

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

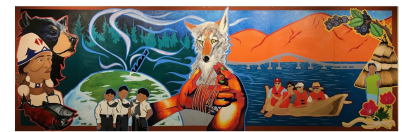
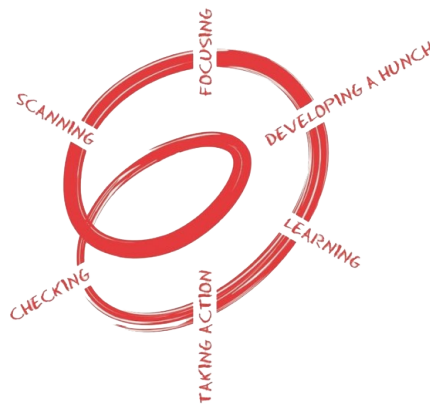
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

- [District Strategic Plan](#)
- [Spirals of Inquiry Playbook](#)
- [Equity in Action Agreement](#)



*LiDine - Spirit of Excellence
Shelton Lusk / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mental Project*

Fostering Indigenous student success through the lens of equity

School Community Student Learning Plan

School Overview

School: North Glenmore Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Central Family of Schools

Overall School Population: 649

Student Population Indigenous: 66

Student Population, SPED: 61

Student Population, ELL: 52

Principal: Sue Stevenson

Vice Principal: Steve Cann

Grade:

- K
- Gr. 1
- Gr. 2
- Gr. 3
- Gr. 4
- Gr. 5
- Gr. 6

Number of Administrators: 2

Number of School-Based Teachers: 27

Number of School-Based Support Staff: 15

School Learning Story

Background:

At North Glenmore we work with our staff, our learners and our parent community to develop our student learning priorities and action plans. Together we have created a learning continuum that reflects the voice and feedback of our NGE community. This year NGE has shifted our focus to include numeracy along with a continuation of our previous co-constructed student learning priorities. Our learning goals for the 2023 2024 school year included the following:

1. At North Glenmore we help our learners set meaningful learning goals to improve their literacy skills.
2. At North Glenmore, we use a common language to support our students self-regulation skills so they are better prepared for learning.
3. At North Glenmore, our focus this year has been on building a growth mindset in numeracy for staff and students.

North Glenmore has aligned with the Provincial assessment practices with our Learning Updates (report cards) and our ongoing assessment focus on skills, providing descriptive feedback, and engaging students in goal setting with their parents and teachers. By helping our students focus on how to improve their individual learning needs, rather than focusing on marks, students are active participants in their learning journey. Students and their parents are informed through the sharing of student learning portfolios. Formal and informal feedback from our community strongly indicates that this timely and reflective approach to assessment is beneficial to our learners. Learners have more control and feel more confident about how they are doing in school.

Our staff continues to build on our previous professional learning around developing a Growth Mindset within ourselves as lead learners and within our students. We understand that students with a 'fixed mindset' are more likely to feel powerless with respect to their abilities, see mistakes as failures rather than opportunities, and may avoid taking risks. By developing a Growth Mindset students believe their intelligence and abilities can be improved with effort and the right strategies. When students learn that putting forth effort and using the right strategies can help them learn and grow, they try harder, build fortitude and stamina to take on challenges and achieve their potential and beyond what they thought possible.

The staff continue to incorporate First Peoples Principles of Learning and embed Indigenous ways of knowing through all areas of our curriculum. We are learning ways to include land based learning practices, ways to better understand Canada's history with Indigenous Peoples, and how to celebrate the richness of Indigenous culture in our school as we strive to decolonize the learning environment. We encourage the use of nsyilxcen language through sharing at assemblies in our efforts to better understand local Indigenous teachings.

Our NGE Code of Conduct is simple and impactful. We ground our community interactions with a focus on kindness based in the "3Rs": Respect for Self; Respect for Others; Respect for our Environment. North Glenmore is home to the NGE GATORS and often we refer to the school grounds as "THE SWAMP". As well we remind ourselves about what it means to be GATORS. At NGE the G.A.T.O.R.S. acronym stands for Generous- Academic- Trustworthy-Organized- Respectful- Safe.

