G. W. Carlson Elementary

Framework for Enhancing Student Learning

2025 – 2026

Acknowledgment of Territory

We live in Treaty 8 territory, and respectfully acknowledge that our school is located in the traditional territories of the Fort Nelson, Prophet River, Kaska Dena, and Acho Dene Koe First Nations. We are honoured to learn with and share resources with all Indigenous peoples in this region, including the Dene, Cree, Tahltan, Inuit and Métis. *Mussi.*

The Planning Process:

This document represents a system-wide focus for enhancing learning for each student at GW Carlson. The framework will continually 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, students, and staff)
- has been reviewed and received feedback from staff and PAC
- is collaborative
- relies on feedback and dialogue
- looks at the big picture
- is realistic, flexible, and sustainable

How do we know if the plan is working?

We use evidence to guide planning and drive continuous improvement. Decision-making is informed by a diverse range of sources, helping us set direction and make thoughtful recommendations for continued improvement. Key sources of evidence include student achievement data, survey results, and both formal and informal feedback from stakeholders. Additionally, we incorporate findings from the Ministry of Education and Child Care's Student Learning Survey and the Foundation Skills Assessments, which provide valuable insights into the performance of Grade 4 students.

District-Wide Priorities

Intellectual	Human and Social	Career Development
Cultivating a Culture of Learning Demonstrated through reading and numeracy achievement	***Cultivating a Culture of Care*** Demonstrated through school connectedness activities and strategies, such as Universal Design for Learning and Social Emotional Learning	***Building for the Future*** Demonstrated through future preparedness and Core Competencies

About our school

GW Carlson is a Grade K - 4 elementary school that enrolls 125 students. We are a diverse school community, with 28% of our students self-identifying as having Indigenous heritage. Our staff works hard to provide personalized, engaging, and flexible learning opportunities for all students. We work as a team to provide the best instructional techniques and support for our students.
Some of our unique features include:

- Support staff, resources and programs that specifically target literacy and numeracy skills
- 1 to 1 iPad ratio
- A supportive and positive Parent Advisory Committee
- A well-designed playground that incorporates diverse zones, including a forested area, paved area with game lines and accessible playground equipment
- A library collection with an assortment of levelled reading books that are engaging for our students

GW Carlson Vision Statement:

The whole GWC family is active in ensuring that the unique nature of individuals and their learning is recognized and respected. We are safe to make mistakes and learn from them. We focus on positive interactions and honour every person's contribution. We all have the role of learner and teacher at GW Carlson.

Goal #1A – Intellectual: Cultivating a Culture of Learning

Students will meet or exceed literacy expectations for each year.

Rationale

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

Supports for Reading Achievement

Our school is committed to improving reading achievement for all students through a variety of targeted, evidence-based strategies and programs. Key supports include:

Evidence-Based Instructional Tools

- Use of *systematic and explicit phonics programs* grounded in current reading science
- Implementation of Words Their Way for differentiated word study and spelling instruction
- Implementation of Sounds to Spelling in Kindergarten – Grade 2.
- Use of Fountas & Pinnell Leveled Literacy Intervention (LLI) kits for targeted small-group instruction.

Targeted Instruction and Intervention

- Student Support Resource Teacher (SSRT) to assess students and provide targeted literacy support
- Daily Guided Reading in classrooms to provide personalized instruction at students' reading levels
- Targeted phonics and phonemic awareness instruction in Kindergarten, Grade One, and Grade Two including early intervention strategies

- Targeted support for students Not Yet Meeting Grade-Level expectations for reading strategies
- Targeted literacy supports and services for Indigenous students
- Home reading programs

Fluency and Comprehension Development

- Focus on increasing reading fluency, including accuracy, rate, and prosody, and developing deeper comprehension in young readers
- Use of *Secret Stories* to engage and unlock students' understanding of why letters behave the way they do in words. Using embedded mnemonics and logical, story-based explanations that make phonics intuitive
- Use of fiction and non-fiction Reading Power strategies (Adrienne Gear) to support comprehension skills across the grades

Classroom Literacy Practices

- Daily teacher read-alouds and regular opportunities for independent reading
- Integration of literacy-focused apps and platforms, such as EPIC!, to support reading engagement

Literacy Events and Engagement

- Shared school-wide literacy celebrations such as buddy reading, teacher read-alouds, and the Tournament of Books

Resources and Staffing

- Support from a Teacher Librarian and Library Technician to ensure access to quality reading materials and literacy programming
- Ongoing investment in new and engaging reading materials to maintain a current and inclusive library collection that reflects student interests and diverse backgrounds.

