



Fort Rupert Elementary School Plan

Alison Webber / Principal

2023-2024



*Kwikw (eagle) by Trevor Hunt
Gilakas'la for our logo (2011).*



Mission Statement

Fort Rupert Elementary will strive to develop self-worth in its students. We will endeavour to build a safe environment that nurtures, respects, and builds responsible citizens. We will focus on enhancing academic performance for every student.

Our School

Fort Rupert Elementary School (FRES) is located at 5520 Beaver Harbour Road, 10km southeast of Port Hardy, on the traditional unceded territory of the Kwakiutl First Nation. FRES is surrounded by parks, backed by forest, and is a short walk away from Storey's Beach. We are honoured and proud to live and learn in such a beautiful territory.

FRES is a Kindergarten to Grade Seven school and our enrolment for 2023-2024 is expected to be around 85 learners. Learners are split into multi-grade classrooms, prioritizing class sizes, and attention to individual needs and strengths.

FRES Staffing for 2023-2024 school year includes: four Educational Assistants, one First Nations Cultural Support Worker, five teachers, one secretary, and Principal. One of our classroom teachers is also our English Language Learning (ELL) Teacher Specialist and Learning Assistant Resource Teacher. FRES has a teacher librarian, a part time library clerk, a visiting district counsellor, and various support staff such as noon hour supervisors and bus drivers that all play a role in our learners' success. FRES staff strive to provide access to a wide range of learning opportunities in a variety of settings and works hard to ensure that all our learners' needs are met.

FRES staff is dedicated to providing learners with equitable access to and equitable participation in quality education.

Kwakwaka'wakw Territories

FRES learners study about the rich history, traditions, and communities of the Kwakwaka'wakw. All learners have the opportunity to learn Kwak'wala. We are proud of our partnerships with the Kwakiutl and other First Nation communities.



Summary of Student Body Assets

A distinctive feature of our student body is the interconnectedness and cultural connections that we all share. This asset is supported through our culture program and integration of local Indigenous teachings. Our staff and learners are becoming increasingly aware of how the First Peoples Principles of Learning can apply in our context, and that our learner's sense of belonging ultimately benefits them. We take great pride in the expression of culture that is showcased each year during our gwamyasa / Yayuma at the Fort Rupert Big House.

Learners benefit from a dedicated Parents Advisory Council. Our PAC is very active and attendance at meetings is consistent. Traditionally the PAC and teachers co-host a variety of events. These events have included a Halloween Dance, Haunted House, a Winter Celebration Dinner and Concert, a Talent Show, a School Play, and many other activities that bring our entire school community together.

FRES PAC's fundraising supports many initiatives such as; bussing for swimming lessons, breakfast and lunch programs, field trips, our annual Cultural Celebration, and many other special events that come up throughout the year.

FRES learners are part of a loving community that includes parents, families, and educational stakeholders. Thanks to the support of local businesses and community members, learners can access more activities and services. We are very grateful for the ongoing support from our local Harvest Food Bank, Loaves & Fishes, the Breakfast Club of Canada, and the Feeding Futures fund for their generous donations. These donations allow us to provide nutritional snacks and meals.

FRES learners are fortunate to be able to participate in sporting activities such as: skiing, soccer, table tennis, basketball, and hockey. Our learners also have to opportunity to perform in school plays, highland dancing, and music lessons.

Summary of Student Body Needs

21% of our learners have disabilities or diverse abilities. In September we assess all our learners. We provide personalized and school wide reading interventions based on their needs. Our school will continue to implement a systems approach to reading instruction and intervention through the SD85 Grade Level Reading Strategy Map. Reading skills are currently being assessed using Benchmarks, Jerry Johns, the B.C. Performance Standards, and the Foundations Skill Assessment. Writing samples are assessed using the B.C. Performance Standards and traditional classroom assessment practices.

This year our Inquiry Project focuses on how we assess our learners. This involves examining current best practices, assessing current knowledge, and creating personalized learning plans for each student. Our target is for all students to be proficient at district and provincial expectations.

FRES Numeracy has begun to use Nelson Pre-Assessments, traditional classroom assessments, and the Foundations Skills Assessment. We created a single page 'Primary Numeracy Profile' for each student. In the fall we will begin using these 'profiles' to help track, group, and provide targeted numeracy interventions. Our inquiry will continue and we will develop a 'Intermediate Numeracy Profile'.