School Community Student Learning Plan

School Scan

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

***Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.**

This year our we have continued to focus on SEL and literacy with the tools described below. We also included a thorough scan of numeracy which included staff, student and parent scans this year. Our parent "Thought Exchange" around our numeracy priority is to go home in June 2024.

Last year our team used EdPlan Insight, class profile review meetings twice per year and collaborative release time to collect and analyze our student performance data. We also review Foundation Skills Assessment data, learning summary data and information from Student Learning Surveys.

Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:

Type of Student Learning Evidence	Short Description	Further Details
Student achievement data	During our class profile meetings we identify those students who are in the red and yellow tiers for their academic and Social emotional learning. Our support team (LAT/ELL/Classroom support/SEL teacher) work together with classroom teachers to identify the supports each child requires. We track student performance using our Response to Intervention (RTI) triangles, EdPlan Insight data, School Wide Write assessments, FSA results etc.	Our SEL and Literacy RTI data from term 1 to term 2 this year indicated consistency with our red zone students. Red zone students continue to be our top priorities for support. Some students in yellow zone have moved up to green in SEL and Literacy
Pedagogical documentation	Learning Summary Data collected during term 1 and term 2 for Literacy (reading and writing).	As our SCAN continued, we are seeing some of our RED zone students improving, while others move into the RED zone depending on their life circumstances. Helping our students and staff navigate challenging situations and better understand that all behaviours are a form of communication has become our focus.
Empathy Interviews	This fall, we interviewed a random selection of students in grades 1 - 3 about how they see themselves as math learners, how they learn best in math and what would help them to get better in math. This data was given to teachers during a staff meeting to identify trends and patterns they noticed.	Teachers reviewed the data and found some common trends and themes. Quiet Classrooms and flexibility of classroom structures were two themes that we are exploring this year.
Empathy Interviews	Staff meeting data collection as well as class profile meetings where teachers talk about individual students and supports needed for each class.	Based on teacher identification of Red zone, yellow zone and green zone students, our supports for each class are allocated.

Student Learning Priority 1

School Community Student Learning Plan

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

Looking at our student literacy performance, this year we continued to support our students to focus on their next steps for improving their literacy skills.

Student Learning Goal 1:

Helping our learners set meaningful learning goals to improve their literacy skills.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Functional Skills: Literacy

School Community Student Learning Plan

Core Competencies

- Communication
 - Connect and engage with others
 - Acquire, interpret, and present information
 - Collaborate to plan, carry out, and review constructions and activities
 - Explain/recount and reflect on experience and accomplishments
- Critical Thinking
 - Analyse and critique
 - Question and investigate
 - Develop and design
- Personal Awareness and Responsibility
 - Self-determination
 - Self-regulation
 - Well-being
 - Explain/recount and reflect on experience and accomplishments

C **Communication**

1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

T **Creative Thinking**

1. Novelty and value
2. Generating ideas
3. Developing ideas

T **Critical Thinking**

1. Analyze and critique
2. Question and investigate
3. Develop and design

PS **Positive Personal & Cultural Identity**

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

PS **Personal Awareness & Responsibility**

1. Self-determination
2. Self-regulation
3. Well-being

PS **Social Responsibility**

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships

School Community Student Learning Plan

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Feedback from our School Learning Conversation about our student learning priorities with parents, board members and Senior District Staff.	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	ESGI pilot (electronic Early Learning Profile) - students with incomplete skills are pulled for dedicated intervention in lagging skills	Collaboration with Indigenous Advocate and Resource Teachers to support students in need.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Read Live project data - growth in DRA reading levels for 15 intermediate students with identified below grade level DRA reading scores	Collaboration with Indigenous Advocate and Resource Teachers to support students in need.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	RTI triangles for literacy. Quantitative data extracted from each term to show growth in percentage of students in red and yellow tiers for literacy	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Ongoing classroom observations and conferencing with students in writing and reading.	

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Professional Learning around this goal is ongoing.

