School District No. 8 (Kootenay Lake)
School Learning Plan Template

District Context

Mission: *We inspire and support each learner to thrive in a caring learning environment.*

Vision: *Our learners grow as global citizens in an innovative and inclusive community.*

Values: *Our values help shape the culture of our schools and workplaces. By upholding these beliefs and attitudes, we can build learning communities that will lead to the fulfilment of our mission.*

Date: January 14, 2024   **School:** Hume Elementary School

Vision

At Hume School we promote a safe, caring and productive learning atmosphere. We encourage the development of self-esteem and an attitude of "care" (respect) towards each other, our environment and ourselves, while in the pursuit of academic excellence.

School Profile

Staff
- Teachers – 15: librarian (0.3), music (prep) teacher, IST (1.0), Ab Ed (0.2), Counseling (0.3)
- Educational assistants - 4
- Custodians - 2
- School secretary - 1
- Principal – 1

Parent Advisory Group
- PAC – 6 core members
- Attendance 10 – 15 parent representatives at meetings

228 Student Headcount (10 Classrooms)
- Kindergarten - 38
- Grade 1 - 23
- Grade 2 - 47
- Grade 3 - 40
- Grade 4 - 28
- Grade 5 - 52

English Language Learners
- ELL – 10 (4 % of population)

Diverse Programming
- Academics
- School-wide music program & ADST
- Athletics & Extra-Curricular
- Outdoor education programming
- Grade 5 French
- Indigenous programming

Vulnerability Profile
- Inclusion Students – 9 (4 % of population)
  - D – 4
  - E – 1
  - G – 3
  - Q – 1
- Students identified by SBT as vulnerable due to food risk, hardship, fees and socio-emotional (12 students and 8 families).

Indigenous Education Profile
- Students with Indigenous Ancestry – 27 (12% of population)

Onsite Programming Profile

- Elev8: DESK (k-9)
- Cornerstone daycare (M-F) – approximately 50 students
- Montessori Pre-School (M-Th) – approximately 17 students
- Strongstart (Tuesdays & Wednesdays) – approximately 10 families
- Active facility rentals: youth/adult basketball, adult volleyball, dance, roller derby, etc.

Hume is a school of choice:
- Multiple generations of families
- Daycares
- Strong programs
- Active students
- Busy building
- Relative diversity culturally with Nelson
- Wide spectrum of socio/economic demographic
- Service both in catchment and out of catchment families.

Transportation
- School bus, public bus, parent pick-up, NDYC walking bus/programming.

Consultation Process
Staff

May 2022 and 2023 – School Planning Days.
September 22nd – School Planning Day, ongoing work through the Spiral of Inquiry.
Consultation with Staff Committee 2022-2024
Consultations with SBT, district specialists (OT, PT, DIST, etc.), DBT, and Senior Leaders in support of particular students with higher needs
Staff meeting dialogue (monthly)
Collaboration time (1st Friday of every month)

Students

Satisfaction survey in grade 4's each year.
All about me survey's school wide September 2023
School Wide Class Profiles – facilitated by IST teacher Tanya Thayer (2022) and Sandra Derow (2023)
Formal & Information Consultations with…
- Individual Students
- Ab Ed students (equity scan)
- Sub-groups of students with specific concerns
- SOGI group of students

Parents

- Involvement of 3 PAC representatives at the May Planning Day 2022 and September 22nd Planning Day 2023
- Involvement of Parents in building community: School Wide Mural Project, Outdoor Classroom design and execution, Splash and Dash, Ice Cream Social (2023), Hume School 100-year Celebration (Spring 2023)
- Staff Representative sitting at each PAC Meeting held on the 4th Tuesday of every month.
- Individual families
- Sub-groups of families with specific concerns

Indigenous Representation

- Indigenous Education staff representative represented at staff meetings, with monthly abed report
- Indigenous Education staff representative at school planning day.
- Indigenous Education staff representative at weekly SBT meetings.
- Equity scan survey, Spring of 2022 facilitated by Ab Ed success teacher Naomi Legg.

Coherence and Alignment
Ministry of Education Policy for Student Success
School District No.8 Framework for Enhancing Student Learning
BC Tripartite Education Agreement

** School District No.8 would like to acknowledge the work of Linda Kaser and July Halbert and their valuable contribution to this School Learning Plan.

Literacy
Goal Statement
Improve literacy proficiency for all learners.
Where We Are At
Literacy Data (Include provincial, district, and school level data as available)

Satellite Data: FSA Grade 4 assessments, MDI, Student Learning Survey
Map Data: Jolly Phonics assessments, Performance Standards, ELP data (grade K-3), Heggerty (grade 4/5), Fostering Literacy CBAL Program, CHEQ.
Street Data: Fostering Literacy student profile sheets (12 students – ab ed), Class Profiles, student conferencing, report cards.
- Ongoing dialogue with students, staff, families
- Conversations in School Based Team
- Conversations in Staff Committee Meetings
- Conversations in Teaching Staff Meetings

Analysis (What objective trends do we see based on the data?)

Satellite Data
MDI Data –
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Student Learning Survey – indicates generally that students feel they are improving in their reading and writing skills.

FSA data indicates that 89% of Grade 4's is on track or extending. Our Grade 5 results from previous year demonstrates a dip in performance with 71% on track or extending.

Map Data
ELP – has provided clear data. Most students are demonstrating a move to mastery of measured areas. Heggerty assessment has been supportive in identifying needs of some students in grades 3-5 who may still have gaps in their literacy skills.

Street Data
Classroom level profiles, report cards, and anecdotal data gathered by classroom teacher - indicating difficulty in students written output and rigor. Generally, reading data gathered at the classroom level indicates that students are on track with their reading. This has been supported with a school wide Jolly Phonics program for many years.

See Appendix 1-4 for summary tables, data sets, and analysis

Rationale (What is going on for our learners? How do we know? Why does it matter?)

