

# Framework for Enhancing Student Learning 2024-2025



J.S. Clark Elementary School  
SD#81 – Fort Nelson

## Acknowledgement of Territory

Fort Nelson School District 81 operates in Treaty 8 territory. The boundaries of the district lie within in the traditional territories of the Fort Nelson First Nation, Prophet River First Nation, Acho Dene Koe First Nation, and the Kaska Dena Peoples.

We are proud to serve families from these Nations as well as families from other Nations, along with the Metis and Inuit communities.

## The Planning Process

This document represents a system-wide focus for enhancing learning for each student at JS Clark. The framework will continuously change and evolve to best address the needs of students and to improve student learning. This plan:

- Focuses on student strengths
- Is meaningful to all stakeholders (parents, student, and staff)
- Has been reviewed and received feedback from staff and PAC
- Is collaborative
- Relies on feedback and dialogue
- Looks at the big pictures
- Is realistic, flexible, and sustainable.



## How do we know if this plan is working?

Evidence is used to plan and continuously improve. We use a variety of sources to make decisions, set direction, and make recommendations. Some of the evidence used to make decisions include student achievement results (learning updates, student assignments, standardized benchmarks), survey results, and informal and formal feedback from all stakeholders. We also include results from the Ministry of Education's *Student Learning Survey* and *Foundation Skills Assessments (FSAs- Grade 4)*.

## Three District-Wide Priorities

Intellectual <b>Cultivating a Culture of Learning</b> Demonstrated through reading and numeracy achievement	Human and Social <b>Cultivating a Culture of Care</b> Demonstrated through school connectedness activities and strategies, such as Universal Design for Learning (UDL) and Social Emotional Learning (SEL).	Career Development <b>Building for the Future</b> Demonstrated through future preparedness and Core Competencies
---	---	--



## About JS Clark Elementary School

Located in a small rural Northern community, J.S. Clark Elementary School has approximately 70 students from Kindergarten to Grade Four. We have a diverse school community, with approximately 45% of our students self-identifying as having Indigenous heritage. There are three regular classrooms and one Strong Start room designated for preschoolers and their parents/caregivers. Currently, there are about 30 families registered for our Strong Start program.

Our goal is that each child at JS Clark achieves their full potential and receives a well-rounded education in academics, fine arts, physical activity, and new curriculum initiatives providing them with more personal choice, greater engagement, and skill development. In addition, the Core Competencies of communication, critical thinking, personal awareness and responsibility, positive personal and cultural identity, and social responsibility are embedded through the students' academic and social emotional experiences and activities.

We use a variety of resources to support the curriculum and intellectual development. Reading Power (Non-Fiction and Fiction), Six Traits Writing, Phonemic Awareness, From Sounds to Spelling, Words Their Way, Handwriting Without Tears, Math Makes Sense, and Guided Math are some specific programs regularly used in our classrooms.

Students will be encouraged to continue practicing being "Bucket Fillers" by showing kindness and doing good deeds in our school and community. In the last school year our students worked through lessons from Open Parachute, an online program created by a team of clinical psychologists and educators focusing on Social Emotional Learning and mental health. Teachers continue to have access to Mindup, a program that teaches the skills and knowledge children need to regulate their stress and emotion, form positive relationships, and act with kindness and compassion as well as Kids in the Know to teach personal safety.

This year, we plan to participate in charities such as the Terry Fox Run, Christmas hampers, and a community outreach. Students and teachers look for ways to make the world a better place and have implemented a recycling program for juice box containers. We also collect paper and cardboard products to compost in the vermicompost project at the Fort Nelson landfill, helping to reduce our carbon footprint. We are a Healthy Living School and participate in the Fruit / Vegetable and Milk program and Breakfast Club of Canada. All who help organize these programs are greatly appreciated as these programs are very well utilized by our school population.