This year we included:

- Adrienne Gear - Book Launch on her new book "Powerful Thinking"
- writing conferencing - instruction and practice
- staff participation in the district pilot for the creation of a K-9 writing continuum
- creating shared understanding and alignment of our goal to move our students forward with their writing skills 2022/2023
- Adrienne Gear - writing instruction 3 part workshop focusing on writing
- work with the Instructional Leadership Team - triangulation of evidence around writing instruction
- PGP focus for some of our teachers with a focus on writing instruction

School Level Strategies and Structures:

- Making classroom assessment work - Anne Davies book purchase for staff
- Collaborative release time for grade groups of teachers to help them align their assessment practices in literacy
- Class profile review meetings to review each child's growth and supports needed within the class twice per year
- ongoing literacy support in all classrooms (including small group push in and pull out)

Classroom-level Instructional Strategies:

- writing conferencing
- portfolios
- guided reading instruction and phonics based and decodable reading instruction (UFli)

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
Equity in Action Agreement – Pedagogical Core	All students are given the support they need at their level to improve their literacy instruction

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Lunch & Learn with Adrienne Gear	300
Learning Resource	GEAR Pick Packs - books to support literacy in the classroom	2000
Staffing, Supplies	Release time for teachers to collaborate	1000

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

2023/2024

- this year we have been able to quickly identify students through the ESGI Pilot for the ELP. Small group targeted intervention has supported students in the red zone.
- Our intermediate Read Live reading intervention has generated higher student engagement and better reading progress (PM Benchmark increase)
- staff focusing on using Speech To Text for students with identified learning disabilities and written output difficulties

2022-2023

- defined growth in student writing proficiency as identified through learning summaries, class profile review meetings and RTI data
- Intrinsically motivated learners who are internalizing reading and writing improvement strategies and applying those skills to their enhance their academic proficiency.

Recommendations for next steps for this School Student Learning Priority:

2023/2024

- Primary team look at participating in the ESGI pilot with support from members who did the Pilot this year
- Encourage Intermediate teachers to explore the new District Writing continuum
- Continue to build on student writing growth through writing conferencing, co-created rubrics, and student portfolios.
- encouraged use of Powerful Thinking - connecting thinking skills to all curricular areas

2022-2023

Building upon the continuity, collaboration and efficacy among staff to align best practice pedagogy at NGE with S.D. #23 Learning Priorities as well as Ministry competencies

Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

Through classroom observations, class profile review meetings, office referrals and ongoing conversations in staff and school based team meetings, we identified that our learners continued to need guidance to help prepare themselves for learning. Each child is different in their ability to self-regulate. To help create consistency over the grades, our goal this year was to create alignment across grades in the Social Emotional Language we use and the structures we use to support our students self regulation skills.

Student Learning Goal 2:

At North Glenmore, we use a common language to support our students self-regulation skills so they are better prepared for learning.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Functional Skills: Literacy

Curricular Competencies: Personal Awareness & Responsibility

School Community Student Learning Plan

Core Competencies

- Critical Thinking
 - Analyse and critique
 - Question and investigate
 - Develop and design
- Personal Awareness and Responsibility
 - Self-determination
 - Self-regulation
 - Well-being
 - Explain/recount and reflect on experience and accomplishments
- Social Awareness and Responsibility
 - Contributing to community and caring for the environment
 - Solving problems in peaceful ways
 - Valuing diversity
 - Building Relationships

C **Communication**

1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

T **Creative Thinking**

1. Novelty and value
2. Generating ideas
3. Developing ideas

T **Critical Thinking**

1. Analyze and critique
2. Question and investigate
3. Develop and design

PS **Positive Personal & Cultural Identity**

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

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School Community Student Learning Plan

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Feedback from our School Learning Conversation about our student learning priorities with parents, board members and Senior District Staff.	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	EdPlan Insight RTI Data for SEL Term 1/2/3	Collaboration with Classroom Support Teachers, Social Emotional Teacher, Indigenous Advocate and Resource Teachers to support students in need.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Class review meetings - focus on Tier 1 Red Zone students and supports for SEL	Collaboration with Classroom Support Teachers, Social Emotional Teacher, Indigenous Advocate and Resource Teachers to support students in need.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Leading professional learning - 7 Sacred Teachings, staff discussions and data collections at staff meetings	Work with the Indigenous Advocate and Social Emotional Learning Teacher around the 7 Sacred Teachings

