



Barlow Creek Elementary

A Great Place to Learn and Grow

School Plan to Nurture Student Success

2022-2023

Barlow Creek Elementary

OUR SCHOOL

Barlow Creek Elementary School is located in a rural setting 10 kilometers northeast of Quesnel on the Barkerville Highway in the Cariboo Regional District. Enrollment is approximately 100 students from Kindergarten to grade 7. The school has 5 divisions (classrooms) in this 2022-23 school year and operates a StrongStart Program four days a week.

Barlow Creek has an active Parent Advisory Council (PAC) that supports students and staff. Our PAC is small in size but generous in heart and support! They meet on the third Thursday of every month. The PAC sponsors special events (Christmas lunch, Easter egg hunts, fun days, art performances, hot lunch days), and organizes fundraising activities to lower costs for fieldtrips and outside classroom learning experiences.

Barlow Creek Staff believes in nurturing learning for all in a calm respectful, connected community. Barlow students participate in their community by being involved in athletic teams, school jobs, recycling, gardening and taking on a variety of leadership activities.

We continue to collectively work to support the well-being of all members of our school community and are moving forward with our strong belief that each student can and will attain their potential in a learning environment that helps them feel they connected, respected, accepted, and valued.

We Promote and Model

A calm, safe, empathic environment that focuses on positive relationships.

What our parents want for their children at Barlow:

Parents want their children to feel like they belong and to build confidence in their students. They also want their kids to learn to be responsible, honest and caring individuals and to make friends. Parents believe their children should have access to a variety of learning resources and styles of learning.

What students say makes Barlow Creek great:

- Having breakfast everyday!
- Terry Fox run
- Planting and eating from the garden
- Learning new things
- DASH after school program
- Easter egg hunt
- School dances
- Multiage classroom activities
- Sports clubs
- Computers
- Fun activities
- STEM projects
- Our playground
- Having great friends!

WE BELIEVE THAT...

- ◆ Our focus on fostering a sense of belonging creates a warm culture and increases the frequency of pro-social interactions amongst students, staff and families.
- ◆ Learning is holistic, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Everything is interconnected and that education 1) is not separate from the rest of life, 2) relationships are vital.
- ◆ Learning involves patience and time. Learning happens when a person is ready for it and is most effective when the learning can be applied to an authentic context.



FIRST PEOPLES PRINCIPLES OF LEARNING

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 involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: www.fnesc.ca

fnesc

OUR VISION

In the Barlow Creek Learning Community, we are committed to developing competent thinkers who are resilient, self-motivated and creative.

Our Planning for the 2022-2023 School Year

Each year, school plans for our students are reassessed and are dynamic and fluid. We organize and create learning events and activities and use strategies which tie back to our common vision, beliefs and goals. At our monthly staff meetings, and non-instructional days throughout the school year, we continue to ask ourselves these questions;

- ◇ What went well?
- ◇ What do we wish to achieve and how will we do it?
- ◇ How will we know if we have achieved it?
- ◇ What will we do if we have not achieved it?

Evidence

We continue to use both quantitative standardized testing (reading achievement data), and qualitative analysis (student and parent surveys and feedback, teacher observations) to direct/redirect our focus and goal-setting.

What we know about our students:

Our June 2022 reading data, student and parent survey results, have continued to direct our goal-setting for this school year.

This data supports the importance of our continued work with our Indigenous learners to achieve equity in literacy achievement. It also supports setting social emotional learning goals for our students.



Our Indigenous Learners

Equity is our Intent

We acknowledge the privilege of having our school situated on the traditional, unceded territory of the Lhtako Dene First Nation and honour and respect the culture and beliefs of all Indigenous students.

Our goal at Barlow Creek is to ensure our Indigenous learners have equity in their education. Teaching strategies are developed through reconciliation and aim to guarantee our Indigenous learners are held to the highest expectation of achievement.