How are we doing?

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.

May 2025 Kindergarten Literacy Readiness

Kindergarten Screening Tool	Number of Students	%
Phonemically aware	16	76
Emerging phonemically awareness	masked	masked
Lacking Phonemic Awareness	masked	masked

In order to make instruction more effective and to increase student learning, teachers informally assess student reading throughout the year. They use many different strategies to assess the various components of reading, such as: word knowledge, comprehension and fluency. Additionally, three times a year, G.W. Carlson conducts formal assessments using Fountas & Pinnell Benchmark Assessment System.

Fountas & Pinnell assessment results

May 2025 Students Meeting or Exceeding

Grade	K	1	2	3	4
# of student	13/21	19/25	18/30	15/27	20/25
%	62%	76%	60%	56%	80%

May 2024 Students Meeting or Exceeding

Grade	K	1	2	3	4
# of student	16/20	13/26	17/28	13/23	20/27
%	80%	50%	61%	57%	74%

May 2023 Students Meeting or Exceeding

Grade	K	1	2	3	4
# of student	21/25	13/27	18/23	17/28	19/23
%	84%	48%	78%	61%	83%

Foundation Skills Assessments
The Foundation Skills Assessment (FSA) is administered each year to B.C. students in grades 4 and 7. It provides a snapshot of how students are performing in relation to other students around the province.

Grade 4 – 2024 – 2025
The FSA results for Grade 4 reading indicate that 100% of our students who wrote the assessments are On Track and Extending.

	Participation			Emerging		On-Track		Extending	
	Strand	Rate	Total	#	%	#	%	#	%
	Literacy	100%	24	0	0%	16	67%		masked

How can we do better?

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, UFLI, Language Centers, Letter Sound, Rhyming, Blending and Segmenting games and activities. All students not yet meeting reading expectations will receive daily interventions for 45 minutes.

Goal #1B – Intellectual: Cultivating a Culture of Learning

Students will meet or exceed numeracy expectations for each grade level.

Rationale

We believe that students meeting or exceeding grade level expectations in numeracy are more likely to achieve success in school, graduate with a Dogwood Diploma, and be prepared for post-secondary education and beyond.

How are we doing?

Foundation Skills Assessments

The FSA results for Grade 4 (2024 – 2025) numeracy indicate that 100% of students that wrote the assessment are On Track or Extending.

	Participation			Emerging		On-Track		Extending	
	Strand	Rate	Total	#	%	#	%	#	%
	Numeracy	100%	24	0	0%	21	88%		masked

How can we do better?

This year, we continue to evaluate our practices at GW Carlson to ensure that they align with our vision.

We will be working on a district team to review assessment practices across the district and to develop grade appropriate assessment tools. These assessment tools will:

- provide baseline data
- help identify students needing intervention
- assist with transition between the grades

Additionally:

- adjust year plans and practice to reflect number sense and fluency as year-long practice. This interweaving of math concepts throughout the year over shorter periods of time will assist in students learning more deeply and retaining understanding for longer periods of time
- establish key strategies to be learned at each grade level
- determine essential learning standards for each grade level
- create assessment tools that provide both data and supports on-going learning
- ongoing professional development with math expert Rebekkah Stenner
- exploring the curriculum pathways, number and fluency trajectory, as established by math experts
- aligning strategies and language across the school ensure consistency from grade to grade

Math Vision

At GW Carlson Elementary, we want to nurture true mathematical curiosity and wonderment in our students. We want our students to be problem solvers and critical thinkers and to comfortably muddle through mathematical problems without fear of making a mistake. We want our students to be flexible thinkers who, with strong number sense, can clearly articulate their thinking and justify their answers to others using mathematical vocabulary.

Goal #2

Human and Social

Students will feel welcome, safe and connected to their school.

