



ARROW HEIGHTS ELEMENTARY

School Learning Plan

2023-2024



1

Literacy



2

Numeracy



3

Social/Emotional



Our School Learning Story:

At AHE we place our students at the center and lead with our beliefs that learning is holistic, reflexive and experiential. Central to our school culture are the First People's Principles of Learning. Through quality learning opportunities, our intention is to instill a focus on connectedness to the environment and each other, developing reciprocal relationships with the land and people, while developing a sense of gratitude for our place.

Our goals for the 2023-2024 school year have been focused in the following areas:

Literacy: Maintaining the gains we have made in Literacy, while enhancing our outcomes and deepening personal connection to text to promote inferring and responding.

Numeracy: Developing computational fluency and flexibility in our students ability to solve real- world problems.

Social/Emotional: Thinking critically about managing social media and screen time in order to develop digital citizenship.

During the 2023-24 school year, AHE had 208 students in 10 divisions from K-7. Guided by our code of conduct, AHE students take comfort in the clear repetition and acknowledgement of our CARES expectations. AHE values the nurturing of individuals who are COOPERATIVE, ACHIEVE their best, RESPECT one another and the environment, have ENTHUSIASM for all that is offered and maintain a SAFE environment.

The AHE school community has come together to support learning for teachers, parents and students on the effects of screen time and social media on our students. We are noticing a decreased attachment to school and trusted adults, as well as a decrease in integral decision making. An interest in using the First People's Principles to guide our approaches and practices this year has helped us to deepen connection and critical thinking across the curriculum.



Scanning:

What do we, as staff and community, know about our students - their successes and challenges? What's going on for them?

- Students have demonstrated resilience in adapting to change in our school community, although they continue to take comfort in tradition and thrive with continued expectations.
- Students are learning to manage emotions, although we still see worries and anxieties coming through.
- Students have strong literacy and numeracy skills. Our focus areas have demonstrated growth and we are interested in building on this and expanding our target skills.
- Students are able to tell us what competencies they are developing and we continue to promote self reflection and independent thinking.
- The management of social media and the development of digital citizenship is an area of challenge for our students. We would like to teach students and families to think critically about managing social media and screen time with their elementary aged children.
- While Indigenous educational opportunities are offered frequently, when asked, our students do not recognize the efforts nor do they see themselves in the role of reconciliation. We are challenged with bringing meaningful Truth and Reconciliation into our school community.
- Many of our Grade 6 and 7 students seem to be declining in their connection to school, we are challenged with keeping them motivated and connected to this place as they near their transition to RSS.



Question:

If we embed the First People's Principle's of Learning across the Curriculum, will we see and increase in student's social responsibility and impact in students' abilities to manage social media, solve mathematical problems and respond more thoughtfully to text? Will this approach create a more thoughtful, inclusive learning experience for our students along with a general increase in students' sense of ownership and confidence in themselves as learners?

Professional Learning:

Summarize areas for professional learning and how we will go about designing strategies and structures that will impact our school community.

NUMERACY: Michael Pruner, Jen Carter, Janice Novakowski, Susan Leslie

LITERACY: Adrienne Gear, Shifting the Balance

ASSESSMENT: SD 19 CSL Document, District -Wide Assessments, Street Data

SOCIAL/EMOTIONAL: Scott Rothermel, ERASE, Zones of Regulation, Wild Schools

INDIGENOUS EDUCATION: The 4 Seasons of Learning, Jade Berrill, Indigenous Games

Checking:

Have we made a difference? How do we know?