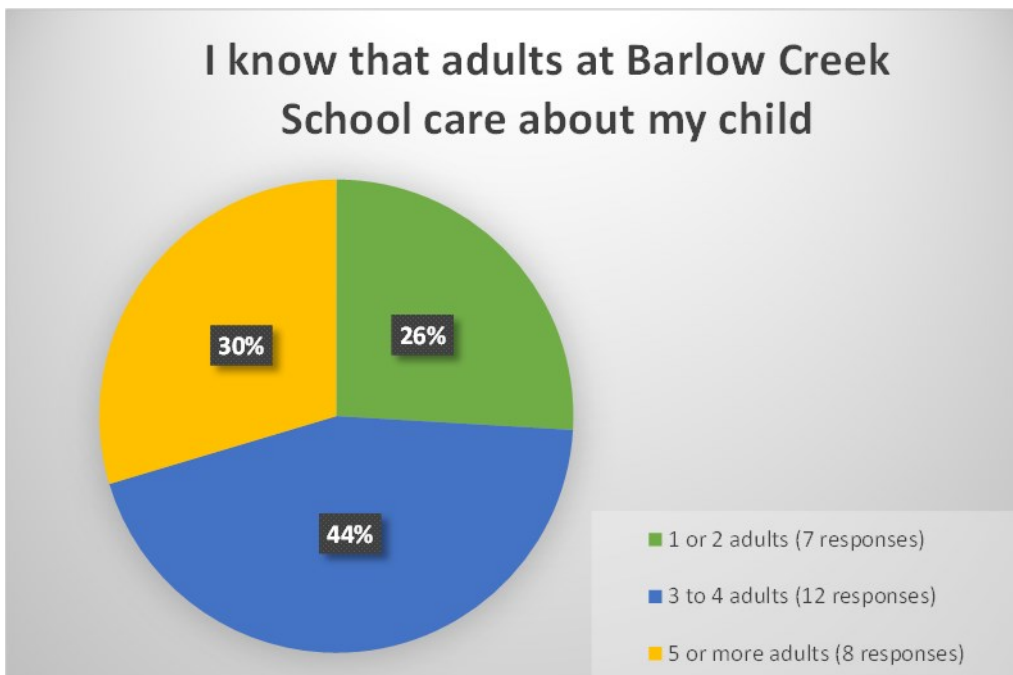
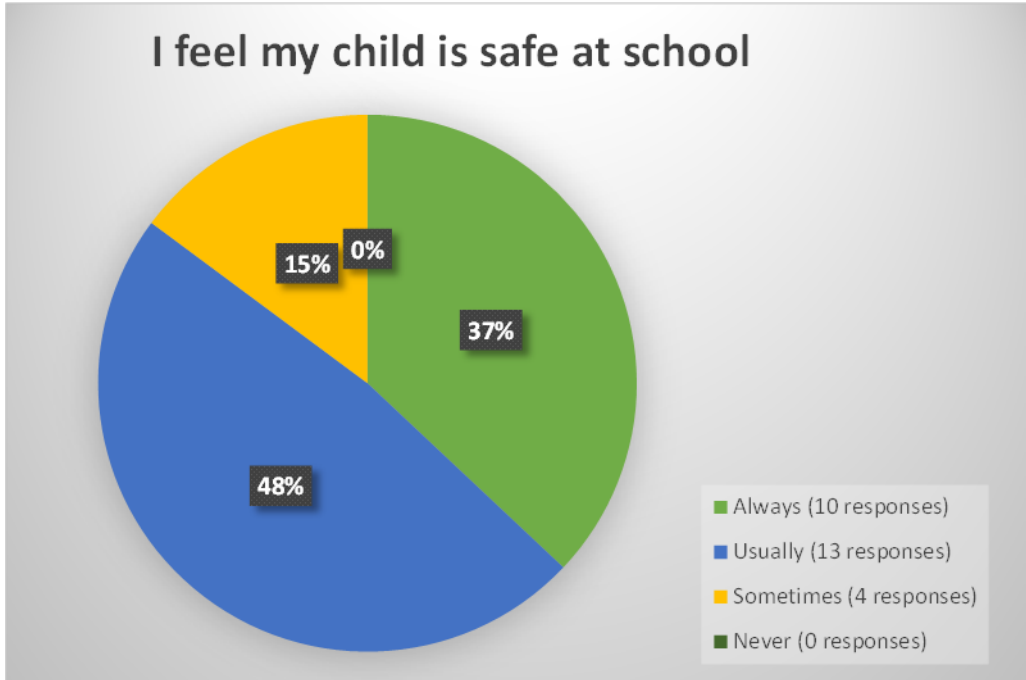
We track and evaluate our success through student self-evaluation, and parent feedback through the Ministry of Education annual learning survey for grade 4 & 7 parents and a school survey for both parents and students.

Over one third of our school population has a rich Indigenous ancestry. Most families are of Metis heritage. Our school has high literacy rates, but our data from June 2022 shows the average is lower for our Indigenous students.