What's going on for our learners?
- Noticing student writing fluency and ability to write longer pieces of work needs improving.
  - Literacy – fluency, stamina, perseverance with a task lower, ability to stick with it, resiliency seems lower.
  - Challenges in the application of spelling/grammar in daily writing
  - Appears that they have all the pieces to be fluent.
  - Students being more careless in their work…pride?
  - Not processing information in the same way.
  - Not trusting what you know, trying what you know, applying what you know.

- Noticing students' abilities in oral communication skills needs improving. Oral language a precursor to writing. Fewer conversational opportunities, less exposure to oral language, amount of time reading aloud in the home perhaps less.
- Students lacking confidence in expressive language, articulating words, pronouncing words,
- Students ready and comprehension on track for the majority of students.
- COVID: increased stressors financially and emotionally. Impacts to academics measurable.

How do we know?
- Experience within the classroom (Class profiles, regular class work, student portfolio items etc.)

Why does it matter?

- Literacy is a foundational area of academic development necessary to be successful in all areas of learning and proficiency. It allows a student to access and connect learning experiences across subjects. Students who do not master specific skills in reading, writing, and oral communication risk facing increasing challenges as they move up through school as some skills end up not being re-visited as teachers begin to increasingly focus on comprehension.

- Overall, Hume has relatively consistently strong results in Literacy, with work to do to support students who have gaps in their understandings of reading and writing strategies.

- To ensure we are clearly identifying the needs of each of our students and their stretches so that we can direct interventions efficiently and effectively to improve learnings.

Target (Specific and measurable statement of the desired improvement)

Literacy Goal: For 2023-2024, we want to continue to develop a school wide cohesive writing framework for producing written work and editing student work. To improve student communication skills through writing. Hume students will be proficient or exceeding in their communication skills through writing proficiencies (skills and stamina).

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)

- CBAL connections
- Fostering Literacy Program
- Volunteers in the school (reading)
- Reading buddies program
- Active Library – author visits, etc.

- ArtStarts
- CBEEN programming
- Wildsight programming
- Guest speakers
- Integrated classroom projects

- Socio-Emotional Learning (programs)
- Circle of Courage connections
- Open Parachute, Mind-up
- Growth Mindset

- Recycling program.
- Observational Beehive
- Fins & Salmon tanks
- Outdoor learning
- Community connections
- CBEEN
- ArtStarts

- Circle of Courage connections and programs.
- Fostering Literacy Program
- Monthly celebrations (Metis, Black Excellence, Truth & Reconciliation).
- Monthly assemblies – theme, belonging, student/community shareout.
- Culturally responsive library program and books

Develop a school wide writing framework for producing written work and editing student work. To improve student communication skills through writing.
- Common editing framework: CUPS, ARMS
- Adrienne Check-in: 3-2-1 (2-work windup, 1-
- Clear symbols to define the editing framework (does Jolly have this) –
- Visual in the classroom of 3-2-1 writing strategy
- A re-visiting a refreshing on scope and sequence (already done)

- Maintaining many of the current practices as the data is showing that it is working (Jolly Phonics).
- Scope and Sequence for literacy across the grades
  - Support clarity as a staff on the progression of skills.
  - Literacy – phonics and written output benchmarks,

Objectives:
Oral Language
- In the classroom – read aloud experiences, opportunities to have more oral language experiences within the classroom.

Professional Learning (Describe the professional learning that will support meeting the target. How are we going to get there?)

- Ongoing professional development, partner/mentor teacher for support and guidance (cohesion), teacher learning and development.
- Staff support of Jolly Phonics programming and delivery across the staff.
- ELP onboarding of grade 2/3 teachers in 2023-2024 – pro-d, support, mentorship
  - Ongoing experience of grade K-1 staff in rolling out of ELP
- Collaboration time (1st Friday morning of every month for 30 minutes)
  - Time to collaborate, dig into the data, reflect on progress, accountability with ELP, classroom writing pieces etc.

Note: 2 conditions your adults need, 3 skills/strategies they need, 1-2 ways on how to get there.

Student Learning (What student learning strategies will support meeting the target?)

- Students working on daily phonics program.
  - Home reading a way in which to reinforce concepts and triangulate the home into involvement with reading.
- Students introduced to writing strategies that meet them where they at.
- Students introduced to regular peer/self editing to consistently work toward growth in their writing and representations of their best work.

Indigenous at risk students:
- CBAL – Fostering Literacy Program: weekly 30 minutes with a adult volunteer to create connection, celebrate success/growth, and further reinforce/practice reading.

Drop everything and write (Friday's)
- School Wide monthly writing prompts – If I could build a school.
- Kids pick a piece of writing to share with a buddy.
- Focus on a particular class per month..
- Share out at the weekly assemblies

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

Example: If we do X….then we expect Y to happen because….(research-based indicators)

If we create a cohesive approach across the school in introducing students to writing, encourage more writing, support similar strategies, support effective editing technics, celebrate students writing and make their growth visible then we should see improvements in students writing across the school through our provincial, school, and classroom level assessments.

Numeracy
Goal Statement
Improve numeracy proficiency for all learners.
Where We Are At
Numeracy Data (Include provincial, district, and school level data as available)

Satellite Data: FSA Grade 4 assessments, MDI, Student Learning Survey

Map Data: School wide numeracy assessment data (in development), Class profiles, report cards, classroom level pre/post assessments, performance standards.

Street Data: Student conferencing
- Ongoing dialogue with students, staff, families
- Conversations in School Based Team
- Conversations in Staff Committee Meetings
- Conversations in Teaching Staff Meetings

Analysis (What objective trends do we see based on the data?)

Satellite Data
MDI Data –

Student Learning Survey – indicates generally that students feel they are improving in their reading and writing skills.

FSA data showing a 96% completion rate. In 2023-2024, 89% of our grade 4's was either on track or extending. Our grade 5 results from the previous year demonstrated that only 52% were either on track or extending.

Map Data
ENP data for Kindergarten: ???

Street Data
Classroom level profiles, report cards, and anecdotal data gathered by classroom teacher - indicating difficulty in students' ability to apply what they know to problems that require math and numeracy understanding.

See Appendix 1-4 for summary tables, data sets, and analysis

Rationale (What is going on for our learners? How do we know? Why does it matter?)