Taking Action and Learning

Leading Professional Learning:

Work on this goal continues this year

2023/2024

- SEL teacher leading learning for staff to help focus on a common language
- we have added monthly information and resources for teachers connected to our school Wide Virtue and the 7 Sacred Teachings.
- FAIR plan strategy discussed at SBT meetings and staff meetings.
- implementation and utilization of ABC data tracking to better plan behavioural supports
- Jessica Minahan workshop with our support team
- Lunch & Learn: Positive, Practical and Proactive Strategies for Managing Anxiety related challenging behaviour (led by District staff)
- SEL Indicators of schoolwide SEL - evidence collected around our school's explicit SEL instruction and other SEL indicators through staff discussion of the CASEL school playbook
- Discussions and consulting with teachers around school based and community supports

2022/2023

- Book Club, Jessica Minahan's "The Behaviour Code" - 28 staff members participated in a book study of this book. Professional conversations in monthly meetings where strategies, successes and failures were shared.
- SEL committee monthly meetings and goal setting

School Level Strategies and Structures:

2023/2024

- Weekly grade group assemblies - focus on Virtues/7 Sacred teachings
- refining SBT referral process including minute template and collaboration through TEAMS

2022/2023 structures and strategies continued from last year

- GATORS are Generous, Academic, Trustworthy, Organized, Respectful and Safe. We are committed to respecting Self, respecting Others, and respecting this place.
- SEL committee - sharing ideas and strategies at staff meeting
- focus on CASEL playbook & 10 Indicators of a schoolwide SEL evidence.

Classroom-level Instructional Strategies:

2023/2024

- explicit instruction (co-teaching/planning) for SEL strategies
- Resources made available for teachers around the Virtues Sacred teachings

Structures and strategies continued from last year

- Adrienne Gear's Powerful Understanding - "Me vs Others"
- Zones of Regulation, growth mindset, mindful practices, calming strategies, calming corners in classrooms,
- Little Spot books used in classrooms
- Morning meetings introduced in most classrooms
- Indigenous Elder visits to the classroom

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - System Wellbeing	

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

2023/2024

- students have a better understanding of the virtues we have covered including Honesty, Respect, Kindness, Love & Courage
- staff using the resources provided to them around 7 Sacred teachings
- staff and students using a common language more frequently including GATORS are... _____
- Collaborative Assemblies have supported a common language

2022-2023

- staff alignment and deeper understanding through our Book Study and staff meeting discussions
- Student agency growth
- school alignment
- use of a common language in classrooms and at home

Recommendations for next steps for this School Student Learning Priority:

2023/2024

- consistent follow up activities for use in the classrooms
- Family Challenges around Social Emotional Learning
- Create a Social Emotional Learning Board - similar to our Math Challenge Board
- Include strategies that families can practice at home in our Gator News Weekly
- Share the teachings at our monthly Celebration assemblies
- highlight strategies for self-regulation (strategies that work) in assemblies, staff and parent newsletters
- continue to support classroom teacher development of SEL toolkits within the classroom and embedding structures and routines into daily activities

2022-2023

- continue to build on strategies and practices learned through Book study
- team to explore Indicators of a Healthy SEL school

Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

During the last term of 2022/2023 school year our team began to look at our numeracy data following a closer examination of our FSA and learning summary data. This fall we invited interested teachers to join a Numeracy Committee. The Admin team hosted empathy interviews with a random sample of 66 students across grades 1-6. We asked students 3 questions about how they see themselves as math learners and how they learn best in math. Some trends were identified and staff are working collaboratively to identify some school wide initiatives to address these trends.

Student Learning Goal 3:

Our focus at North Glenmore this year has been on building a growth mindset in numeracy for staff and students.