Specific practices used at Barlow Creek to close the achievement gap include:

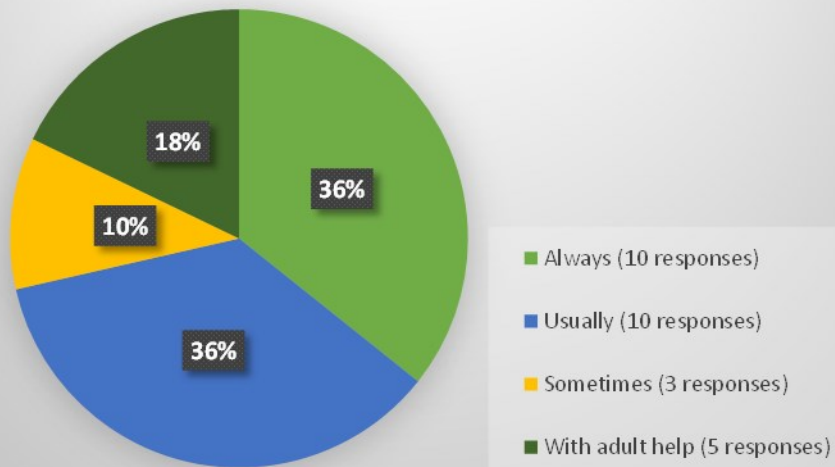
- Identifying students requiring support at our monthly SBT meetings
- Recognizing that students connected to adults at school do better
- Using multi-modal methods of learning
- Focusing on the grade 3 curriculum (Aboriginal content)
- Teaching the IRSR (Indian Residential Schools and Reconciliation curriculum to students in grades 5 & 6)
- Recognizing and teaching about Orange Shirt Day (September 30 – National Day of Truth & Reconciliation)
- Participating in activities on National Indigenous People’s Day – June 21st
- Scheduled, regular academic support with the Indigenous Education worker
- A focus on building our resource library with Indigenous themed and authored books
- Deliberate communication with families of Indigenous students – positive focus
- Connecting with home through daily planners, monthly newsletters, our Facebook page, formal, informal and Ed Inform Digital reporting
- Tracking the type and frequency of support of each student through AIMS
- Each classroom teacher focusing on extra support and setting goals for one of their Indigenous students who may be at risk (academically or social/emotionally)
- Teaching cultural activities – with Metis heritage as a focus
- Carrier language learning (both from the language teacher and First Voices online)
- Experiential learning (garden projects, forest projects)
- Medicine wheel teaching
- Accurate assessment in order to differentiate learning and support IEP planning and/or accommodations in programing
- Provide learners with the opportunities to listen to and connect with the stories of others
- Using backwards unit planning to incorporate core competencies/First People's Principles of Learning