What's going on for our learners?
- Lack of enthusiasm and engagement in math
- Lower foundational skills across the grades
- Difficultly to transfer foundational math concepts and number sense to math problems.
- Difficulty accessing math concepts to tackle a specific problem.
- Difficulty with multi-step problems that require several streams of math knowledge.
- Students lacking basic math skills and the problem-solving and perseverance to succeed in math.

How do we know?
- FSA data in grade 4's showing a general decline in performance on FSA, although there has been a marked increase in number of students on track or extending in 2023-2024.
- Daily work at the classroom level
- Classroom level assessments
- Lack of common language between classrooms (possible contributing factor)
- A lot of re-teaching and repetition required.

Why does it matter?
- Numeracy is a foundational area of academic development necessary to be successful in all areas of learning and proficiency. It allows a student to access and connect learning experiences

across subjects. Students who do not master specific skills in numeracy and mathematics risk facing increasing challenges as they move up through school as some skills end up not being re-visited.

- Overall, Hume has historically had weaker results in Numeracy than Literacy, according to FSA's, report cards, and classroom level assessments.

- To ensure we are clearly identifying the needs of each of our students and their stretches so that we can direct interventions efficiently and effectively to improve learning and confidence in numeracy and mathematics. Ensure we are helping students develop foundational understanding in math/numeracy while building structures/routines that are developing mathematical thinking at a deep level.

- To ensure we are building an open, creative and deep understanding of mathematical concepts along with a growth mindset.

Target (Specific and measurable statement of the desired improvement)

Numeracy Goal: To create a cohesive approach to numeracy skill development across the school with a focus on engaging students in the development and understanding of numeracy skills (concrete – iconic – symbolic). While affording more opportunity for Hume students to engage with problems that involve the use of the numeracy and mathematical skills, they are developing to increase the ability of Hume students to apply what they know. Hume students will be proficient or exceeding in mathematics and numeracy by the end of the year.

What We're Doing
Embedding Strategic Priorities (How we're making connections and providing opportunities)

- CBAL connections

- Socio-Emotional Learning (programs)
- Circle of Courage connections
- Open Parachute, Mind-up
- Growth Mindset

- Math/numeracy connections to ADST
- Guest speakers: Problem Solving
- Integrated classroom projects

- Recycling program.
- Observational Beehive
- Fins & Salmon tanks
- Outdoor learning
- Community connections
- CBEEN
- ArtStarts

- Math rocks and monthly problem solving initiatives.

Structures & Strategies to Improve Numeracy

Classroom
- School wide assessment to get data to track progress of students and target intervention.
  - An assessment 1 or 2 times per year
    - Oct. 3rd – 7th (fall numeracy assessment)
- School wide math program for consistency and continuity
  - My Math Path (Nelson), Mathology, Whiterose possible School wide program.
- Strategies – math facts, patterns, home learning.
- Leveraging instructional routines school wide: number talks, choral count, estimation exploration, notice and wonder….

Long-term Structures:
- Dedicated numeracy/literacy blocks built into the schedule to pinpoint learning for smaller groups of students. (1 day or more per week)
- Consideration: logistics around making this work
- Grade groupings and important consideration in supporting.

Where We Are Going
(Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

Janice Novakowski – Feb. 17th, 2023 Pro-D & written consultation in 2024
- What has worked or is working in other districts?
- Math Programs, teacher pro-d…
- Math Programs explored: MathUp, Mathletics, Growth Mindset Math (TPT), Carol Fullerton resources, Whiterose, Jump Math, Mathology, My Math Path…

ENP workshops for kindergarten teachers

Collaboration time – 1st Friday of each month
Class profile completion in 2022-2023 ad 2023-2024 to share resources, strategies, ect.

- In-class assessments and observations help inform teaching practices. Teachers target areas of stretch based on in-class and FSA assessments.

Resources Explored:
- Building Thinking Classrooms in Mathematics K-12 (Peter Liljedahl)
- Growth Mindset and Mathematics (Jo Boaler) – https://www.youcubed.org/

Student Learning (What student learning strategies will support meeting the target?)

- Classroom manipulatives: Students who work with manipulatives are more likely to understand the concepts more deeply in mathematics and numeracy.
- Opportunities for One-to-one practice with students
- Exposure and engagement with consistent daily/weekly with instructional math routines
- Monthly triangulation with home to increase conversations with math through the monthly math calendar (Math Rocks), monthly estimation task, and draw prize. To increase engagement, dialogue, and excitement for math.
- Monthly Calendar Problems (Math Rocks) along with Estimation – school draw
  - Assembly: math calendar (sticker/pencil/…..)
  - Math prize – estimation task entry
  - Mix up the questions by month.
- Weekly Math like – tasks
  - Three things to memorize/practice
  - Things to come back to
  - Power of ten, multiplication facts.
- Bring in vulnerable students utilizing other students in the school, math bag.
- Math activities and fair for families – linked to open house.
  - 180 estimation problem – tracking sheet

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

Example: If we do X….then we expect Y to happen because….(research-based indicators)
If we create a cohesive approach across the school in introducing students to mathematics and numeracy, and increase opportunities for students to apply their knowledge to mathematical/numerical problems we should see improvements in students writing across the school through our provincial, school, and classroom level assessments.

School Determined

Goal Statement

To build a whole school sense of community (sense of belonging) through a focus on care of self, others, and the environment.
***Note: This is an area that is seeing ongoing progress and the staff are in the process of identifying a new school determined goal.

Where We Are At

Data (Include provincial, district, and school level data as available)

Satellite Data:
- Student Learning Survey, MDI, EDI.
- MDI

Map Data:
- Engagement in school events, increased level of student participation.
- Engagement of students (grade 4/5's) in leadership activities arounds school – morning announcements, hot lunch program, recycling, composting etc.
- Engagement in larger school PAC/staff/Student initiatives – outdoor pavilion, indigenous mural, beautification

Street Data:
- Aboriginal Education Equity Scan
- Anecdotal engagement of Parent Advisory Committee, comments from parents etc.

