact.

Cultural Awareness

Students who learn about different cultures during their education learn to be more inclusive. This allows them to interact in a wider range of social groups and be more understanding of people's differences.

Numeracy

To have students develop strong numeracy skills.

1. Target - to have 80% of our students be proficient or better on the final report card.
2. To have students develop their basic math skills and problem-solving skills in mathematics. As outlined in our Fund to Enhance Student Learning. (We have noted improvement as this was our FESL Focus goal for teaching and learning the past two years).

Evidence/Performance indicators

Report card results

FSA results

MAP assessment

Strategies/Structures

- Introduce and Learn to use the Mathology program.
- Introduce and use The Stenhouse fact fluency resources
- provide Mathletics to our CWT classrooms
- Communicate ways that parents can support numeracy at home through class news.
- Develop Strategies to promote basic math skill development
- Develop strategies to enhance student's abilities to solve math problems.

Language Arts

Language Arts Objectives

To have all students display strong literacy skills, including reading fluency and comprehension, as well as effective writing skills.

FESL 2022 2023 Focus

The main school wide focus for our FESL this year is continuing to work at improving student writing. Our school data has shown us that our writing skills are an area that require more attention and we would like to see improvement in.

Targets

- A) To have all primary and intermediate students be proficient on the School District's Reading Assessment at their appropriate grade level.
- B) Intermediate students: To have 80% of students score proficient on their year-end report card in Language Arts

C) Primary students: To have all Students be proficient in ELA on their final Report Card.

D) To have kindergarten students to show strong phonemic awareness.

Target-to have 80% of students in quartile 3 and 4 on phonological assessment.

E) To have intermediate and primary students develop strong writing skills.

Target - to have 80% be proficient in writing.

Target - to have the school's percentage of grade four students perform at meeting or exceeding at or above the same level as the district or province on FSA in writing.

F) To have students with literacy related IEP goals meet them.

G) To have students who are on Annual Instruction Plan to meet their goals.

Evidence/Performance Indicators

Phonological Assessment

PM Results

QCA results

Read 73 Results

Cold Write Results

Report Card Marks

Strategies/Structure

FESL Focus Strategies:

- a) School wide writing activities- Smoking Pencils, 20 minute writing daily, Pen Pals, Authentic Writing, Writer's Café, Journaling, Free Writing with a Prompt, Weekly Writing Prompt on SeeSaw, Set Weekly Writing Time.
- Continue to increase and promote Indigenous titles in book room collection to support this aspect of the curriculum.
- Continue to purchase books that represent the multicultural backgrounds of our school community.
- School wide peer reading program organized by learning assistant continues. (The Peer Reading program builds connections between students. There is a keen interest in the intermediate students in being a peer reader).
- Guided Reading
- Reading Recovery- Intervention
- Words Their Way
- Heggerty
- Adrienne Gear

Resources

-Talking Tables-Kindergarten - Language skill development - ESL component.

-100 Easy Lessons.

- Great Leaps.
- Reading Recovery.
- Words Their Way.
- Smart Learning.
- District Coaching time is being accessed by some staff.
- Staff also support each other's learning on their own time.
- Communicate ways that parents can support literacy at home through newsletters.
- Our Ready Set Learn and Welcome to Kindergarten events help to build connections with families before students start kindergarten.
- Librarian supports and encourages reading through school wide programs and book fairs.
- Six Traits of Writing bins support instruction in each trait area. Crate Traits can be used for writing support at each grade level. The learning assistant gives teachers support related to use of the program.
- Primary students maintain personal spelling dictionaries as a writing aid. These dictionaries start with the students when they are in grade one and remain with the student.
- CWT Program, Using iPads/Technology to enhance student writing
- RAZ Kids.
- Smart Learning strategies also support the writing.
- Communicate ways that parents can support writing in newsletters.
- Heggerty
- Story Workshop
- Adrienne Gear

Social Emotional Learning

Goal: To maintain an inclusive learning environment where the school community displays a sense of belonging and social responsibility.

In order for people to perform at their optimum level they need to feel safe. Safety and a sense of belonging are basic needs that must be met in order to move to the higher stages of reasoning and learning. The goal is directly linked to our mission statement.

Definition of Social Responsibility Core Competency (BC Ministry of Education):

Social responsibility involves the ability and disposition to consider the interdependence of people with the natural environment; to contribute positively to one's family, community society and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

Social Emotional Learning:

1. To have students, staff and parents feel that school is safe.
Target – to have 100% of each group feel this way.

2. To have students feel connected to school.
Target – to have at least 80% of intermediate students participate in an extracurricular and leadership activity.