Parent Survey Results – June 2022

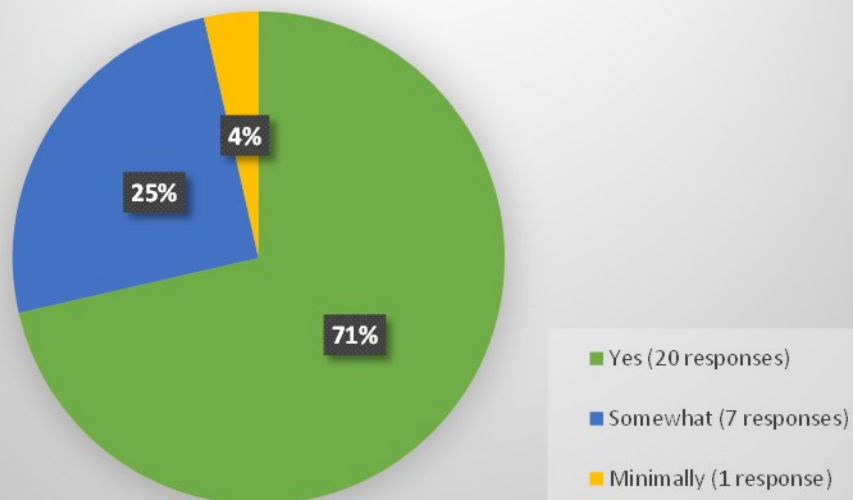


Parent Survey Results – June 2022

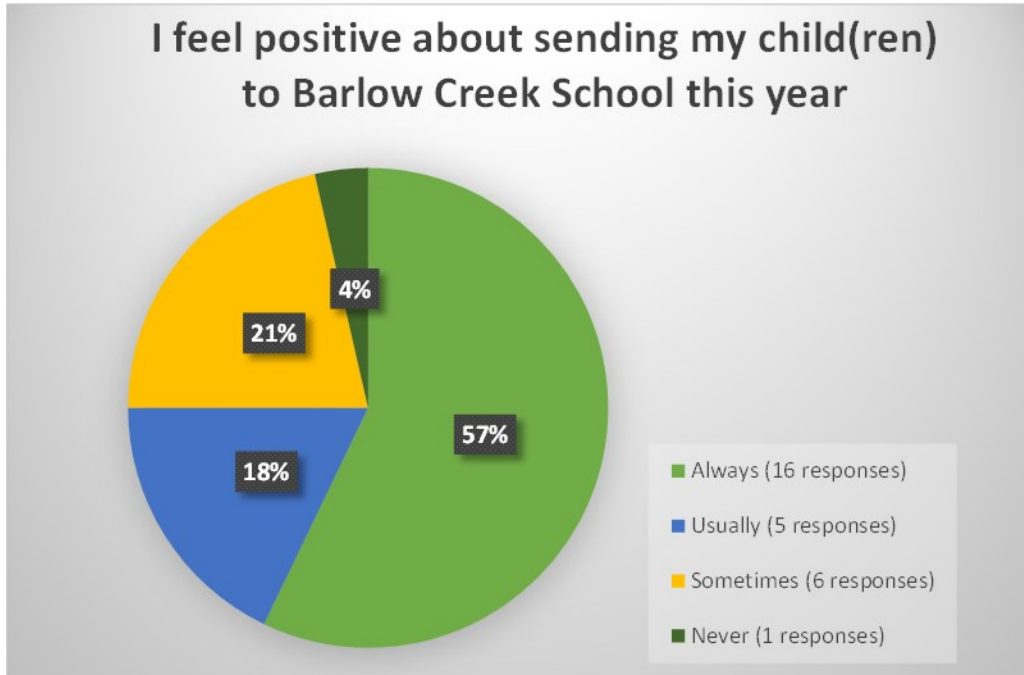
At school or at home, when my child is upset, angry with someone, anxious, nervous or scared, they are learning to calm down



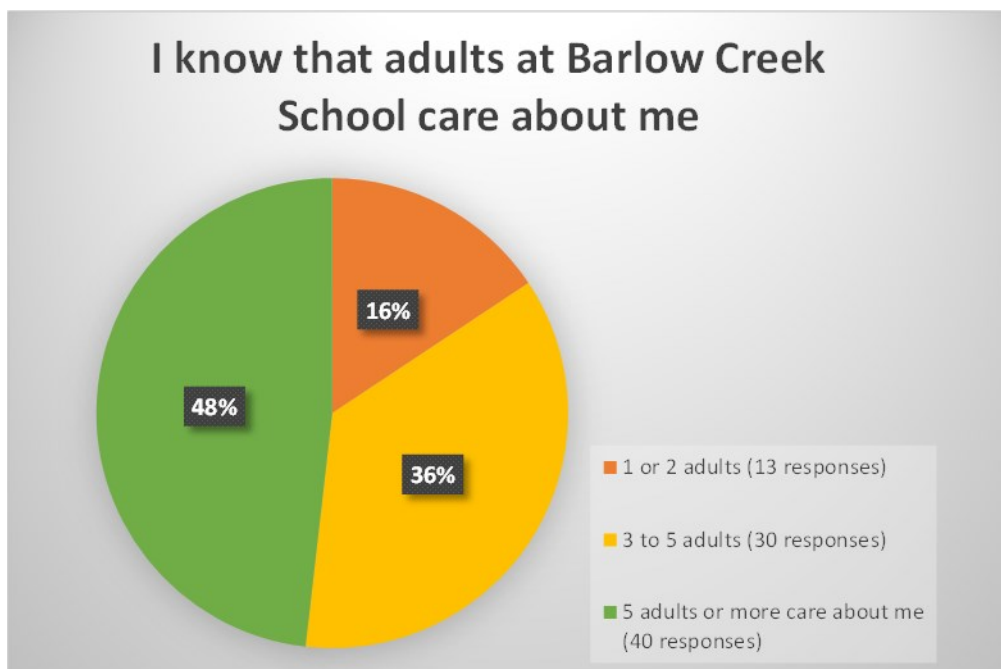
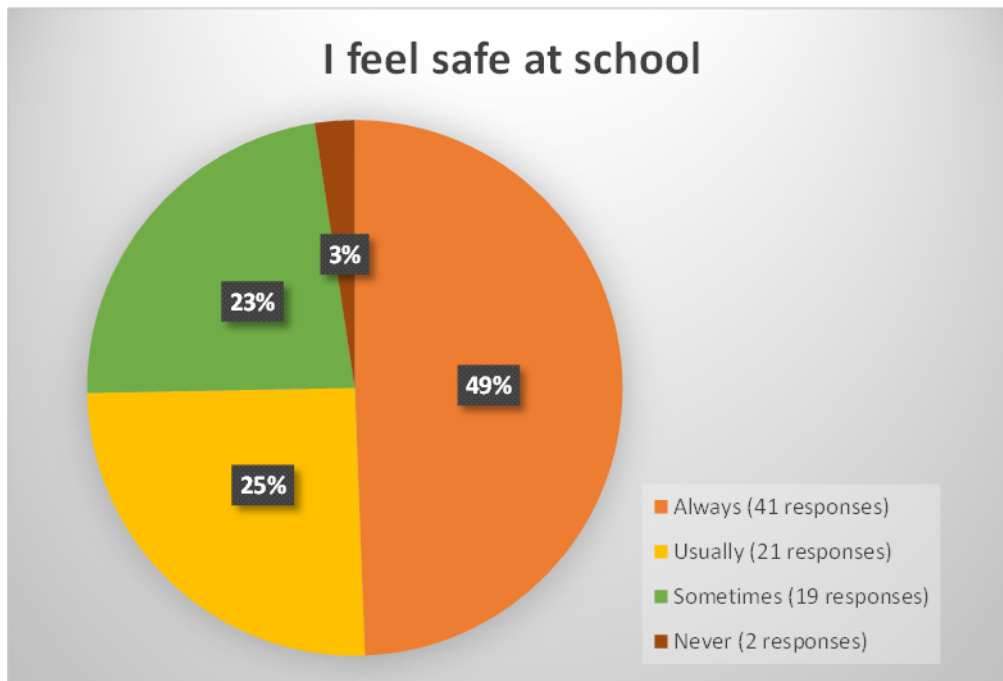
My child is improving in their learning at school (example: reading, writing, math)