Analysis (What objective trends do we see based on the data?)

Satellite Data
MDI Data –
- Indications in Belonging section of MDI survey of concerns around adult connection, belonging, fairness in expectation, being welcomed to school.
  - This is now trending up and improving.
- I know how my school expects me to behave (80% of students)
- Low stress and anxiety in general, and high level of students feeling good about themselves.
- Safety: High sense of belonging and safety
- Social Development: Learning how to solve problems in peaceful ways (62%) – Restorative Justice.
- 74% indicate they are happy at school.

Map Data
- Biweekly school wide assemblies
- School wide events: orange shirt day, splash and dash, bike safety, guest presenters (indigenous, music, performances…)
- Completion of outdoor pavilion, 227 student participation in indigenous mural (2021-2022)

Street Data
- Anecdotal comments from PAC coming out of COVID that indicates a nostalgia for past school wide events.
- Anecdotal comments from students (classroom) around a need for connectedness in the school.
- Beautification of school grounds: student feedback survey (in progress)

Areas for Growth (2023-2024) (POTENTIAL NEW GOAL)
- MDI
  - Assessment: Review of previous lessons, explaining and knowing how to solve problems, setting a goal, showing work in creative ways, voice and choice of students in what they are learning
  - Indigenizing the curriculum: learning about language, local First Nations etc. (both inside and outside of school)
  - Engagement: Having voice and choice in what you are learning (low), opportunities to work on projects with classmates (low)
  - Human Development: mental health, body awareness, empathy…

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- o Intellectual Development: learning ways to think of new ideas...
- o Physical: students arriving tired to school (58%)
- o Satisfaction: 56% of students liking school???
- o Support: Students indicating greater access to support with schoolwork

See Appendix 1-4 for summary tables, data sets, and analysis.

Rationale (What is going on for our learners? How do we know? Why does it matter?)

What's going on for our learners?
- Anecdotal teacher observation – an increase in the number of anxious and/or nervous students coming into Kindergarten (2020-2021). What is CHEQ saying?
- Children coming in post- pandemic (or out of pandemic) have not had the same experiences, less social interaction, different engagement with family, less time with extended family.
- From 2021-2022 and 2022-2023 – students entering school with greater needs. Greater number of students demonstrating needs in literacy, numeracy, social/emotional...

How do we know?
- Experience stemming from the classroom.
- CHEQ -

Why does it matter?
We know that a sense of belonging, connection with community and having an identity within the school community are essential ingredients to the success of every child.

As with all schools, Hume Elementary experienced many changes, pressures, and loss of regular structures essential to the school experience through the pandemic. It was evident through many open conversations with students, in staff meetings, and in PAC meetings that there was significant agreement to work toward the re-building of relationships, connectedness, and sense of belonging across the school.

In addition, through a review of the Student Learning Survey along with conversations with staff there was a defined need to review our school code of conduct, develop a culture of safety and sense of belonging for our students. The data indicates that we have made progress in this area, and we are extending the work to include the Circle of Courage 4 domains of focus (Mastery, Independence, Belonging, and Generosity. Humes "BEST" (Belonging, Excellence, Success, Teamwork) has been a nice tie into the historical roots of Hume. This may help the school deepen its work in the area of indigenizing the curriculum, restorative justice, and inclusion. These are all areas that are identified as areas of Growth in the Student Learning Survey.

Target (Specific and measurable statement of the desired improvement)

School Determined: *Relationship Building and Belonging.* Hume students/staff/families, through regular daily/weekly/monthly events, build a sense of community that is inclusive of all members through a focus on care of self, others, and the environment.

- Improvement in Student Learning Survey for Grade 4 for "belonging and safety".
- Increase in school wide events that bring the school community together and increase in participation in school wide celebration and events.
- Engage larger scale projects with PAC that bring added value to the school community (Outdoor Pavilion and Indigenous Mural Project).
- Increased involvement of our grade 4 and 5 students across the school in leadership type pursuits – hot lunch distribution, recycling, delivery of agricultural foods etc.
- Increased hybridization of classes – buddy reading, sharing learning, etc.
- Improvement in attendance and being on time, especially for vulnerable student populations.
- Decrease in number of behavioral incidents.
- Increase in number of students reporting they feel a sense of belonging and being cared for and valued by staff.

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)

- Connections to the outdoors
- Community events – Halloween for hunger, cards for seniors, winter hampers, hampers for seniors, community garbage cleanup.
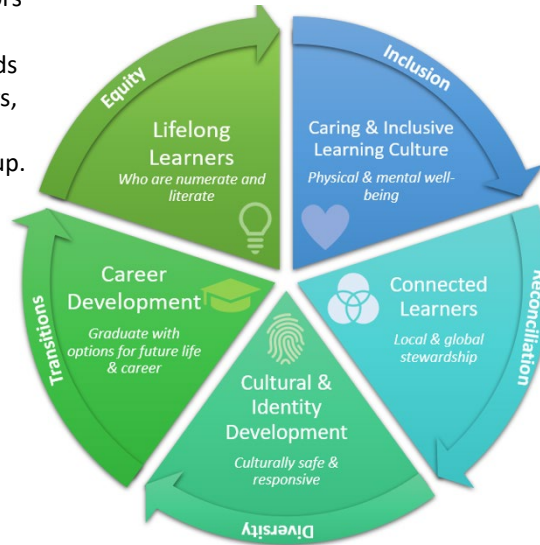
- Integrated classroom projects

- Circle of Courage connections
- School-wide events (ice cream social, splash and dash…
- Hybridization of classes

- Outdoor learning
- Outdoor pavilion
- Mural project

- Circle of Courage connections and programs.
- Monthly celebrations (Metis, Black Excellence, Truth & Reconciliation).
- Monthly assemblies – theme, belonging, student/community shareout.