FRES strives to support the social-emotional needs of all learners. We use the Zones of Regulation, provide counselling support (when requested by a guardian), teach and model expected behaviours, and use consistent language to support everyone's well-being.

Indigenous Education and Reconciliation

CALLS TO ACTION

63. We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

iii. building student capacity for intercultural understanding, empathy, and mutual respect.

FRES will ensure that all learners know why we are embedding Indigenous teachings in our curriculum. Learners will all be taught about residential schools and their continued impact on all Indigenous Peoples.

Learners will be taught about reconciliation and how to move forward, without forgetting the past.

School Achievement Profile

Meeting or Exceeding Kindergarten	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
Literacy (PM Benchmark)	67%	COVID	63%	78%	100%
Numeracy	83%	COVID	63%	78%	100%
Writing	78%	COVID	63%	78%	100%
Meeting or Exceeding Grade One	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
Literacy (PM Benchmark)	67%	COVID	msk	30%	80%
Numeracy	83%	COVID	57%	80%	80%
Writing	67%	COVID	43%	msk	80%
Meeting or Exceeding Grade Two	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
Literacy (PM Benchmark)	67%	COVID	67%	13%	29%
Numeracy	83%	COVID	56%	25%	64%
Writing	78%	COVID	56%	msk	21%
Meeting or Exceeding Grade Three	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
Literacy (PM Benchmark)	67%	COVID	67%	60%	40%
Numeracy	83%	COVID	11%	70%	50%
Writing	50%	COVID	22%	20%	40%

School Achievement Profile

Meeting or Exceeding Grade Four	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
Literacy (Jerry Johns)	91%	71% FSA	63%	70%	27%
Numeracy	82%	86% FSA	63%	msk*	55%
Writing	78%	86% FSA	63%	msk*	27%
Meeting or Exceeding Grade Five	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
Literacy (Jerry Johns)	62%	COVID	67%	82%	46%
Numeracy	54%	COVID	58%	73%	27%
Writing	39%	COVID	33%	36%	46%
Meeting or Exceeding Grade Six	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
Literacy (PM Benchmark)	100%	COVID	73%	83%	58%
Numeracy	43%	COVID	55%	75%	73%
Writing	64%	COVID	46%	42%	50%
Meeting or Exceeding Grade Seven	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
Literacy (Jerry Johns)	80%	62% FSA	92%	57%	50%
Numeracy	27%	100% FSA	92%	86%	70%
Writing	72%	62% FSA	69%	64%	70%

School Achievement Profile

DISTRICT LEVEL ASSESSMENT (FSA): MEETING (ON TRACK) OR EXCEEDING (EXTENDING)

Meeting or Exceeding Grade Four	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
Literacy	100%	71%	100%	100%*	91%
Numeracy	67%	86%	100%	90%*	73%

Meeting or Exceeding Grade Seven	2018 2019	2019 2020	2020 2021	2021 2022	2022 2023
Literacy	54%	62%	92%	92%	60%
Numeracy	20%	100%	92%	92%	80%

INQUIRY FOCUS GROUP: YEAR TRACKING

Approaching / Meeting / Exceeding Eight Students	2018 / 2019 Grade Two	2020 / 2021 Grade Three	2021 / 2022 Grade Four	2022 / 2023 Grade Five	2023 / 2024 Grade Six
Literacy (PM Benchmark / Jerry Johns)	msk	Approaching	73%	83%	
Numeracy	NYM	NYM	87.5%	75%	
Writing	NYM	NYM	75%	75%	

The Educated Citizen

"The purpose of the British Columbia school system is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy."

Our Mandate - the Educated Citizen

In order to achieve this purpose, an "educated citizen" will show development in three areas: intellectual, human and social, and career.

At Fort Rupert Elementary we have aligned our school goals to reflect British Columbia's Educated Citizen Mandate and the Strategic Plan of SD85 which aims for every student graduating with dignity, purpose, and options for the future.

School Goal:

Intellectual Development

We want learners to think for themselves, understand things deeply and learn important skills. We want their lives to be filled with curiosity, creativity and a love of learning.