Parent Survey Results – June 2022

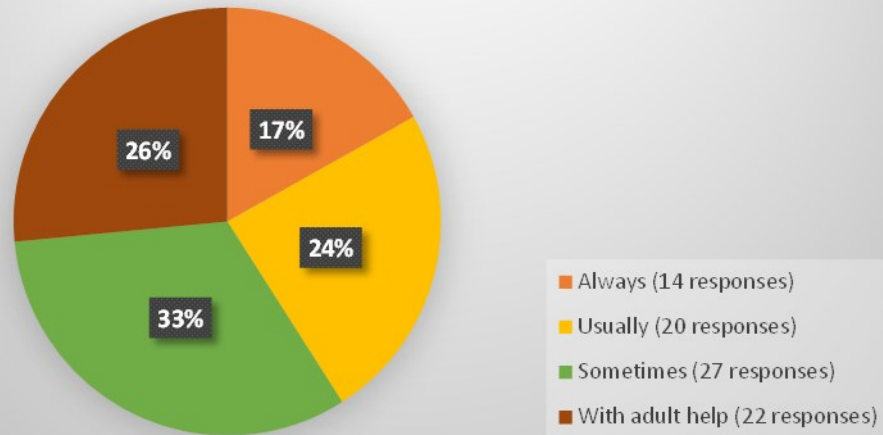


Student Survey Results - June 2022

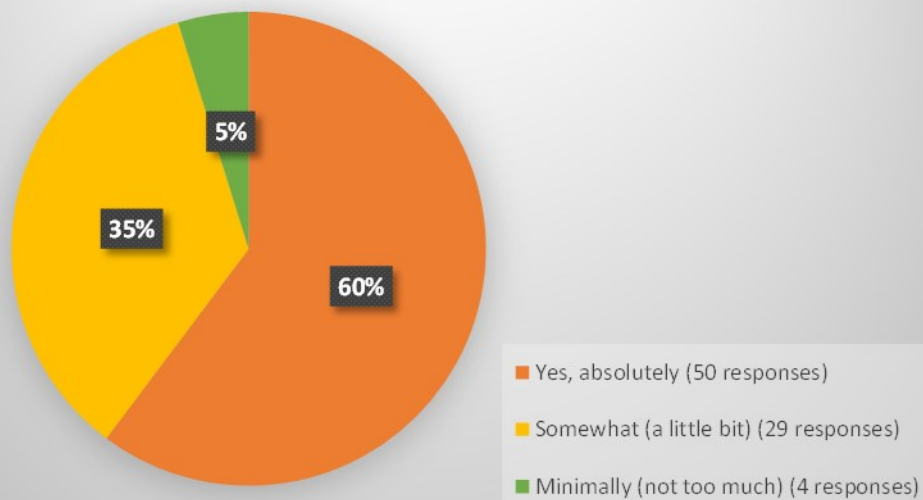


Student Survey Results - June 2022

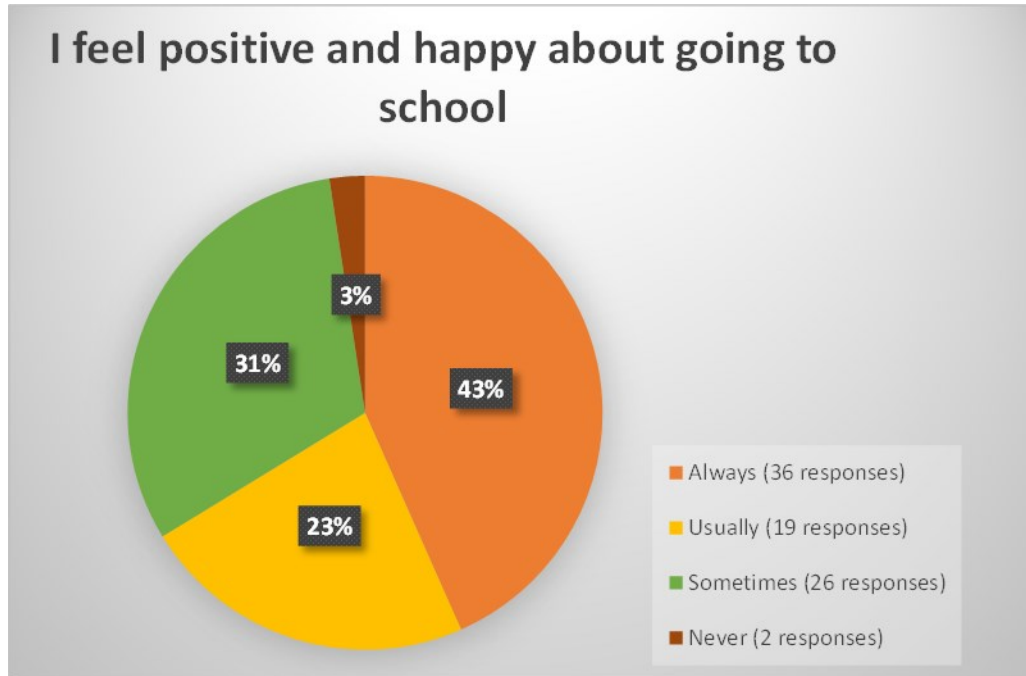