Clarity and communication of the school code of conduct
- Making things clear, making school a safe place, clear expectations, clear expectations with parents, rights and responsibilities, setting tone as a whole school, right to be safe,
- Sent out to families for review and signature. Communicating the why, creating a safe learning environment, a reference point.
- Multi-age activity – review of code of conduct with the students right at the beginning…
  - Grade based delivery (Sacha)
- Introduction of the circle of courage. Uniting Hume's BEST with the Circle of Courage

Cross-class collaboration and experiences (multi-age)
- School wide grade stations around Christmas crafts, activities (December)
  - PAC station, parent volunteers – carol, activity, Christmas crafts, decorating cookies,
- Bi-weekly Monday morning assemblies
- Buddy reading
- Buddy classes – big buddies and little buddies
  - Nashira/Les, Christine/Kelly, Stephanie/Miranda, Les/Teresa, Fay/Janet, Sally/Kristin
- DEAR
- Common inquiries amongst classes
- Sports days, splash and dash, intra-murals, 100-year celebration
- School Wide Events: Terry Fox, Orange Shirt Day, Halloween for Hunger, Mural Project…
- Once per month, multi-age days… simple activities – three times a year,
- Color teacher, connected to the classroom teacher,

Family events – assemblies, music concerts, connections with classes, Ice Cream Social,

Fine arts program – videography, re-vitalization of the KILN room. Art Starts.

Where We Are Going
(Action Plan)
Professional Learning (Describe the professional learning that will support meeting the target)

- Outdoor education and indigenizing curriculum evident in 5 out of 10 enrolling teachers. Team teaching around outdoor experiential education principles, medicine wheel, and indigenized curriculum.
- Commitment to regular student share outs at assemblies.
- Re-building of past school wide events.
- Weekly check-ins with SBT – counselor, IST, PVP, Ab Ed Teacher, relevant staff to review and move forward on actions for vulnerable students.
- Professional Development Days
- Ongoing Professional Development that arises through the year and connects with Personal Learning and Development Plans
- Collaborative work on assemblies – student sharing out, making learning visible, inclusive representation, grade 5's leading the group.

Student Learning (What student learning strategies will support meeting the target?)

Growth Mindset, Self-regulation, and mindfulness
- Zones of regulation, mindfulness work in all the classes
- Dot activity at beginning of 2023-2024 school year – highlight.
- Building understanding around the Circle of Courage (Belonging, Mastery, Independence, Wisdom) and Hume's BEST

Outdoor Education
- Re-engaging classes with outdoor field trips.
- Getting classes out of the walls of the school for outdoor experiences
- Winter Activities participation (school-wide)
- Outdoor Classroom – PAC Initiative

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

Example: If we build greater connections as a school community and amongst our classes, we will build a strong sense of connection/belonging across the school, while supporting inclusion and an overall sense of safety for our students and families.

School District No. 8 (Kootenay Lake)
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Appendix 1: Data Summary Tables

FSA Summary Data Table Hume Elementary: 2015-2024

Gr 4 Numeracy	On Track or Extending	Participation
2015/16	85%	
2016/17	81%	
2017/18	84%	
2018/19	70%	
2019/20	97%	
2020/21	89.8%	94.9%
2021/22	65.3%	96.3%
2022/23	52%	96%
2023/24	89%	96%

Gr 4 Reading	On Track or Extending	Participation
2015/16		
2016/17	83%	
2017/18	85%	
2018/19	73%	
2019/20	96%	
2020/21	97.2%	92.3
2021/22	n/a	n/a
2022/23	n/a	n/a
2023/24	n/a	n/a

Gr 4 Writing (Literacy)	On Track or Extending	Participation
2015/16	83%	
2016/17	77%	
2017/18	90%	
2018/19	96%	
2019/20	97%	
2020/21	97.1%	89.7%
2021/22	85%	96.3%
2022/23	71%	96%
2023/24	89%	96%

Student Learning Survey 2020/2021 – 2022/2023

Gr 4- Positives	Gr 4- Areas to Work On
- Feeling belonging and safety - Feeling welcome at school, adult connection, adults treated fairly - Understanding of school code of conduct - Student comfortable in asking questions. - Growth Mindset – knowing how to improve learning, keep trying - Students feel they are improving in literacy, numeracy and reading - Positive self-image and anxiety - Positive self-image, lower anxiety **More data needed:** - Learning about the environment - Learning about anti-racism - Learning about how others can make a differrence	- Indigenous Education - Building student connections across the school. - Voice and Choice in what is learned. - Review of last lesson - Goal setting - Showing work in creative ways - Group work opportunities - Learning how to explain how to solve problems. - Physical health - Mental health - Solving problems in peaceful ways – Restorative Justice - Students arriving tired. - Students liking school (56%) - Students needing support in school-work

EDI Wave (21/22)

Everything trending in the right way <u>except</u> the following:
- Physical Independence   - Explore New Things   - Basic Literacy   - Interest in Literacy, Numeracy, and Memory

CHEQ Survey

School District No. 8 (Kootenay Lake)
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Appendix 2: Literacy and Numeracy Data Sets

HUME FSA 4 Data 22-23

Applied filters: ASSESSMENT_LEVEL is Provincial, DISTRICT_NUMBER is 008, SCHOOL_TYPE is BC Public School, SCHOOL_NAME is Hume Elementary School, SCHOOL_YEAR is 2022/2023

All Resident

Score		1-Emerging		2-On Track		3-Extending		Not Written	
Category	Subtest	%	#	%	#	%	#	%	#
FSA - Grade 4	Literacy	29%	14	57%	28	10%	5	4%	2
	Numeracy	47%	23	51%	25			2%	1

Applied filters: ASSESSMENT_LEVEL is Provincial, ABORIGINAL_ANCESTRY is not Non Indigenous, DISTRICT_NUMBER is 008, SCHOOL_TYPE is BC Public School, SCHOOL_NAME is Hume Elementary School, SCHOOL_YEAR is 2022/2023

Indigenous

Score		1-Emerging		2-On Track		Not Written	
Category	Subtest	%	#	%	#	%	#
FSA - Grade 4	Literacy	25%	2	75%	6		
	Numeracy	63%	5	38%	3		