## Goal #1 Intellectual Development

**Outcome #1** – Students will meet or exceed literacy expectations for each grade level.

### Rationale

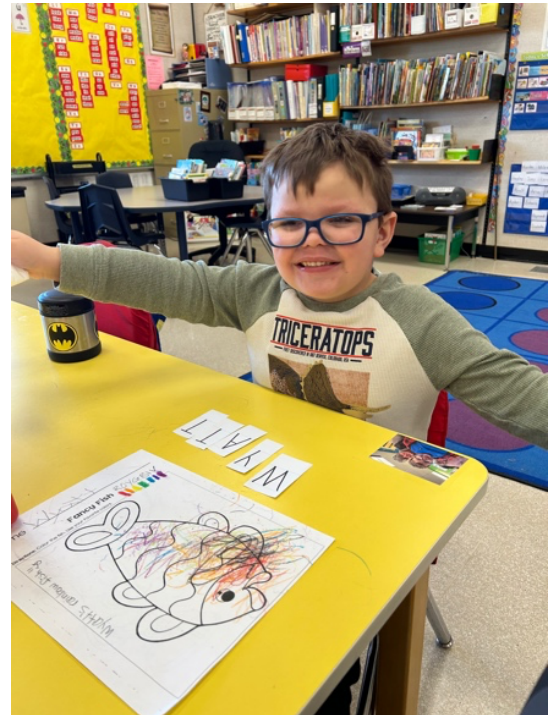
We believe when students are proficient or extending grade-level expectations in reading, they are more likely to achieve success in school, graduate with a Dogwood Diploma, and be prepared for post-secondary education and beyond.

### Highlights

- Student Support Resource Teacher to assess and assist with targeted students
- Fountas and Pinnell Leveled Literacy Intervention kits (LLI)
- Daily Guided Reading in the classroom
- From Sounds to Spelling program K-2
- UFLI for targeted phonics instruction
- Words their Way Spelling Program
- Early Intervention with Phonemic Awareness activities in Kindergarten and Grade One
- Great Leaps programs to build fluency and comprehension
- Fiction and non-fiction Reading Power resources by A. Gear
- Use of apps and programs such as EPIC!
- Targeted intervention for all students Not Yet or Approaching Grade-level Expectations
- Targeted support and services for Indigenous students
- A part-time Teacher Librarian and a part-time Library Technician
- Shared literacy events, such as I Read Canadian Day, Family Literacy Day, flashlight reading days, buddy reading, teacher read aloud, and Tournament of Books.
- Commitment to purchase new and engaging reading materials to keep our library updated with current materials for our students.
- Daily teacher read alouds and time for independent reading

### How are we doing?

We want to continue to ensure that students are not only able to decode or quickly recognize high-frequency words in a book but can also comprehend what they are reading. These skills apply to Fiction and Non-Fiction materials and have been introduced in each grade as appropriate. In addition, phonemic awareness is an integral tool needed for pre-reading skills. The early intervention Phonemic Awareness activities used with Kindergarten and Grade One students (rhyming, differentiating, blending, and segmenting) have enabled them to gain confidence in their reading abilities.





### Use of Disaggregated Data

Wherever possible data is broken down to show results for all students, Indigenous students (including all Indigenous students, and Indigenous students living on- and off-reserve), students with disabilities and diverse needs, children, and youth in care (CYIC), and English language learners (ELL). This is important for both transparency and accountability when reporting on how our students are doing. However, any data set that includes 9 or less students in any category is masked for privacy as per the Ministry of Education and Child Care's Protection of Personal Information when Reporting on Small Populations policy. The District still reviews this data, and where possible shares it with relevant rightsholder and stakeholder groups for the purposes of transparency, accountability, and our ongoing work to improve outcomes for all learners.

### Kindergarten

The YOPP-Singer Test of Phoneme Segmentation is used to assess Kindergarten students' phonemic awareness to assist in identifying those students who may experience difficulty in reading and spelling without intervention. These results indicate that 83% of Kindergarteners were phonemically aware by the end of the 2023-2024 school year.