When I am upset, angry with someone, anxious, nervous or scared, I am able to calm myself down



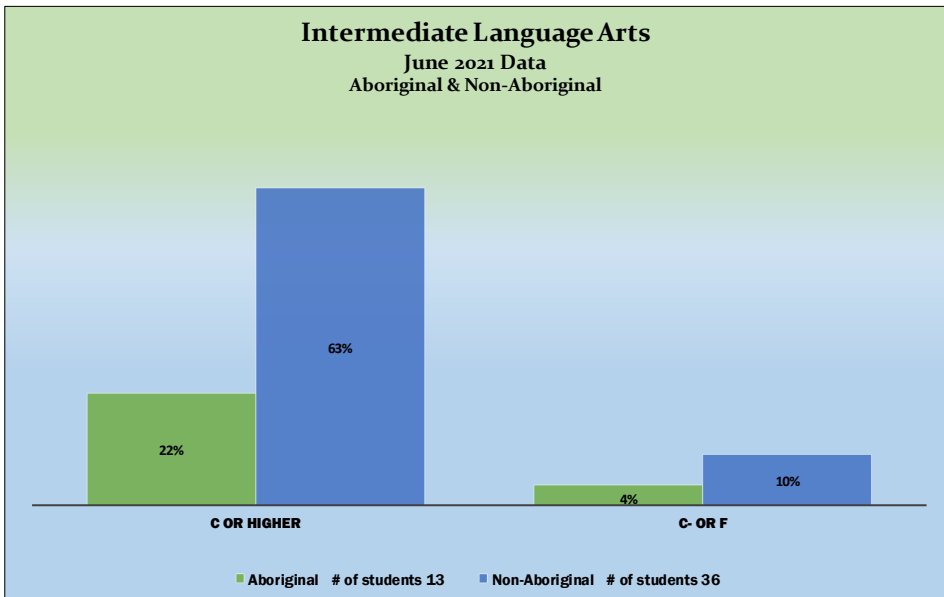
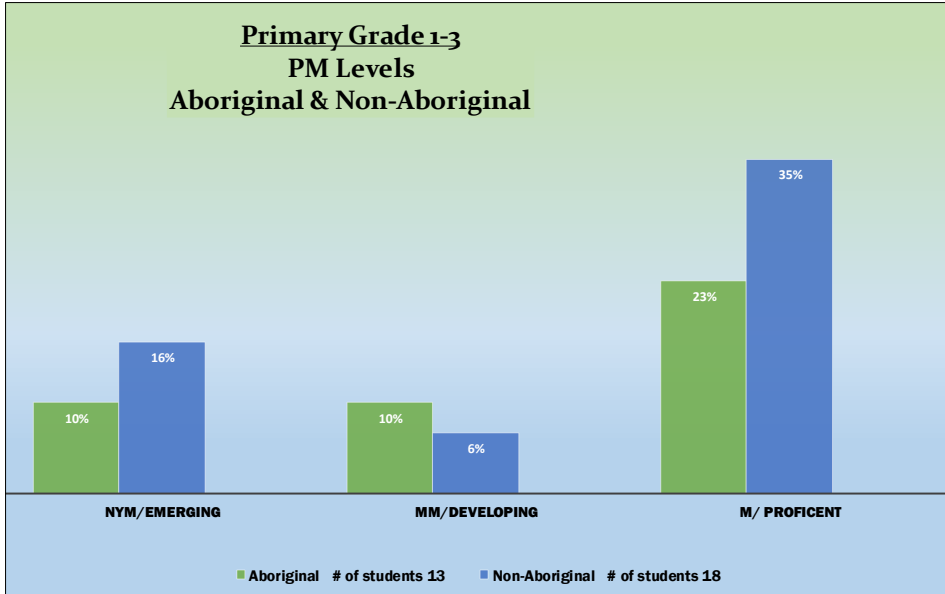
I have improved my reading and writing skills this year