Applied filters: ASSESSMENT_LEVEL is Provincial, GENDER is Male, DISTRICT_NUMBER is , SCHOOL_TYPE is BC Public School, SCHOOL_NAME is Hume Elementary School, SCHOOL_YEAR is 2022/2023

Male Only

Score		1-Emerging		2-On Track		3-Extending		Not Written	
Category	Subtest	%	#	%	#	%	#	%	#
FSA - Grade 4	Literacy	38%	10	50%	13	8%	2	4%	1
	Numeracy	42%	11	54%	14			4%	1

Applied filters:
ASSESSMENT_LEVEL is Provincial
GENDER is not Male
DISTRICT_NUMBER is 008

Female Only

Score		1-Emerging		2-On Track		3-Extending		Not Written	
Category	Subtest	%	#	%	#	%	#	%	#
FSA - Grade 4	Literacy	17%	4	65%	15	13%	3	4%	1
	Numeracy	52%	12	48%	11				

Emerging	On Track	Extending
Students demonstrate an **initial understanding** of the concepts and competencies relevant to the expected learning, specifically they can: • make an attempt to solve the problem • rely on given information to solve a problem • sometimes use mathematical language (mathematical vocabulary, symbols and concepts)	Students demonstrate a **partial to complete understanding** of the concepts and competencies relevant to the expected learning, specifically they can: • solve the problem and demonstrate their solution • rely on given information and make some inferences to solve a problem • use mathematical language accurately (mathematical vocabulary, symbols and concepts)	Students demonstrate a **sophisticated understanding** of the concepts and competencies relevant to the expected learning, specifically they can: • solve the problem and arrive at a solution that demonstrates reasoning • rely on given information and make inferences to solve a problem • interpret and use mathematical language (mathematical vocabulary, symbols and concepts) to clearly communicate their thinking

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HUME Report Cards 2022-23 (Grade 4)

Applied filters: COURSE_DESCRIPTION is MATHEMATICS 4, GRADE_LEVEL_CODE is 04, TRANSCRIPT_SCHOOL is Hume Elementary School, SCHOOL_YEAR_SHORT_LABEL is 2022/2023

Mathematics 4

MOST_RECENT_LETTER_(	Count of PEN	%GT Count of PEN		
				*Indigenous learners (8 sts)= 7 at proficiency and 1 at developing
PRF	32	65%		
EXT	6	12%		*No data on diverse abilities
EMG	1	2%		
DEV	10	20%		
	49	100%		

Applied filters:
COURSE_DESCRIPTION is ENGLISH LANGUAGE ARTS 4
GRADE_LEVEL_CODE is 04
TRANSCRIPT_SCHOOL is Hume Elementary School

ENGLISH LANGUAGE ARTS 4

MOST_RECENT_LETTER_(	Count of PEN	%GT Count of PEN		
				*Indigenous learners (8 sts)= 7 at proficiency and 1 at developing
PRF	33	67%		
EXT	3	6%		*No data on diverse abilities
EMG	1	2%		
DEV	12	24%		
	49	**100%**		

HUME Report Cards 2022-23 (Grade 5)

Applied filters: COURSE_DESCRIPTION is MATHEMATICS 5, GRADE_LEVEL_CODE is 05, TRANSCRIPT_SCHOOL is Hume Elementary School, SCHOOL_YEAR_SHORT_LABEL is 2022/2023

Mathematics 5

MOST_RECENT_LETTER_(	Count of PEN	%GT Count of PEN		
				*Indigenous learners = 3 students at proficiency only
PRF	25	76%		
EXT	4	12%		*No data on students with diverse needs
DEV	4	12%		
Totals	33	100%		

Applied filters:
COURSE_DESCRIPTION is ENGLISH LANGUAGE ARTS 5
GRADE_LEVEL_CODE is 05
TRANSCRIPT_SCHOOL is Hume Elementary School

ENGLISH LANGUAGE ARTS 5

MOST_RECENT_LETTER_(	Count of PEN	%GT Count of PEN
PRF	24	73%
EXT	1	3%
DEV	8	24%
	33	100%

** School District No.8 would like to acknowledge the work of Linda Kaser and July Halbert and their valuable contribution to this School Learning Plan.

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Appendix 3: School Determined Goal Relevant Data Sets

Hume Elementary Student Learning Survey (Key Areas) 2021-2023

Hume Elementary School (00807004) - Public Schools Only
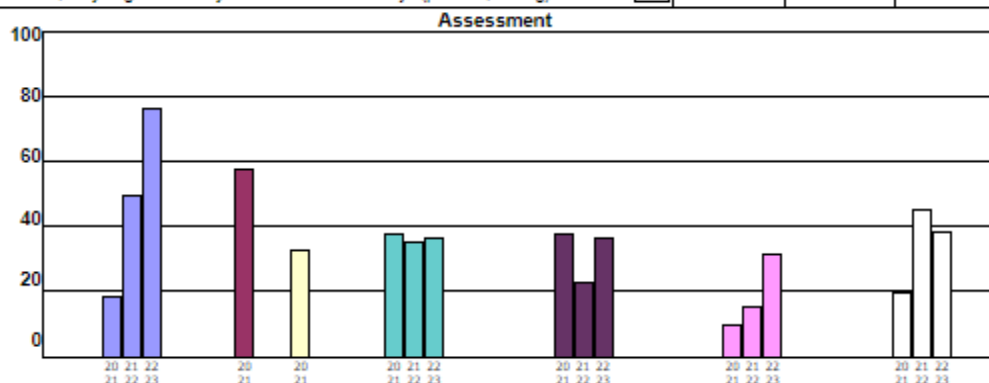
PARTICIPATION

RESPONDENTS (standard public schools only)

Number and Percent of Participation in the Student Learning Survey

Participation		Hume Elementary School (00807004)					
		2020/2021		2021/2022		2022/2023	
		#	%	#	%	#	%
Grade 4		31	79	27	100	49	100
Elementary Parents		***	***	41	152	22	45
Staff*		N/A	N/A	7	N/A	6	N/A

