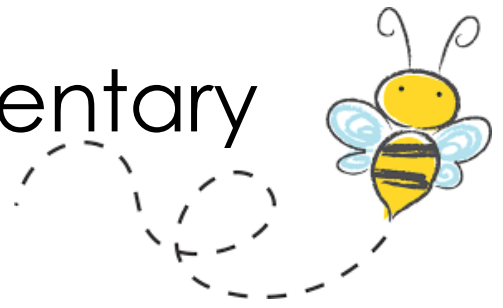


G. W. Carlson Elementary



Framework for Enhancing Student Learning 2024 – 2025

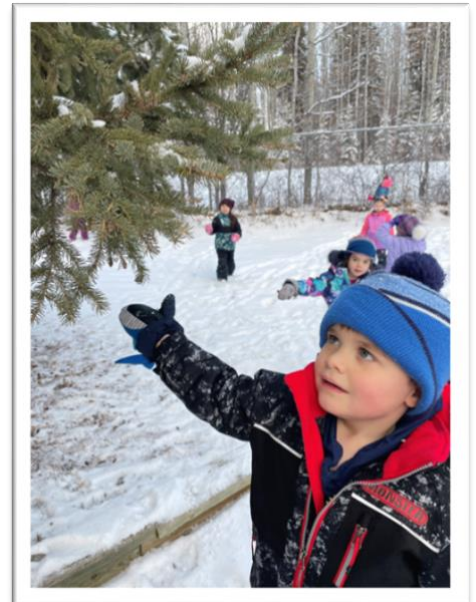
Acknowledgment of Territory

We gratefully acknowledge that we live, learn, and play on the traditional territories of Treaty 8. Part of the traditional territories of the Fort Nelson First Nation and the Prophet River First Nation, as well as the traditional homelands of the Kaska and Acho Dene Koe peoples; land on which the Métis people have also had a long presence. *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?

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, survey results, and informal and formal feedback from stakeholders. We also include results from the Ministry of Education and Child Care's Student Learning Survey and Foundation Skills Assessments that track results from Grade 4 students.

District-Wide Priorities

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



About our school

GW Carlson is a Grade K - 4 elementary school that enrolls 130 students. We are a diverse school community, with 35% of our students self-identifying as having Aboriginal 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.



How are we doing?

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 2024 Kindergarten Literacy Readiness

Kindergarten Screening Tool	Number of Students	%
Phonemically aware	21	100
Emerging phonemically awareness	0	0
Lacking Phonemic Awareness	0	0

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 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%

May 2022 Students Meeting or Exceeding

Grade	K	1	2	3	4
# of student	10/29	15/20	19/28	17/23	29/32
%	34%	75%	68%	74%	91%

The May 2024 data reflects weeks missed of school in May due to fire evacuations.

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 – 2023 – 2024

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%	masked		0%		76%		24%



How can we do better?

Our goal is to improve the school-based percentages and have all students meeting or exceeding at each grade level. We will be implementing the following:

- Continue to implement Fountas and Pinnell assessment at all grade levels with a focus on comprehension strategies
- Intensive timely interventions
- Continued staff training on best practices
- Daily guided reading
- Class composition allowing for fewer guided reading groups
- Exploring the link between reading and writing with POPEY workshops



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 (2023 – 2024) numeracy indicate that 86% of students that wrote the assessment are On Track or Extending.

Participation			Emerging		On-Track		Extending	
Strand	Rate	Total	#	%	#	%	#	%
Numeracy	100%	masked		14%		76%		10%

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 interleaving of math concepts throughout the duration of 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

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

We believe that by creating a culture of kindness at school will help support student's social, emotional and academic growth. When students are in a positive, kind, encouraging environment, they are more likely to have the confidence to try new things and take academic risks. Creating a culture of kindness will make our school a better place for both students and staff. Through the year, we will be explicitly teaching kindness to students and linking school-wide spirit days and activities to kindness.



Dene Laws

We believe that it is important to make deep connections in our community. This year 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 March of 2024, 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
%	4%	44%	40%	4%	8%

Do you feel welcome at your school?					
	Never / Almost Never	Sometimes	Most of the Time/ All of the Time	Don't know	No Answer
%	8%	24%	60%	0%	8%

How many adults do you think care about you at your school?	
72% of students answered positively with 3 or more adults. 16% of students answered positively with 2 or more adults. 12% of students didn't know or didn't answer.	





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. This year students will reflect on their core competency growth.

Structure Week

Structure Week is one of the most anticipated events at GW Carlson. Throughout the week, learners are challenged to work to solve a problem by building structures for a purpose. Students design, choose materials, and then share their creations. The last day of the week is our culminating activities. Age-appropriate challenges are given to each class. The Grade 4's are tasked with creating a protective enclosure to save a vulnerable egg as part of the Egg Drop Challenge. The whole school celebrates with eggs being dropped from the roof of the building. The days provide hands-on, real-life situations that will hopefully spark a passion for a future career in a STEM field.



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 March of 2024, 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%	16%	24%	48%	4%	8%

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
%	8%	8%	8%	60%	25%	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
%	0%	0%	25%	75%	0%	0%

I have an idea of what I want to do when I grow up.				
	Neither agree / Nor disagree	Agree / Strongly agree	Don't know	No Answer
%	25%	75%	0%	0%