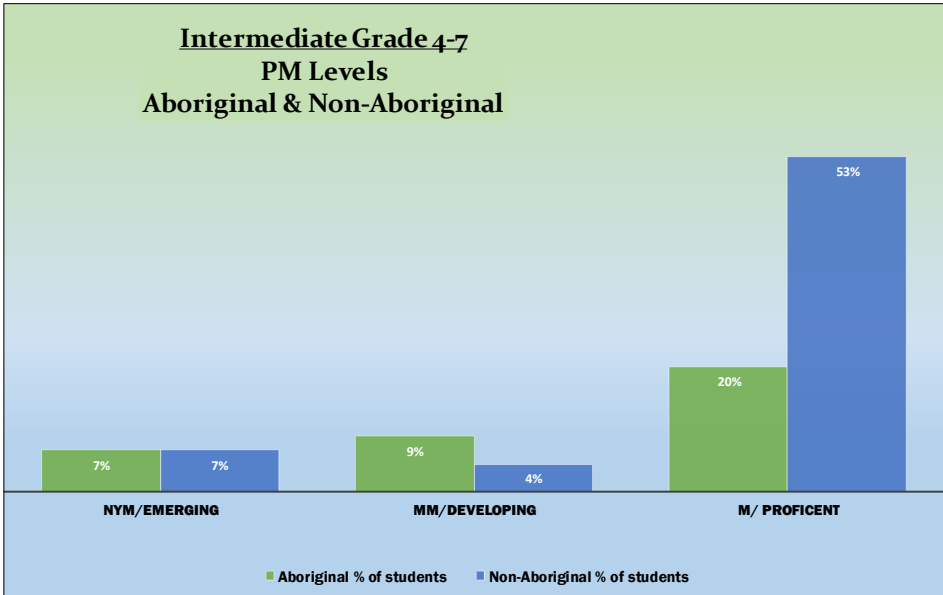
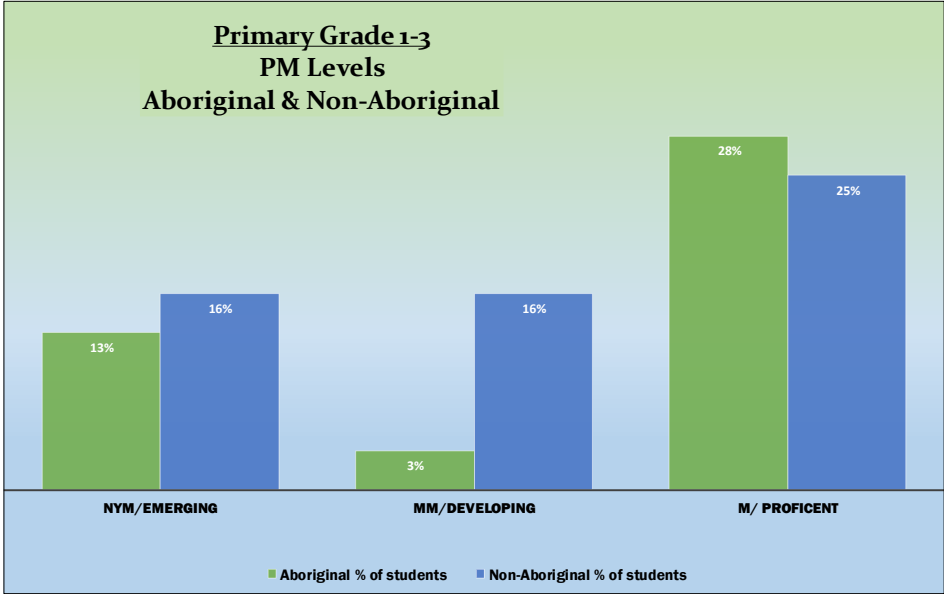
Student Survey Results - June 2022



Last School Year Reading Data June 2021



Current Reading Data - June 2022



School Goals 2022/23

Rationale

Students sense of belonging and focused engagement in learning will increase achievement in all academic areas, support the development of socially responsible students and cultivate a climate of resilient learners. A calm, safe, compassionate environment supports pro-social behaviours and builds positive relationships.