GRADE 4 RESULTS (in %), 2020/2021 - 2022/2023

% Reporting Positive Responses				
Assessment		Hume Elementary School (00807004)		
		2020/2021	2021/2022	2022/2023
Do you work well with others on group projects?		19	50	77
Do you know what things are considered when your work is marked?		58	N/A	N/A
As part of marking your work, are you shown examples of what excellent, good, fair, and poor work look like?		33	N/A	N/A
At school, do lessons begin with a review of the last lesson?		38	36	37
Can you explain to others how you solve problems?		38	23	37
Do you set a goal when learning something new?		10	***	32
At school, do you get to show your work in creative ways (pictures, writing)?		20	46	39

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GRADE 4 RESULTS (in %), 2020/2021 - 2022/2023

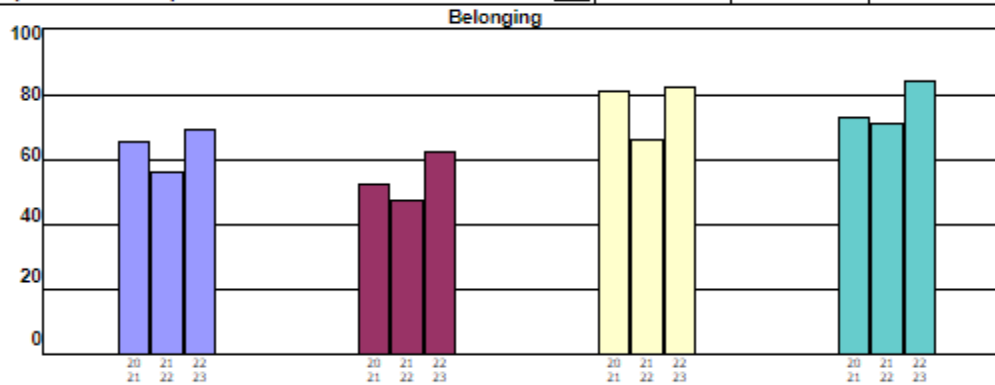| % Reporting Positive Responses			
Intellectual Development	**Hume Elementary School (00807004)**		
	2020/2021	2021/2022	2022/2023
Are you learning ways to think of new ideas?	46	38	39
At school, are you learning to be a critical thinker? (for example, analyzing, making connections, asking questions, challenging assumptions)	N/A	N/A	N/A
I feel I am getting better at math.	58	73	75
I feel I am getting better at reading.	74	70	89
I feel I am getting better at writing.	68	58	71
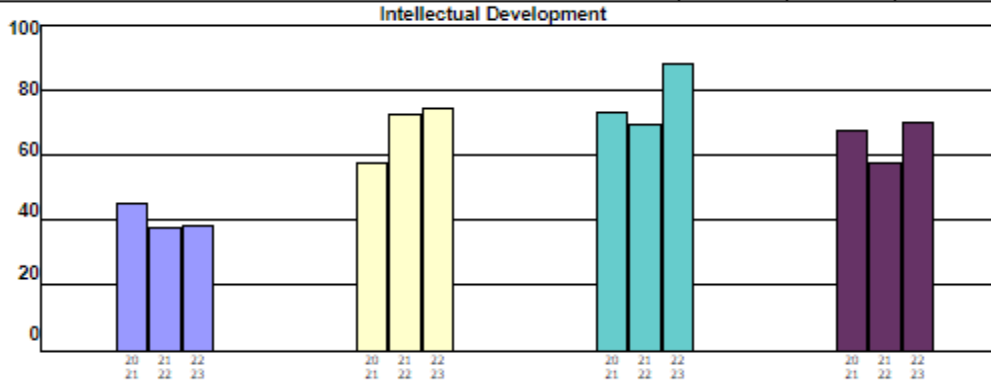
GRADE 4 RESULTS (in %), 2020/2021 - 2022/2023

% Reporting Positive Responses			
Social Development	**Hume Elementary School (00807004)**		
	2020/2021	2021/2022	2022/2023
Are you learning how to solve problems with others in peaceful ways?	47	52	62
At school, do you respect people who are different from you (for example, think, act, or look different)?	N/A	N/A	N/A
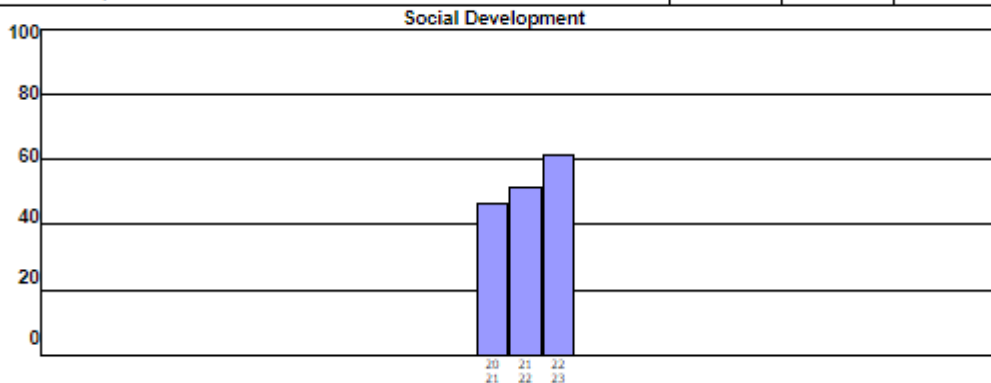
GRADE 4 RESULTS (in %), 2020/2021 - 2022/2023

% Reporting Positive Responses				
Belonging		**Hume Elementary School (00807004)**		
		2020/2021	2021/2022	2022/2023
Is school a place where you feel like you belong?		66	57	70
How many adults do you think care about you at your school?		53	48	63
Do adults in the school treat all students fairly?		82	67	83
Do you feel welcome at your school?		74	72	85