#### YOPP-Singer Test of Phoneme Segmentation Kindergarten - May 2024 Data

	Lacking Phonemic Awareness	Emerging Phonemic awareness	Phonemically aware
All students (raw data)	Masked	Masked	Masked
Percentages	Masked	Masked	Masked
Aboriginal (raw data)	Masked	Masked	Masked
Percentages	Masked	Masked	Masked

### Actions

Students not showing Phonemic Awareness will continue to receive intervention strategies in Grade one with the Student Services Resource Teachers and Educational Assistants. Intervention strategies include Great Leaps Fluency Program, Language Centers, Letter Sound, Rhyming, Blending and Segmenting games and activities.

The LLI Orange Kit is designed to help Kindergarten students develop their pre-reading skills; therefore, using this kit in the classroom will significantly benefit the students who are ready to read (phonemically aware). In addition, it will complement the Guided Reading already being done in the class and will be introduced in January or earlier as students are ready.

## Reading – Benchmark Assessment System (Fountas and Pinnell)

### May 2024 Students Meeting or Exceeding

Grade	K	1	2	3	4
# of students	Masked	Masked	12/12	11/16	15/27
%	Masked	Masked	100%	69%	55.5%
# of Indigenous students	Masked	Masked	Masked	Masked	Masked
%	Masked	Masked	Masked	Masked	Masked

### May 2023 Students Meeting or Exceeding

Grade	K	1	2	3	4
# of students	9/10	12/13	11/15	19/25	Masked
%	90%	92%	73%	76%	Masked
# of Indigenous students	Masked	Masked	Masked	Masked	Masked
%	Masked	Masked	Masked	Masked	Masked

### May 2022 Students Meeting or Exceeding

Grade	K	1	2	3	4
# of students	Masked	12/18	22/24	10/16	Masked
%	Masked	67%	92%	64%	Masked
# of Indigenous students	Masked	Masked	Masked	Masked	Masked
%	Masked	Masked	Masked	Masked	Masked



### Actions

Our goal is to improve the school-based percentages and have all students proficient and or extending at each grade level. Students who are Not Yet Meeting expectations will receive intervention strategies that include Leveled Literacy Intervention, Guided Reading, Great Leaps Fluency Program, and Indigenous Program support.

In order to make instruction more effective and to increase student learning, teachers at JS Clark assess student learning through Fountas and Pinnell Benchmark Assessment System three times a year.



### Foundation Skills Assessment

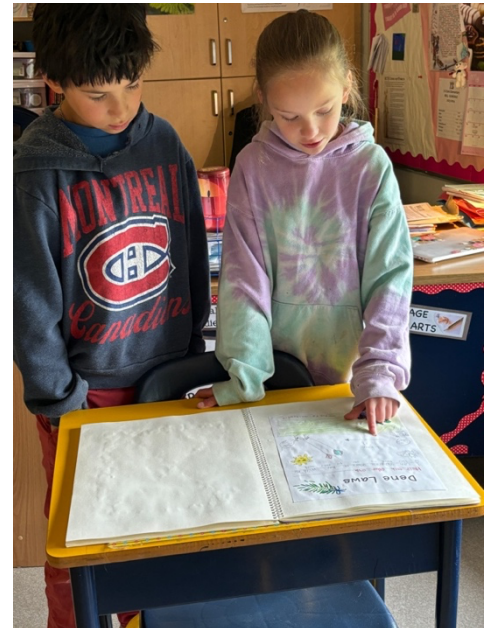
The Foundations Skills Assessment (FSA) is administered each year to B.C students in Grade 4. This assessment provides a snapshot of how students are performing in relation to other students around the province. The results for participating Grade 4 students' reading indicate that 96% of 2023-2024 writers were On Track or Extending in the reading portion of the assessment.

