



“Bringing Learning to Life”

Cheslakees Elementary School

SCHOOL PLAN

2020-2021



Submitted by: Jill Cook
Principal: Jill Cook

**SCHOOL PLAN 2020-2021
CHESLAKEES ELEMENTARY SCHOOL**

Introduction – School Context

School Mission Statement:

Cheslakees Elementary has a warm, safe, and spirited educational environment. In partnership with parents and the community, children are encouraged to learn and strive toward lifelong goals of health, happiness, productivity, and self-fulfillment.

School Context:

Located in the vibrant, active Early Learning Centre in Port McNeill is Cheslakees School. We are part of a wider community of early learning professional groups in the building, including but not limited to: Strong Start, Promising Babies, Toddler Time, Cool-Kids After School Care, Birth to 18 Month Daycare, Pre-School, and Huckleberry House Daycare. All rooms in the building are in use.

The building is surrounded by open field areas, playgrounds, and pathways into the local forested areas. A greenhouse and an outdoor garden located just outside the classrooms enhance the focus on nature and outdoor programs.

We continually infuse the local indigenous context into all areas of our day. We are committed to taking deliberate and intentional action to ensure success for all our Indigenous learners.



Twenty four kindergarten students separated into two classrooms bring curiosity and excitement into the school. In the school population 11% have claimed Aboriginal ancestry. We emphasize using the outdoor area, allowing children and educators to investigate natural phenomena and learn about the place in which they live. The school focuses on creating places and spaces of curiosity and wonder.

Cheslakees School is served by to the Port McNeill Elementary School PAC. The PAC represents the two elementary schools in Port McNeill.

The school is governed by its underlying principle that children must leave us as intensely curious and thoughtful individual.

Summary of Student Body Assets:

Kindergarten students are in the unique position of being the oldest students in their building. This allows an opportunity to role model responsibility to the younger students who attend the Preschool and Daycare programs. Teachers and students participate in activities with Daycare children, such as: noisy-reading, school activities, and other opportunities that arise throughout the year. The end results are less anxiety when entering Kindergarten, a sense of family, and a more cohesive learning center. Cheslakees School is located in close proximity to the local High School and Elementary School. This allows for joint activities which foster a sense of community and belonging.

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Summary of Student Body Needs:

Kindergarten is intended to stimulate children’s curiosity to learn more about the world around them. Students need every opportunity to delve deeper into the areas that interest them. Each year our new group of learners presents differing sets of needs. Consistently we see a need to pay attention to self-regulation and students social emotional needs. These findings are supported by the EDI.

Section 1 – Student Achievement Profile

PM Benchmarks in Reading starting when students show they are an emergent reader
 Teacher Assessments throughout the year
 Working Portfolios
 Student Self-Assessment throughout the year
 Student goal setting each term

Reading PM Benchmarks – Level 1, is the goal for the end of Kindergarten

	Not Yet Benchmarking	Level 1	Level 2	Level 3 and up
June 2018	37%	60%	3%	0
June 2019	20%	27%	17%	36%
March 2020	58%	25%	4%	8%

Developmental Stages of Writing

	Emergent	Transitional	Fluent
June 2017	31%	43%	26%
June 2018	19%	57%	24%
June 2019	6%	91%	3%
March 2020	11%	88%	

Numeracy

	Approaching	Meeting	Exceeding
June 2018	10%	77%	13%
June 2019	6%	88%	6%
March 2020	12%	88%	

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Section 3 – Focus on Learning

Summary of Priorities

Student Learning	Target	Interventions and Actions	2. Professional Learning/Supports	Monitoring Plan	Roles and Responsibilities	Resources
Kindergarten Reading	All	<p><u>Focus</u> By October 2020, all students will be assessed for letter names and sounds</p> <p>By March most students should be approaching Benchmark 1</p>	<p>Teachers will develop an individual plan for the struggling learner</p> <p>Teachers will seek out Pro-D opportunities if needed</p>	<p>Formative assessment throughout the year</p> <p>Formal assessment in 8 week cycles</p> <p>Student portfolios</p>	<p>Teachers will conduct routine assessments and implement interventions.</p> <p>SEA will provide classroom teachers with classroom support to allow for small group instruction for specific, goal- oriented tasks.</p>	<p>Staff sharing from recent workshops</p> <p>Teresa: Jolly Phonics starting in October</p> <p>Marilyn / Jill: singing alphabet starting in September</p> <p>Multiple Pathways to Literacy by Miriam Trehearne – teachers have this book</p>
Kindergarten Numeracy	All	<p>By October 2020, all students will be assessed for number names, quantities and subtilizing recognition to 10</p>	<p>Teachers will develop an individual plan for the struggling learner</p> <p>Teachers will seek out Pro-D opportunities if needed</p>	<p>Formative assessment throughout the year</p> <p>Formal assessment in 8 week cycles</p> <p>Student portfolios</p>	<p>Teachers will conduct routine assessments and implement interventions.</p> <p>SEA will provide classroom teachers with classroom support to allow for small group instruction for specific, goal- oriented tasks.</p>	<p>Teachers will inventory what they have and make suggestions regarding what they need by the end of September.</p>

School Name: Cheslakees Elementary School 2020-2021
Date of Plan: September 2020

Ratified by School Staff: _____
Signature of Principal: _____