GRADE 4 RESULTS (in %), 2020/2021 - 2022/2023

% Reporting Positive Responses				
Engagement in Learning		**Hume Elementary School (00807004)**		
		2020/2021	2021/2022	2022/2023
Do you get to work together on projects with your classmates?		39	33	26
At school, do you get to work on things you are interested in?		23	25	25
Do you feel you are getting better at self-assessing your learning?		17	N/A	N/A
Are you taught to improve how you learn?		17	61	60
My learning is connected to the local environment and community (for example, learning things in local parks or businesses).		N/A	N/A	N/A
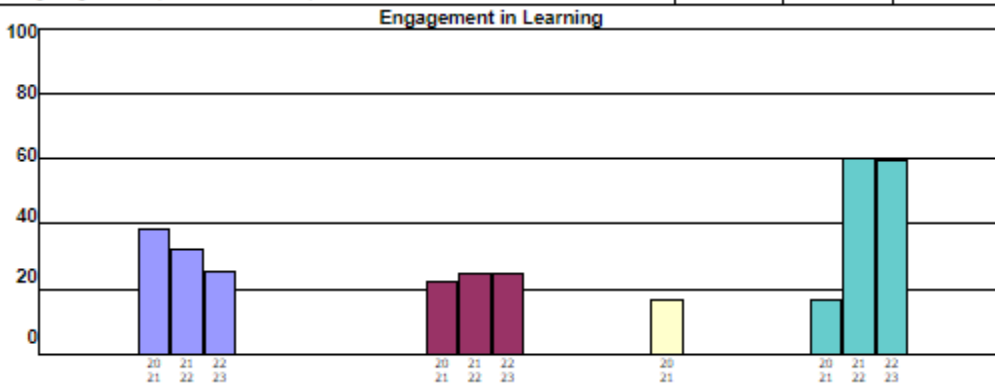
GRADE 4 RESULTS (in %), 2020/2021 - 2022/2023

% Reporting Positive Responses				

Satisfaction		Hume Elementary School (00807004)		
		2020/2021	2021/2022	2022/2023
I am happy at my school.		77	68	N/A
Do you like school?		61	48	56
I try my best in Language Arts and Social Studies at school.		74	N/A	N/A
I try my best in learning the lessons taught at my school.		71	80	83
I like the athletic aspects of my school. (for example, sports teams, physical education)		94	N/A	N/A
I like making new friends and meeting people at school.		61	52	64
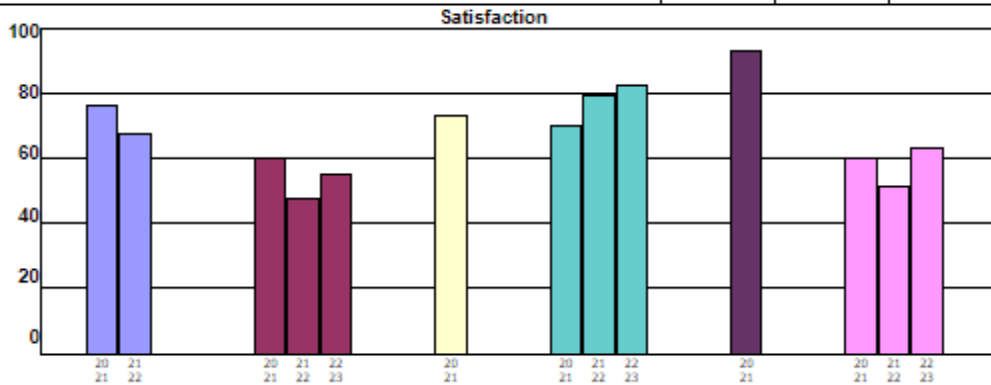
Appendix 4: Sample Data Analysis

Hume Data Analysis for FSA 2022-23

Note: ChatGPT was used for this data analysis; please note that professional judgement and analysis of the data triangulated with other data sets is essential. This is a raw data set, as are the recommendations, and discretion should be applied.

The Hume FSA data for Grade 4 in the 2022-23 school year provides an assessment of student performance in literacy and numeracy across different demographics, namely all residents, Indigenous, male, and female students.

Overall Summary for All Residents:

- Literacy: 29% are emerging, 57% are on track, and 10% are extending their learning, with a small percentage not having written the assessment.
- Numeracy: 47% are emerging, which is significantly higher than literacy, while 51% are on track, and a very small number are extending or did not write the assessment.

Insights for Indigenous Students:

- Literacy: A lower percentage are emerging (25%) compared to all residents, and a higher percentage are on track (75%).
- Numeracy: A concerningly high percentage are emerging (63%) with a lower percentage on track (38%).

Insights for Male Students:

- Literacy: There's a higher percentage of males emerging (38%) and a lower percentage on track (50%) compared to all residents.
- Numeracy: Similar to literacy, a higher percentage of males are emerging (42%) and a slightly higher percentage on track (54%).

Insights for Female Students:

- Literacy: Females show a stronger performance with only 17% emerging and a higher percentage on track (65%), as well as a higher percentage extending (13%) compared to all residents.
- Numeracy: There's a higher percentage of females emerging (52%) compared to literacy, yet a lower percentage on track (48%).

Concerns and Areas for Action:

- **Numeracy for All Demographics:** Emerging percentages are high across all demographics, particularly for Indigenous and female students, suggesting a need for interventions to improve foundational numeracy skills.
- **Indigenous Students:** The disparity in numeracy is stark, indicating that additional support systems may be required to aid Indigenous students in this area.

- **Gender Disparity:** Female students are doing better in literacy but show a high emerging rate in numeracy. This could indicate different learning styles or interests, suggesting a need for differentiated instructional strategies.
- **Male Students:** With nearly 4 in 10 male students emerging in both subjects, tailored support and engagement strategies could help improve their educational outcomes.

Recommendations:

- Implement targeted numeracy support programs, particularly for students who are emerging.
- Investigate the cause of the high emerging rate among Indigenous students in numeracy to provide culturally responsive teaching methods and resources.
- For male students, explore the underlying factors for their lower performance in literacy and numeracy compared to females.
- Strengthen literacy and numeracy instruction through professional development focused on differentiated instruction to meet diverse learner needs.

The emerging rates across all demographics for numeracy are a significant concern, suggesting a district-wide focus on mathematics instruction and support may be beneficial. While literacy seems to be stronger overall, the gender disparities in performance warrant a closer look at gender-responsive teaching practices.