FSA Grade Four Reading				
	All Students		Indigenous Students	
	#	%	#	%
Extending	Masked	Masked	Masked	Masked
On Track	22	81%	Masked	Masked
Emerging	Masked	Masked	Masked	Masked

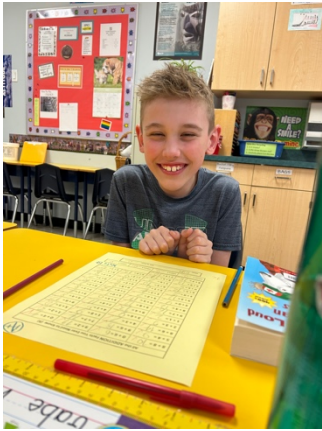
96% of all participating Grade 4 students are on track or extending Grade 4 reading expectations. 100% of all participating Aboriginal Grade 4 students are on track or extending Grade 4 reading expectations.

78% of all Grade Four students agree or strongly agree that they are getting better at reading.

~Results from Grade Four Learning Survey



## Goal #1 Intellectual Development



**Outcome #2** – Students will meet or exceed numeracy expectations for each grade level.

### Rationale

Numeracy remains an important aspect of learning. We strive to develop confidence in mathematics through a wide range of activities and ensure that numeracy skills are strong. We have high expectations for all our learners and celebrate their improvements. Manipulatives are readily available in all classrooms to use when exploring new concepts or further

developing already explored ideas. We want our students to be problem solvers and critical thinkers who can manipulate learned math skills.

### Highlights

- Leaps and Bounds Toward Math Understanding program to help identify and strengthen areas of weakness
- Continued use of basic fact review such as Power of Ten - All the Facts You Need to Know, math minutes, mental math, etc.
- Use of manipulatives, accessing prior knowledge and exploration when learning or building on new concepts
- Targeted intervention for all students who are identified as Not Yet Meeting grade-level expectations
- Targeted support and services to Indigenous students
- Access to many programs, including Math Makes Sense, Guided Math materials from Regan Tunstall, Math Tiles, Jump Math

### How are we doing?

FSA Grade Four Numeracy				
	All Students		Indigenous Students	
	#	%	#	%
Extending	Masked	Masked	Masked	Masked
On Track	23	85%	Masked	Masked
Emerging	3 Masked	Masked	Masked	Masked

100% of all participating Grade 4 students are on track or extending Grade 4 math expectations.  
100% of all participating Aboriginal Grade 4 students are on track or extending Grade 4 math expectations.

### Actions

Students who are Not Yet Meeting expectations will receive intervention through Leaps and Bounds Toward Math Understanding program. In addition, students continue to have access to various math apps that they can use to help develop and support their numeracy learning.

53% of all Grade Four students agree or strongly agree that they are getting better at math.  
~Results from Grade Four Learning Survey



## Goal #2 Human and Social Goal

Educational Outcome 3: Students will feel welcome, safe, and connected to their school.

### Rationale

We believe that fostering a connection to school by engaging students and enhancing involvement, choice, and personal attachment will lead to academic success, and a greater sense of belonging and self-worth that will accompany them through their future endeavours. Every child has a gift. It is up to us as educators and parents to create an environment that encourages learners to develop their strengths and passions and create something meaningful and exciting to them that they can share with others.



### Highlights

- Identity Day
- Rendezvous
- School-wide theme days
- Destination Imagination activities
- Mind Up and Open Parachute Programs to support Social Emotional Learning and Mental Health
- STEAM (science, technology, engineering, art and math)
- Physical activities in alternative learning environments (swimming, skating, curling, snowshoeing, school picnic, and Fun Day)
- A welcoming and positive strength-based school climate and culture

### How are we doing?

Destination Imagination activities were used regularly in class. These activities allowed the students to have more time to complete the challenge and self-evaluate their core competency skills. Having these activities more often enabled students to become familiar with the process and gain more confidence with their thinking, collaboration, and reflective skills. We also continued to include some Growth Mindset STEM Literacy activities where problem-solving is centred around a story. The students greatly enjoy these activities. Various STEM activities have been purchased for classrooms over the past couple of years, which provided students with more opportunities to build and explore. We continued with many of our loved school wide events; Terry Fox walk, Orange Shirt Day, Mug and Muffin, Destination Imagination, Halloween, Tournament of Books, Rock Your Moccasins, PJ Day, Christmas Dinner, Community Play, Family Literacy Day, Valentine's Day, 100's day, pink day, a book fair, Rendezvous, swimming, skating, curling, and snowshoeing.