Rationale

We believe that fostering connection to school by engaging students in their learning will lead to student academic success and a greater sense of belonging and self-worth. Connectedness involves levels of communication and caring that create feelings of being valued, respected and wanted. School connectedness is the belief of students that adults and peers in the school care about their learning and about them as individuals.

Culture of Kindness

Fostering a culture of kindness at school supports students' social, emotional, and academic development. When students are surrounded by a positive, encouraging, and compassionate environment, they are more likely to feel confident, take academic risks, and explore new opportunities. A kind school culture benefits everyone—students and staff alike—by creating a more inclusive and uplifting atmosphere. Throughout the year, we will intentionally teach kindness and connect school-wide spirit days and activities to this important value.

Dene Laws

We believe that it is important to make deep connections in our community. We are using the eight Dene Laws as a theme throughout the year.

- Share what you have
- Help each other
- Love each other as much as possible
- Be respectful to Elders & everything around you
- Sleep at night and work during the day
- Young children should behave respectfully
- Pass on the teaching
- Be happy at all times

We have created whole-school murals, planned a special Christmas Concert for the seniors in our community, and organized a food drive. We believe that respectfully embedding the Dene Laws into our daily practices, helps create inclusive classroom environments. It encourages learning from diverse perspectives and is an important part of the reconciliation process.

Breakfast at GWC

Through Breakfast Club of Canada and Feeding Futures initiatives our school receives funding that has allowed the development of a daily breakfast program. Each day students are invited to come to the library to have a healthy breakfast. The program has proved to be very popular. A benefit is the unstructured time students have to visit. We see students from different classrooms and varying ages make connections and engage with each other in a positive atmosphere. Many of our older students become helpers. This supportive attitude is carried over to outside on our playground.

How are we doing?

In April of 2025, twenty-two of our grade 4 students completed the Student Learning Survey and their responses to three targeted questions are as follows:

Is school a place where you feel like you belong?					
	Never / Almost Never	Sometimes	Most of the Time/ All of the Time	Don't know	No Answer
%	masked	masked	58%	0%	0%

Do you feel welcome at your school?					
	Never / Almost Never	Sometimes	Most of the Time/ All of the Time	Don't know	No Answer
%	masked	masked	67%	0%	0%

How many adults do you think care about you at your school?
67% of students answered positively with 3 or more adults.

Goal #3
Career Development: Building for the Future

All 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. Supporting the development of lifelong learning attributes, skills and abilities is key to future preparedness and success.

Core Competencies

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. Students develop Core Competencies when they are engaged in the "doing" of learning in the classroom. Each term, students reflect on their core competency learning.

Growth Mindset

Introduced to GWC in the Fall of 2016 – Growth Mindset has become part of the school culture. There's scientific evidence that the neural connections grow and become stronger the more you struggle with learning and correct your mistakes. Based on research by Stanford Professor Carol Dweck, we know that students with a growth mindset – *the belief that intelligence is not just something that you are born with* – have higher levels of success than those with a fixed mindset. Teaching our students about this concept has made them grittier, more positive and more successful at school and in their everyday lives.

Physical Literacy

In partnership with Rob Stiles of Engage Sport North we are helping students recognize that physical literacy is a journey upon which youth develop the knowledge, skills, and attitudes they need to enable them to participate in a wide variety of activities. While this approach relates to physical movements, we believe that these skills enable students to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment.

How are we doing?

In April 2025, twenty-two of our grade 4 students completed the Student Learning Survey and their responses to four targeted questions were as follows:

Are you taught to improve how you learn?						
	Never	Almost Never	Sometimes	Most of the Time/ All of the Time	Don't know	No Answer
%	0%	0%	masked	95%	0%	0%

Do you work well with others on group projects?						
	Never	Almost Never	Sometimes	Most of the Time/ All of the Time	Don't know	No Answer
%	0%	masked	masked	71%	0%	0%

Can you explain to others how you solve problems?						
	Never	Almost Never	Sometimes	Most of the Time/ All of the Time	Don't know	No Answer
%	masked	masked	masked	55%	0%	0%

I have an idea of the kind of person I want to be when I grow up.				
	Neither agree / Nor disagree	Agree / Strongly agree	Don't know	No Answer
%	masked	73%	5%	0%