READING: PM Benchmarks, Whole Class Reading Assessments, FSA

NUMERACY: K-3 Numeracy Assessment, Vancouver Island Numeracy, FSA, First Steps

WRITING: School-Wide Write using BC Performance Standards, FSA

SOCIAL/EMOTIONAL: MDI, Student Learning Surveys (gr. 4 & 7), Street Data

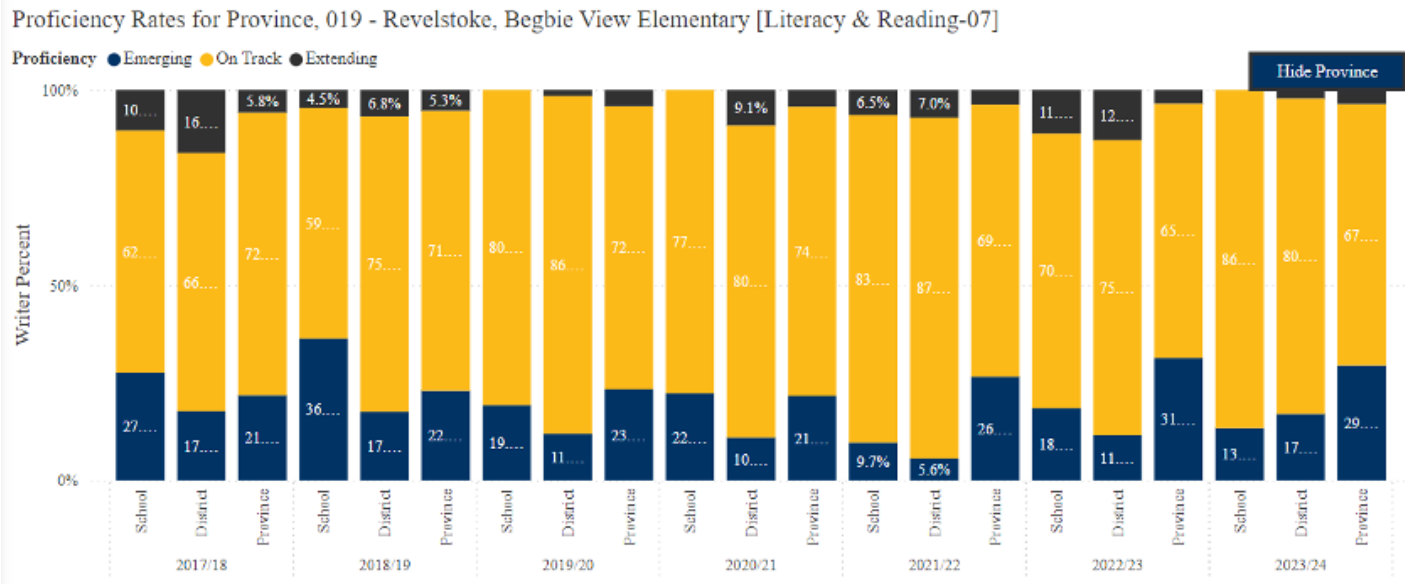
Goal 1: Literacy

Taking Action:

Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning?

- Our students have strong literacy outcomes, we would like to maintain and stretch these outcomes with an increased focus on connecting, inferring and responding.
- Provide support for adoption of district wide assessments; use assessment data to inform our teaching.
- Monthly collaboration time for teachers to share best practice.

Data Story:



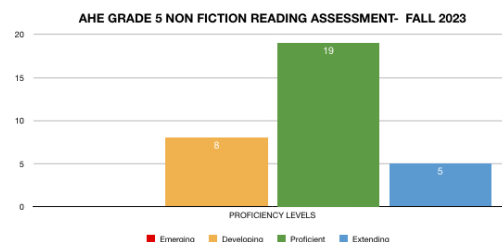
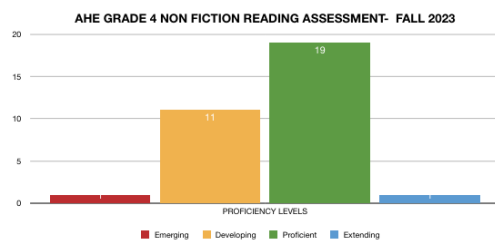
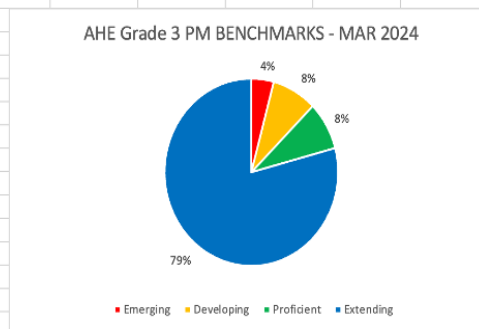
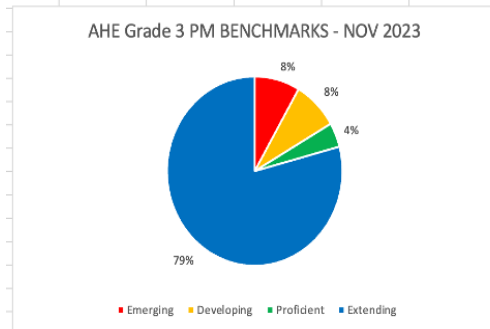
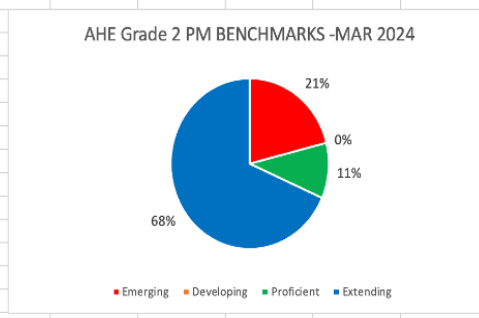
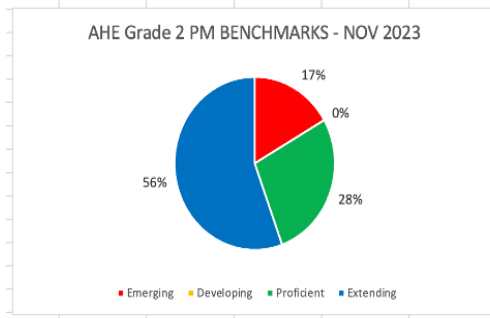
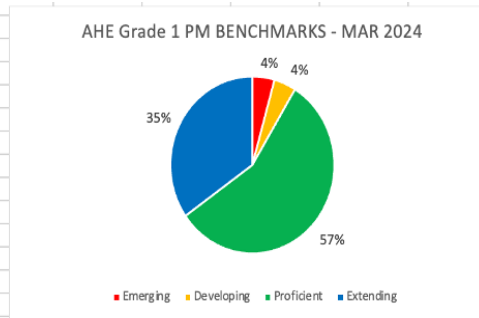
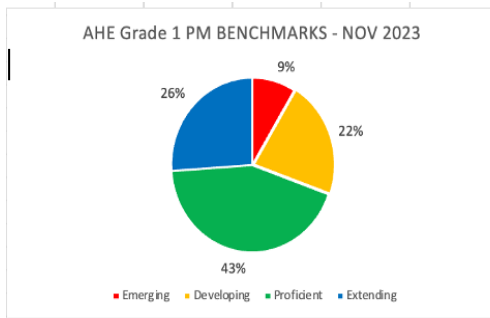


Table 1

	# of Students
Emerging	1
Developing	11
Proficient	19
Extending	1

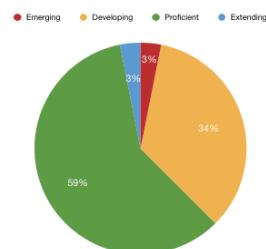
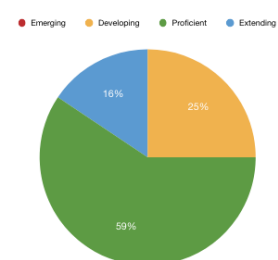


Table 1

	# of Students
Emerging	0
Developing	8
Proficient	19
Extending	5



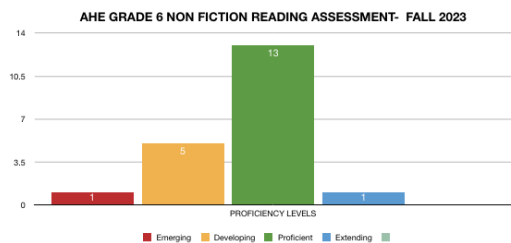


Table 1

	# of Students
Emerging	1
Developing	5
Proficient	13
Extending	1

● Emerging ● Developing ● Proficient ● Extending

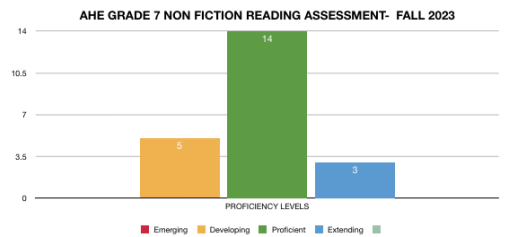
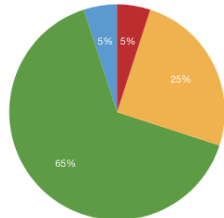
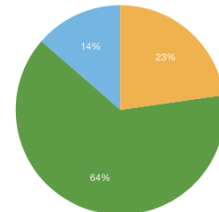


Table 1

	# of Students
Emerging	0
Developing	5
Proficient	14
Extending	3

● Emerging ● Developing ● Proficient ● Extending



Literacy:

Our data tells a story of continued success in literacy results across the grades with 80-90% of our students proficient or extending on district assessments, and 90% on track in the FSA. Primary classrooms offer a balanced program including whole class instruction of phonological awareness and targeted one on one instruction to those at risk. The instructional focus this year in both primary and intermediate grades has been on improved ability to respond to both fiction and non fiction text with details and personal connection. School wide resources include Heggerty, Kilpatrick, Adrienne Gear Writing Power and Daily 5/Café.