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Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Functional Skills: Numeracy

Curricular Competencies: Explain and justify mathematical ideas and decisions

School Community Student Learning Plan

Core Competencies

- Communication
 - Connect and engage with others
 - Acquire, interpret, and present information
 - Collaborate to plan, carry out, and review constructions and activities
 - Explain/recount and reflect on experience and accomplishments
- Critical Thinking
 - Analyse and critique
 - Question and investigate
 - Develop and design
- Personal Awareness and Responsibility
 - Self-determination
 - Self-regulation
 - Well-being
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 - Contributing to community and caring for the environment
 - Valuing diversity
 - Building Relationships

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School Community Student Learning Plan

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Learning summary data analysis	Collaboration with Classroom Support Teachers, Social Emotional Teacher, Indigenous Advocate and Resource Teachers to support students in need.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	FSA data	Collaboration with Classroom Support Teachers, Social Emotional Teacher, Indigenous Advocate and Resource Teachers to support students in need.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Staff meeting data collection from teachers to identify strategies that worked and preferred activities to help with growth	

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Thought Exchange for parent community to be sent home June 2024	

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

- Work with the Instructional Leadership team
- Staff Numeracy Committee (10 members) lead learners at staff meetings
- Guest speaker - Kendra Jacobs
- Book studies - Choral Counting
- Staff resources: Number Sense Routines (K-3 & 3 -6), Conferencing with Young Mathematicians at work

School Level Strategies and Structures:

- release time for grade group teachers to collaborate on their numeracy instruction
- dedicated staff meeting time for numeracy goal (led by numeracy committee members)
- staff creating and talking about counting collections, choral counting, number talks, vertical math tasks
- school wide Math Challenge board
- student voice data collected and shared with teachers
- Family math challenges

Classroom-level Instructional Strategies:

- staff practicing counting with song and movement to help imprint learning
- math games
- making thinking visible strategies
- shared math resources and manipulatives
- collaborative math tasks, number talks
- connections to math in our community

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - Family & Community Engagement	

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Numeracy books for teachers	1200

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

2023-2024

- staff are having more frequent conversations about numeracy
- teachers are trying strategies they have never explored or taught in their classrooms before
- students are showing more confidence in their numeracy skills and mindset
- student voice data to be reviewed at June staff meeting to identify some more specific numeracy goals for next year.

Students will be asked the following student questions:

1. What is something you are proud of with your math learning this year?
2. What is something that is hard for you in math?

- Staff will also review the Thought Exchange Data that will be sent to parents for feedback around the following questions:

1. Are you aware that North Glenmore has a numeracy focus this year?
2. Which challenges have your family participated in this year (i.e. candy cauldron estimation, winter break math bingo, spring break family math challenge, paper clip estimation, 100 day celebration)?
3. What is your families favourite board or card game to play at home?
4. How has your child's confidence around numeracy changed this year?
5. Where have you seen your child connect to math at home or in the community? (i.e. patterns, shapes, time, money)
6. What numeracy goals do you have for your child for next school year?

2022/2023

- FSA data reveals that NGE students are performing below district and provincial levels in numeracy
- staff are concerned about the fixed mindset around numeracy

Recommendations for next steps for this School Student Learning Priority:

2023-2024

- use data from student voice surveys and Parent Thought Exchange to identify one or two school goals around numeracy for next year.

2022/2023

- build a growth mindset around numeracy for staff and students
- gather qualitative and quantitative data to support Numeracy skills as a priority focus and goal going forward.

Plan Reflection

Principal Reflection:

This year we have created a whole school excitement and buzz around numeracy. Ideas and strategies driven by a staff volunteer numeracy committee have led to including strategies and structures such as the Math challenge at the Swamp bulletin board, Family math challenges, Choral Counting Book Club, Numeracy Lunch and Learn with Kendra Jacobs, and collective work with the Instructional Leadership Team. Staff conversations and data collection at staff meetings and through our daily interactions have revealed a significant change in how we approach teaching numeracy and how our students are feeling about themselves as numerate individuals. We look forward to analyzing the data from our student empathy interviews and our Parent Thought Exchange, and we are hopeful to see a significant increase in our student's numeracy data in the years ahead. The introduction of a Social Emotional Learning Teacher this year at NGE has given our team the push to support our goal of creating a common language at NGE. Identification of the Virtues and their connection to the 7 Sacred Indigenous Teachings, and providing teachers with some strategies, resources and common assemblies for grade groups, has created alignment and a school focus this year. Our next steps are to focus more on bringing in our parent community and helping them understand the importance of supporting self-regulation to better prepare our learners for learning.