Goal: to ensure that all our learners know the foundational skills of literacy and numeracy.

Rationale: English Language Arts (ELA) curriculum equips learners with skills they will need in school community, career, and life. Literate users of language will be more effective at achieving personal, educational, social, and career goals. It is our belief that the Mathematics curriculum helps our students learn to make accurate, informed, and ethical choices. They also learn how to be effective problem solvers.

Action Plan / Data & Evidence: see FRES Assessment Inquiry



School Goal:

Human and Social Development

We want students to feel good about themselves. We want them to enjoy creative activities, learn about their history and different cultures. We want them to know how to be physically and mentally healthy. We also want them to be responsible, caring, and inclusive towards others.

Goal: to ensure our learners develop a sense of self-worth and personal initiative. We want to make sure that they can persevere when faced with difficult tasks or decisions.

Rationale: as we move forward with our assessment inquiry we have noticed that our learners lack perseverance skills. In order for our learners to be successful and acquire skills they need they must be able to persevere and do hard or challenging things.

Action Plan: we will teach learners how to persevere by having learners recall a time they did something really hard and succeeded. We will ask them what skills they used to make that happen. We will encourage step taking, even if a small one. We will encourage reasonable timelines, creative problem solving, and patience.

We will teach learners about transformative competencies such as creating new value, reconciling tensions and dilemmas, and taking responsibility. When planning activities we will use a cyclical learning process: anticipating, acting, and reflecting (OECD Skills 2030).

Our learners will be taught about growth mindset and creating **H.A.R.D.** goals.

H: heartfelt / Why do you want this goal?

A: animated / What will you be able to do by achieving this goal?

R: required / What do you need to do by (set time frame) in order to achieve this goal?

D: difficult / What are three to five skills you need to achieve this goal?

We will have assemblies that are about growth mindset and HARD goals. Staff will be provided with background information on how to develop HARD goals. Learners and staff will then work on choosing three goals (intellectual, human & social, career) and work on plans to achieve them.

For example: Suzy McSchoolsen / Grade Five

Intellectual:

She wants to improve her reading by one grade level by end of term 1. She wants to be a better reader. She will practice sight words, phonics, and fluency passages each day.

Human & Social:

She wants to get better at running. Currently she can run 400m in two minutes. She wants to run 400m in under one minute. She will do this by June's District Track Meet. She will exercise daily, try to eat healthy more often, and sleep eight to ten hours each night.

Career:

She wants to be a teacher. She also knows that she has a hard time staying organized. She will work on keeping her binder organized. At the end of each week she will check to see if all her loose papers are put away, that nothing is ripped, and that she has finished anything she may need to.

Data & Evidence: Learners and staff will discuss the best way to share their accomplishments. Through newsletters, videos, open house, displays, or other learner created ideas.

School Goal: Career Development

We want to help learners get ready for jobs and careers they dream of. We want to teach them effective work and personal habits. We want them to be adaptable and flexible to changes that may happen in the workplace and life.

Goal: to ensure our learners are aware of all the possible careers or jobs available to them through career exploration.

Rationale: We asked learners "What do you want to be when you grow up?" After several I don't knows, a dozen teachers, soccer and hockey players, doctors, fishermen, and a couple lawyers we noticed that learners know very little about the world of work. Learners also do not understand how literacy and numeracy skills relate to the world of work.

Action Plan: we will bring in community members to share about their careers. We will have conversations about skills, training, and we will take our learners out virtually and physically to explore the various opportunities in our community. We will explore online resources and tools that include career assessment tests, job descriptions, salary information, educational requirements, success stories. We will integrate career exploration into our curriculum and have learners create projects and assignments.

For example: the [Mathigon](#) website lists applications for mathematics. This website shows learners that mathematical thinking is part of careers such as: Plastic Surgeon, Coral Reef Scientist, and Chef.

Data / Evidence: Learners and staff will organize a career fair, where learners will explore and present a potential career based on their current interests. Learners will be able to reflect on why what they are learning now is an important part of their educational journey.

FRES FOUNDATIONS: INQUIRY 2023 / 2024

School Goal: to ensure that all our learners know the foundational skills of literacy and numeracy.