### Equity Scan

Our staff will be building our awareness and understanding of equity in education. Our goals are to:

- Build a collaborative culture by developing a deeper understanding of what collective ownership of Indigenous Education is
- Approach Indigenous Education with an inquiry mindset,
- Move away from studying Indigenous People to learning with and from Indigenous people by embedding the First Peoples Principles of Learning

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

72% said two or more

Do you feel welcome at your school?

56 % said all or most of the time

Do you feel safe at school?

70% said all or most of the time

Is school a place where you feel like you belong?

50% said all or most of the time

~Results from Grade Four Learning Survey



### Goal #3 Career Development Goal

*Educational Outcome 4: Students will demonstrate future preparedness.*

#### Rationale

We believe that our students need to be prepared and empowered to contribute their personal best as tomorrow's leaders. Students need to be equipped for life beyond high school. Supporting the development of lifelong learning attributes, skills, and abilities are key to future preparedness and success. Developing positive character traits facilitates the development of solid friendships, good careers and establishes an excellent foundation for success in life.

#### How we are Doing

Self-regulation is promoted throughout the school. Each classroom has equipment that students can use as needed to enable them to focus and attend better during class: Hoki Chairs, noise cancelling headphones, and standing tables in the classrooms. Students can currently choose to stand at their desks to work, but they are not the correct height; therefore, adding standing tables to all classrooms will greatly benefit all learners.

Bucket Filling continues to be a school wide model for positive behaviours and how our actions impact those around us. Bucket Filling is an easy-to-understand concept that is supported by the book by Carol McCloud *Have You Filled a Bucket Today?* Everyone carries an invisible bucket that holds our good thoughts and feelings. When our buckets are full, we feel happy and when our buckets are empty, we feel sad. The students quickly understand that they can fill buckets when they do or say things that are kind, considerate, caring, and respectful. They also learn that when they are mean, inconsiderate, uncaring, or disrespectful, they dip into buckets and remove those good feelings. During the school year we encourage, remind, and recognize everyone's efforts to be bucket fillers at home, at school, and everywhere they go creating a school climate that is positive, encouraging, and respectful.

#### Coding

Programming is a way to encourage "computational thinking"—which has now become the umbrella term for understanding what computer science has to contribute to reasoning and communicating in an ever-increasingly digital world. Computer Science teaches us to use logical thinking, design, creativity, problem solving and much more. Students also learn to work collaboratively and are highly engaged in this activity.

#### STEAM and Destination Activities

Being challenged to work to solve a problem by building structures for a purpose pushes students to use their creative thinking, problem solving, and cooperation skills. Students design, choose materials, and then share their creations celebrating their successes and what they would try differently next time to improve their creation. Students are taught to work through frustrations, gather ideas from their peers, and persevere when things get tough.

This year, the Grade 4's from JSC also joined in an 'egg'citing challenge with the Grade 4's at GWC and were tasked with creating a protective enclosure to save a vulnerable egg as part of the Egg Drop Challenge. The day provides hands-on, real-life situations that will hopefully spark a passion for a future career in a STEM field.



Are you learning how to solve problems in peaceful ways?

~63% said most of all of the time

~25 % said sometimes

Are you taught to improve how you learn?

~38% said most of all of the time

~50 % said sometimes

Do you work well with others on group projects?

~38% said most of all of the time

~50 % said sometimes

~Results from Grade Four Learning Survey

