


Elementary School Plan for Student Success

 <p>Barrowtown Elementary School</p>	<p>Team Members Michelle Basran, Alexis Nestor, Lori Cooper, Melissa Wiebe, Alisa Treliving</p>
<p>School Context</p>	<p>Barrowtown Elementary School is a small rural elementary school situated in the heart of an agricultural region on the Abbotsford/Chilliwack border. The school currently enrolls 42 students from kindergarten to Grade 5. 24% of students are English Language Learners and 1% have special education designations. Barrowtown has 3 divisions divided into 2 grade splits: K/1, 2/3, 4/5. Small class sizes and dedicated teaching staff allow the school to offer innovative learning opportunities and give a significant amount of one on one and small group attention to students.</p> <p>The school has historically been seen as the heart of the community with several generations of many families and members of the community having attended. The school consistently receives a great deal of support from the community and local businesses. After being severely impacted by the flooding in 2021 on the heels of the COVID-19 pandemic, the school community has demonstrated its resilience as it has rebuilt. In the wake of challenging times our school community has come together to revitalize Barrowtown Elementary and rebuild its community by bringing back family centered events and opportunities and reimagining the school’s mission and focus. A dedicated group of parents and educators have worked together with the support of the school district and numerous community partners to start on the creation of a program focused on using agriculture as a lens for inquiry and hands on learning to explore the BC Curriculum.</p>
<p>Inquiry Question</p>	<p>How can we increase our students' sense of connection to their identity and the world using inquiry and place-based learning approaches with a focus on personal and social awareness and responsibility?</p> <p>How can we improve students’ literacy skills to connect, process and transform their ideas through a joyful focus on writing?</p>

Rationale

(Why are we doing this?)
 (After reviewing literacy, numeracy and student well-being data as a staff/PAC, select and share data related to your Inquiry Question.

Barrowtown Elementary is a unique school in a beautiful rural area that lends itself to outdoor, place-based learning using agriculture and animal husbandry as a lens for exploration. At Barrowtown Elementary we are committed to leveraging the resources at our disposal in this location and our small size to support students in our school community by offering unique and innovative learning opportunities. In addition to striving to increase academic success in literacy (specifically writing), we hypothesize that the opportunities provided will increase and develop students’ empathy, co-operation, reciprocity, leadership skills, and sense of community belonging.

Some Data:

Reading PM Benchmarks 2023: 50% meeting expectations.

Grade 3 Write 2023: 56% meeting expectations.

FSA 2022: 66% of students OnTrack in Literacy 66% of students OnTrack in Numeracy.

*due to our small number of participants on the MDI and the Student Learning Survey the data they provided was not useful.

Teacher observation has been collected to inform our Personal & Social Awareness and Responsibility goal.

Staff Observations: Grade 2-5 teachers have noticed that expressing ideas fluently in writing is an area of growth for their students. Conventions, but also structure hinder students being able to demonstrate their learning effectively. Staff also recognize a focus on building reading competency continues to be required. Teachers observed that students often have difficulty managing co-operative activities and they see a general need to increase student leadership skills and ability to work together as a community.

Strategies	Leadership/Teamwork	Professional Learning and/or Resources
Continue to implement best practice in literacy instruction with a specific focus on writing.	Alexis, Lori, Melissa, Michelle	Adrienne Gear – Writing Power Non-enrolling FTE as co-teacher during literacy blocks Improve PM Benchmark collection with upper-level texts (24+) Story box set collection for whole school use
Increase inquiry-based and outdoor learning experiences for students in our agriculture classroom integrating core and curricular competencies from multiple areas of the BC Curriculum.	Alexis, Lori, Melissa, Michelle	Continue work with UFV Dr. Superle Learning for a Sustainable Future and OLN workshops Ag Portfolios/Journals for Students NAITC resources and lessons Field Trips and Guest Speakers/Local Experts Continued improvements to outdoor agriculture classroom

<p>Create opportunities for increased home/school engagement.</p>	<p>Alexi, Lori, Melissa, Michelle, Alisa</p>	<p>One Book/One School Celebrations/Demonstrations of learning Cultural celebrations Whole school community events – ie. Family events/nights Personal invitations to PAC/School events Opportunities to involve parent volunteers</p>
<p>Build community, leadership, and citizenship through school wide SEL program and common expectations.</p>	<p>Alexis, Lori, Melissa, Michelle, Alisa</p>	<p>Readers with Character Program Visual celebration to track progress on character goals (bulletin board) Agriculture Leadership Roles Wolf of the Week School Developed pre/post assessment</p>

Progress and Impact (How do you know?)

3 times a year writing assessment – Whole School/one writing style
 Student Portfolios
 PMBenchmark
 Grade 3 Write
 School Belonging Survey/Interviews
 School Developed Quick Scale for Personal and Social Awareness & Responsibility



Student Success



Optimized Resources



Engaging Opportunities



Progressive Workforce

Making Connections: Explain how your school goal aligns with the Indigenous Enhancement Agreement in the following; Mastery of Literacy and Numeracy, Deeper Learning Experiences in Core & Curricular Competencies, Student & Staff well-being.

Connections to the Indigenous Enhancement Agreement

1. Student success
2. Cultural Identity
3. Equity and Access for Indigenous Students

- Coteaching opportunities in the classroom with ISW
- Literacy support with ISW and non-enrolling teacher
- Resources with Indigenous Content
- Indigenous Garden with traditional plants sharing cultural knowledge of the land
- First People’s Principles of Learning and Indigenous connections/content as integral pieces of instruction
- School wide family events
- ISW part of school community that collaborates with teachers and supports Indigenous culture and ways of knowing.

<p>Connections to the Elementary Operational Plan</p> <ol style="list-style-type: none"> 1. Mastery of Literacy & Numeracy 2. Deeper Learning Experiences in Core and Curricular Competencies 3. Student and Staff Well-being. 	<ul style="list-style-type: none"> - Best practice literacy strategies and joyful literacy experiences - Use of non-enrolling teacher to support numeracy and literacy instruction. - Opportunities to use real world literacy and numeracy skills through inquiry-based learning endeavors in our agriculture classroom. - Parents invited to support with small groups. - School wide writing focus - School wide reading programs - Student voice and choice incorporated into inquiry. - Play based and outdoor place-based learning opportunities. - Focus on celebrating Personal and Cultural Identity
<p>District Priorities</p> <ol style="list-style-type: none"> 1. Equitable access to learning opportunities and outcomes. 2. Student Assessment and Reporting 3. Purposeful learning partnerships with families. 	<ul style="list-style-type: none"> - Low student to teacher ratio allows for more personalized instruction and flexible groupings. - Learning opportunities accessible to all kinds of learners - Celebrations/Demonstrations of Learning - Students build journal/portfolios on online platform. - Continued use of district assessments and rubrics to assess student learning. - Learning targets to guide student self-assessment. - Increased focus on Positive Personal and Cultural Awareness