Goal 2: Numeracy

Taking Action:

Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning?

- Our students have strong numeracy outcomes but would benefit from building flexibility and fluency in using their knowledge to solve problems.
- Provide support for adoption of district wide assessments; use assessment data to inform our teaching.
- Numeracy highlights in assemblies, newsletters and staff meetings, sharing instructional routines.
- Adding to our numeracy materials to support exploration and hands on activities.
- Equal time for Literacy and Numeracy across the grades.
- Implementation of Susan Leslie's Numeracy Circles in primary grades

Data Story:



AHE GRADE K EARLY NUMBER SENSE ASSESSMENT- FALL 2023

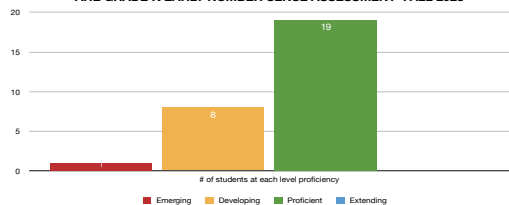
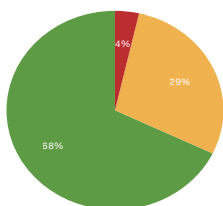


Table 1

	# of Students
Emerging	1
Developing	8
Proficient	19
Extending	0

Emerging Developing Proficient Extending



5

AHE GRADE 1 EARLY NUMBER SENSE ASSESSMENT- FALL 2023

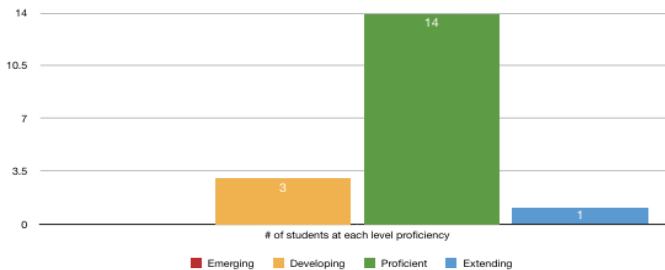
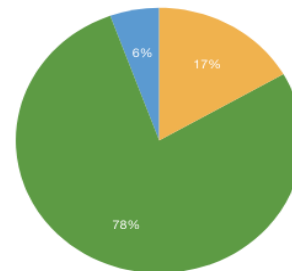


Table 1

	# of Students
Emerging	0
Developing	3
Proficient	14
Extending	1

Emerging Developing Proficient Extending



AHE GRADE 2 EARLY NUMBER SENSE ASSESSMENT- FALL 2023

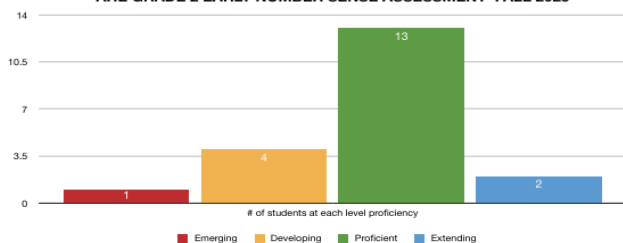
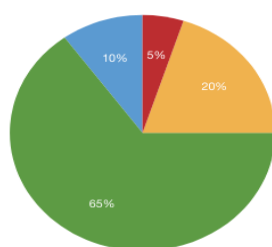