School Inquiry: Will a school-wide focus on strengthening basic literacy and numeracy skills increase the number of students meeting and exceeding school, district, and provincial assessments?



Adapted from Dr. Judy Halbert and Dr. Linda Kaser "Spirals of Inquiry: For Equity and Quality"

STORY

Our teaching staff consists of six full time and part time classroom teachers. During the 2021/2022 school year our staffing was irregular. At the end of June only 50% of our staff would return in the Fall.

The remaining staff decided to focus on the instruction and assessment of basic numeracy skills for our 2022/2023 inquiry.

As our staffing changed again we noticed the need for not only an easy to understand numeracy assessment but we needed to evolve our literacy assessment too.

Our new team decided to develop simple literacy and numeracy assessments. We will begin with a primary version and then adapt that version to suit intermediate needs. We will ensure these assessments are consistent with provincial standards and meet the test of reliability and validity.

We want to develop simple assessments that follow the learner. We want something that no matter what school they attend or what teacher they may have there is a simple account of what foundational skills they are proficient in. These simple assessments will also help us develop interventions for any learners that may need it.

SCANNING:

What is going on for our learners?

As we reflect on our school data we notice that our primary and early intermediate learners are still experiencing challenges with foundational literacy and numeracy skills.

Learners are/were missing foundational literacy skills necessary for proficient reading.

Learners are weak with foundational numeracy skills such as addition, subtraction, multiplication, and division.

FOCUSING: *What will have the biggest impact?*

During our scanning phase it was obvious that our primary and early intermediate learners, for various reasons, were missing foundational skills.

Literacy:

In September 2022 we used a 'Words Their Way' assessment to see how learners were spelling, decoding, and recognizing words. We saw that primary students were missing phonemic, decoding, and encoding skills.

This year we will continue to focus on explicitly and systematically teaching students phoneme blending and segmentation, grapheme-phoneme correspondences, decoding and encoding, new concept introduction, and reading and spelling of irregular words and connected texts through the University of Florida's Literacy Institutions Foundations program (UFLI).

Numeracy:

In September 2022 we started using a Nelson Pre- Assessment to assess all learners basic skills. We noticed that most of our intermediate learners had emerging basic skills.

This year we will focus on strengthening addition, subtraction, multiplication, and division facts.

DEVELOPING A HUNCH:

How are we contributing to this situation?

We looked at what we could control. Our school team feels that through explicit and systematic teaching of foundational skills our learners will become proficient in reading.

Our primary team will incorporate the UFLI foundations literacy program. We will also use this program for intervention with struggling in any grade level.

Our school team will also use the SD38 K-7 Term Plans to help teachers organize their years. We will organize and host whole school fact practicing afternoons. Our hunch is these afternoons with strengthen every students recall of basic operation facts.

We have a hunch that with carefully organized programming our goal will be more accessible.

LEARNING:

What do we need to learn?

Our school team will participate in meetings dedicated to the teaching and understanding the UFLI program.

We will see how using organized term plans for numeracy affects our practice and if it is sustainable.

Staff will meet regularly and discuss what they might need in order to teach concepts such as mindset, feedback, literacy, and numeracy.

We will continue to develop primary and intermediate Literacy & Numeracy Profiles for our learners.

We will continue to ask what is going on for our learners and what is going on for the rest of us as learners.



TAKE ACTION:

What can we do to make a meaningful difference?

We will begin by teaching our learners about growth mindset. Learners will create personal goals that are reflective of our school goals.

We will use the cyclical approach which involves anticipating, acting, and reflecting.

We will make sure that our learners know why we are doing and trying new things.

We will create levelled literacy groups, based on June Assessments, to support learners immediately in the Fall of 2023.

We will celebrate failures and successes. We hope to teach our learners to persevere and do HARD things.

We will know we are successful when our learners are achieving their goals.

CHECKING:

Have we made enough of a difference?

Our school team will check to see if learners are meeting district and school outcomes. We will also check to see if their confidence in fact recall improves.

We will collect evidence of what is happening as it happens.

Students will reflect on their learning through self-assessments, surveys, and interviews.

Teachers will collect anecdotal notes and keep records of class based marks.

We will celebrate what we have learned at the end of the year.

We will use learner feedback at the end of the year to help direct our school plan for the following year.