Goal 1 - Literacy Achievement

Literacy - To improve literacy achievement for all students

Strategies:

- Support tiered reading intervention in the primary grades—Early Literature Teacher
- Daily 5 programming in primary classrooms
- Utilize evidence-based literacy assessment tools
- Utilize reading/letter buddies in a focused way
- Plan one read-in each term to celebrate literacy and reading
- Utilize google read and write to support students to be fully engaged in their learning
- Utilize Epic books for levelled reading choices for students

Measures:

- Achievement data from report cards
- PM Benchmarks standardized assessment
- Fontas & Pinnell standardized reading assessment

Actions:

- Review and analyze literacy data throughout the year to plan specific and targeted programming based on student needs
- Book room will be assessed for needs to ensure leveled reading material for tiered intervention

Goal 2 - Social Emotional Learning

Personal Awareness & Responsibility

Connectedness, Regulation & Student Engagement

Students will achieve social emotional wellbeing through positive interpersonal experiences and relationships that are founded on First Peoples Principles of Learning.

2A- Connectedness: to improve school success, connectedness and promote a safe and respectful school climate for all students.

Strategies:

- Second Step program learning beginning September 2021. Through direct teaching, students will learn the skills that strengthen their ability to learn, manage their emotions, have empathy and solve problems.
- Provide students with nutrition in the morning,
- Consistent teaching about expectations of behaviour school-wide,
- Naming, noticing and nurturing core competencies—personal awareness & responsibility
- Provide opportunities for leadership and multiage activities with students

Dr. Jody Carrington

“The most important thing you will ever teach a child, inside or outside a classroom, is emotional regulation”

2B Regulation: Dysregulation is the result of stress that has become unmanageable. When stress becomes too much for students, they become dysregulated. They feel anxious and uneasy. They become more emotional, disconnected from others, and have greater difficulty concentrating and learning. First People's Principles of Learning involves recognizing the consequences of one's actions.

Strategies:

- Teach students how to identify their emotions & take responsibility for their actions (classroom programs include, Second Step, Mind-Up, Super Flex, Zones of Regulation, Bucket Filling, EASE)
- Teach student how to identify what triggers their emotions
- Teach students to analyze their emotions and how they affect others
- Use character education 'Growth Mind-Set' philosophy to instill a sense of optimism and self-confidence
- Class discussions and meetings about expected and unexpected behaviours
- Ongoing work with students to help them learn how to problem-solve with each other and ask for adult support if unresolved
- Dr. Ross Greene work (Lost at School) to support development of planning for individual students learning to regulate their behavior
- SBT discussions sharing and supporting at risk students
- Commitment to continued professional development and training in trauma-informed practices (Dr. Kim Schonert-Reichl- SEL, Gabor Mate/Jennifer Katz & Kevin Lamoureux)
- Participation in CR4YC

2C Engagement: For students to engage in learning, they need to be able to deliberately focus, maintain their attention, and make thoughtful and considered judgments. Engagement is about being open to learning, connected to others, and being able to take on complex challenges.

Strategies:

- Provide students with nutrition in the morning
- Consistent expectations/routines
- Incorporate choice in learning
- Connecting curriculum to student interests
- Naming, noticing and nurturing Core Competencies
- Project based learning
- Place-based learning (garden, outdoor learning)
- Authentic learning experiences through elders, knowledge keepers, Carrier Language teacher, Culture teacher, and Indigenous support staff
- Specific Metis Culture group teaching

Indicators of Progress of Social Emotional Learning:

- Increased classroom participation and attendance
- A more focused and harmonious classroom and school environment
- More consistent completion of tasks
- Fewer behavioural difficulties, especially those related to impulsive behaviour
- Students show greater initiative to learn, and are more self-directed
- Students seek feedback specific to their learning and progress
- Students show enthusiasm for sharing their learning

Measures:

- Student core competency self-reflection – June 2023
- Student year-end survey—June 2023

Dr. Stuart Shanker

“When we work on a child's self-regulation we are creating that stable internal platform that makes growth possible; any & all kinds of growth”