Table 1

	# of Students
Emerging	1
Developing	4
Proficient	13
Extending	2

Emerging Developing Proficient Extending



AHE GRADE 3 EARLY NUMBER SENSE ASSESSMENT- FALL 2023

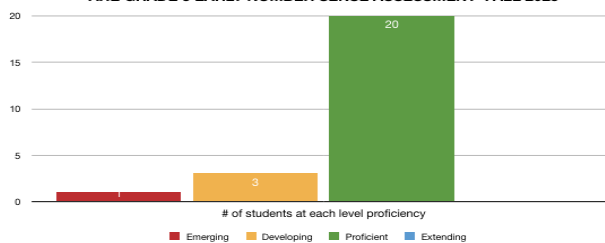
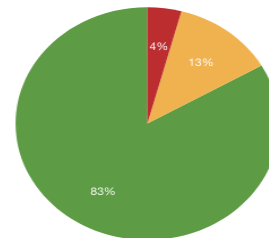
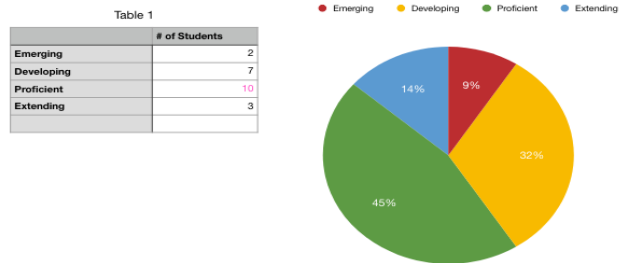
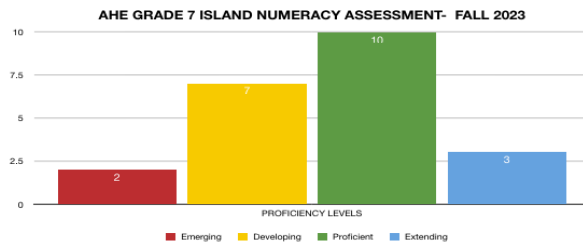
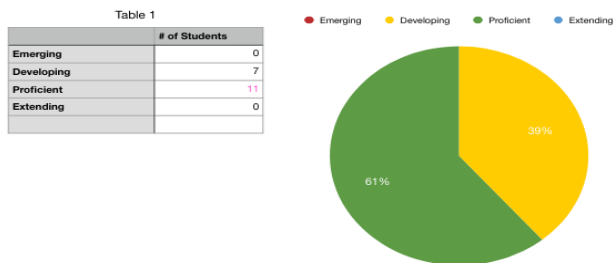
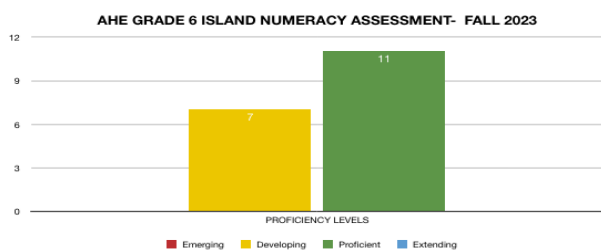
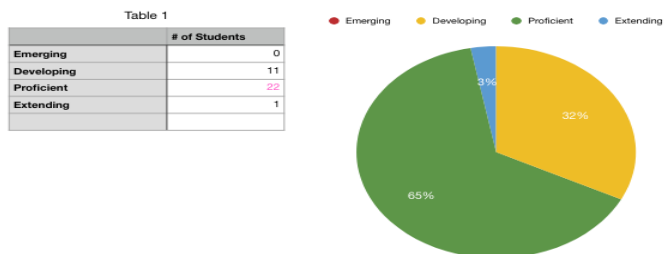
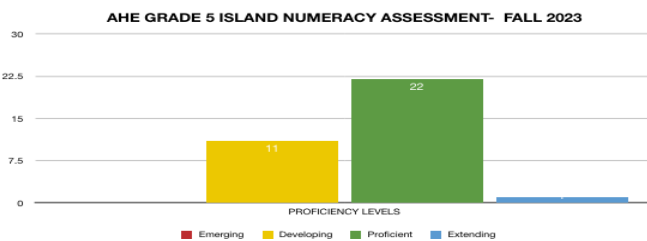
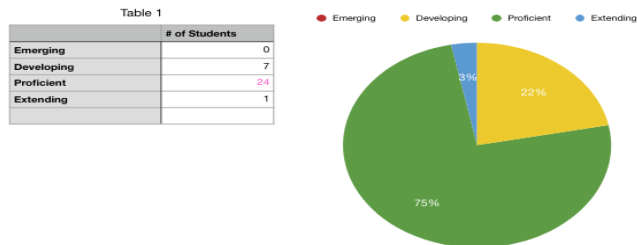
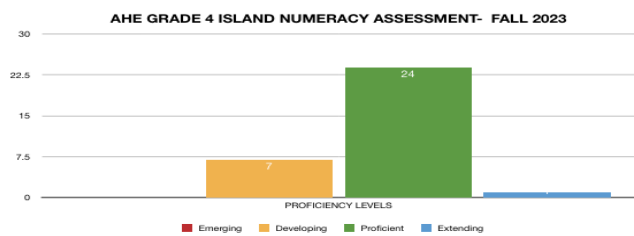


Table 1

	# of Students
Emerging	1
Developing	3
Proficient	20
Extending	0

Emerging Developing Proficient Extending





Numeracy:

Our data shows strong numeracy results for our students K-5, with continued support needed in our upper intermediate grades. Our goal is to achieve 85-95% of all students in the Proficient and Extending range.