3. To have students demonstrate personal and social responsibility.
4. To Provide opportunities for student Choice and Voice- Peer Helpers, Leadership Club, Peer Readers, Canteen Helpers, SOGI Club, Lunch Monitors, Office Helpers.

Evidence/Performance Indicators

School survey

Ministry Satisfaction Survey

Discipline Data (Assess)

Participation Records

Strategies/Structures

R+R=H

Respect + Responsibility = Happiness are the guidewords that the Code of Conduct is structured around. Work on this code will be done throughout the year. Components of PBIS will be used in work around the Code of Conduct. The Code of Conduct will meet the standards set out in the Safe Orderly and Caring Schools document.

- To deal with issues that arise, teach positive behaviours, and build consistent staff language and approaches to deal with behaviour. Review concept of rising expectations at assembly and through newsletters.
- Virtues have been linked to monthly focus words within the agenda. The work habits and virtues, guide the Bucket fillers that are given out at the assemblies to recognize positive choices made by students.
- We have implemented school wide activities such as Inter-murals and Spirit Assemblies.
- Continue to have school wide projects that promote social awareness within our community and at a national and international level. (Jump Rope for Heart, Terry Fox Run, Truth and Reconciliation Day, SPCA, Christmas Hamper).
- Focus on the development of self-regulation through use of Mind Up, Zone In, Zones of Regulation, EASE.
- Build school connectedness with participation in buddy activities, joint projects and school wide activities.
- During first week of school build common understanding of school social responsibility expectations.

- Assembly Times are also used for social responsibility teaching and promote a growth Mindset towards learning and improving.
- ISSW support our aboriginal students.
- Possible Indigenous Day Rotations.
- PAC has worked to have the hot lunch program meet the healthy food guidelines. Healthy food choices are being promoted within the school.
- Continue to participate in Provincial Food and Vegetable Program and the School Milk Program.

Careers

Career Education is a process that recognizes three major phases of career development– Foundation and Awareness, Exploration, and Experience and Applications.

In the curriculum documents this is defined as; students will develop a sense of personal responsibility and believe in the ability of each individual to make a difference to their own well-being and the others. (BC Ministry of Education).

Personal Development involves using goal setting strategies, speaking responsibly, becoming a problem solver and decision maker, in order to acquire emergent leadership skills. These personal connections to each child’s community will make the student and staff culturally and socially aware, so that all respect their roles and responsibility at home, at school and in the community. This will make us aware of community careers, and safety issues. To develop strong work habits and a positive attitude towards learning is essential for lifelong learners.

Objectives

1. Students will be able to identify areas of strength that they have.
Target – all students will participate in goal setting activities and work towards improvement.
2. Students will develop work habits that support them in meeting their learning goals.
3. Students that have behavioural or social emotional and self-regulation goals within their IEP’s needs will be met in a variety of ways.

Evidence/ Performance Indicators

Ministry Satisfaction Survey
MDI (Middle Years Development Instrument)

Strategies/Structures

- Have students at our school engage in the following ASD projects and Events: Explorefest, Science Fair Projects, Passion Projects, Skills Canada Programs, NLC College Field Trip, School Speech Contest, Science in Schools, Maker Space Projects.
- In 2023-2024 we will continue to gather materials to support STEAM activities and Maker Projects. We have set up a Makers Space to support student participation in project-based learning where there is choice and reflection. Projects such as these help build students' personal understanding all of their own interests and strengths. These projects help to address the Applied Skills and Design curriculum, and promote critical thinking skills.
- Continue the use of Interim Report Cards developed by staff that focus on the effective traits for learning and has students do a self-assessment component that can be compared with teacher assessment. This comparison provides the basis for assessment for learning conversations at home and school.

Three Year Plan

During the 2023-2024 school year we will refocus our school on developing our reading and comprehension skills. By collectively focusing our instruction, and by working collaboratively we are confident that we will achieve our goal of increasing the students' skills in reading.

Staff and students will continue to work towards the decolonization of our curriculum. We need to continue to add and promote resources particularly about our local Indigenous cultures; and connect with local Indigenous groups with support from the Indigenous Education Center. Staff will promote the understanding, awareness, inclusion, and representation of cultures that make up our school community. This will help promote an environment of understanding and inclusion at CM Finch.

We will target our resources to help address our main FESL Goal in Reading this year.