Increased school wide numeracy talks, instructional routines and the development of school- wide structures that encourage numerical understanding were implemented this year. Teachers engaged in collaboration, sharing and professional development in the area of numeracy using resources such as Peter Liljedahl Thinking Classrooms, Math Workshop, Numeracy Circles with Susan Leslie and the Coast Metro website (Janice Novakowski).

Goal 3: Social/Emotional

Taking Action:

Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning?

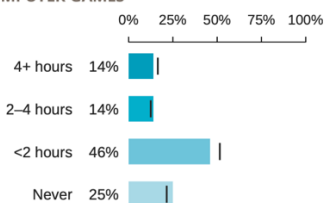
- Participation in the Wild Schools Program, including Professional Development to increase our capacity for place-based learning.
- Embed critical thinking and social responsibility across the curriculum
- Providing and enforcing clear and consistent cell phone policies
- Engaging parents in ERASE and Sexual Health sessions.
- ERASE sessions with grades 5-7.
- Entertainment Without Batteries – grades K-3
- Opportunities for cross grade learning and collaboration, intergenerational learning to build connections
- Notice, Name, Nurture the First People's Principles.

Data Story:

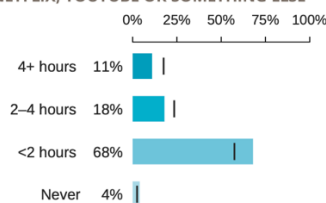
SCREEN TIME

Children were asked how many hours per day they spent doing activities on a screen in a normal week.

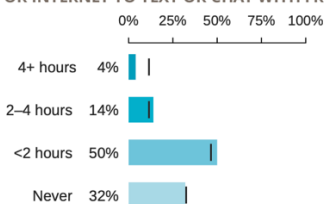
VIDEO OR COMPUTER GAMES



WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE



USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS



The Well-being Index combines MDI measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children’s mental and physical health.

MEASURES

- Optimism
- Happiness
- Self-Esteem
- Absence of Sadness
- General Health



High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

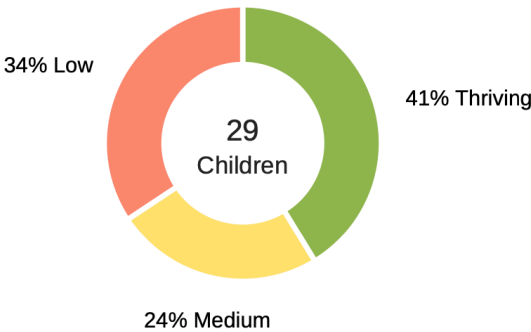


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

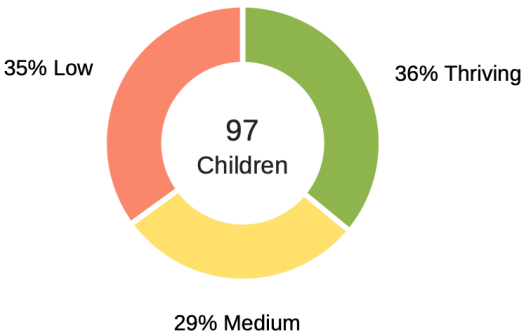


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

ARROW HEIGHTS ELEMENTARY



REVELSTOKE



Social/Emotional:

Our MDI data (grade 5) shows that 50% of students spend time on a device as part of their daily routine. This school year was spent educating our upper intermediate students and parents of the detrimental effects of screen time to both academic and social/emotional success, and developing screen smart habits in our primary students. With more time to connect with adults, peers, community members and the environment our belief is that students will develop a deeper connection to school. Our goal is to increase the number of students reported to be “Thriving”.

Focusing on a name, notice, nurture practice with the First People’s Principles, our staff strives to create positive experiences that will promote our student’s confidence, connectedness and sense of ownership.

