

[illegible]

Planning Day/Startup

- calm staff
- grateful for daytime custodian
- included as many staff as possible at our planning day to share/lead
- a lot of opportunities to discuss and share in small groups
- revised mission
- looked at ARTS- claim to fame but are we following through
- reviewed goals
- indigenous activity
- assess- need documentation to support our needs
- ADST modules- ARTS values

Mission

Revised Mission Statement

It is the vision/mission of Central School to offer a French Immersion academic program of the highest quality, in an inclusive and caring environment. We strive toward building a strong educational community which integrates the Fine Arts, incorporates Indigenous learning, enhances the development of self awareness, engages all learners and fosters a love for learning and respect for self and others.

C'est la vision/mission de l'École Central d'offrir un programme académique d'immersion française de la plus haute qualité, dans un environnement inclusif et bienveillant. On s'efforce à développer une communauté éducative unie intégrant les Beaux-Arts, prenant en compte les apprentissages autochtones, renforçant le développement de la conscience de soi, engageant tous les apprenants, favorisant un désir d'apprendre et encourageant le respect de soi et des autres.

Planning Day

1. What resonates with you?

French, musical, inclusive caring environment. We are a community, TTOC, Casual EAs have noticed it. We like the many opportunities offered for our students.

Musical: in English maybe with French songs, Visual Arts- great abilities

Drama: K-3- AIM, Music- happy to have this.

Stating that we are a French Immersion school, A.R.T.S.

2. Strengths: We have implemented Visual arts, drama, music, musical- including all students, French speaking community, Specialists, LAT who is knowledgeable.

3. Stretches: creativity with Fine Arts, Hallway announcements in French, difficult to integrate the arts when we have a French challenge, not all classes have access to art experts, woodworking, continuity of staff

Planning Day

4. How can we improve?

Artists in residence, use capacity of the staff, bring in specialists to fill the gap, we feel as though there is no longer a real “Fine Arts” school. It’s more focus on A.R.T.S., not really having the “education” or skill too. Give teacher the opportunity to learn, skills, so that all staff can implement Fine Arts in their classroom.

Announcements in French (birthdays, jokes, lunchtime), create more French culture experiences.

Set time aside for teacher collaboration in order to offer or further inform teaching.

Need professional development for arts integration.

Doing more indigenous learning.

Incorporating it wherever we can. Ex: arts when completed

Have someone who can help/support the teachers with the integration of ART.

Fine Arts Committee

Now what?

Human and Social Goal

Human and Social Goal:

To continue to build and nurture a sense of community across the school, “Together we are better”. This will help our students to consistently make good decisions in difficult moments.

Evidence:

Quantitative

- Core Competency Self Assessments
- Office Referral Data (Assess) project, videos
- Sense of Belonging
- Benchmarks of Quality
- Attendance

Qualitative

- Self Assessment
- Photos of celebrations- gifts for seniors, pallet
- Virtual Open House and Holiday Event
- Self Reflections
- Core Competencies
- Artifacts/Evidence
- Shapes tell a lot activity- ARTS acronym
- Values ADST Modules
- Social Media (Website and Facebook)

Now what: continue with our school spirit days, share what we are doing with our community via Facebook/website.

- build continuity within our school, common vocabulary- ARTS



Intellectual Goal

Numeracy: To develop a common formative &/or summative assessment that can be used school wide at the appropriate level of the learner.

-survey- should we keep the goal as is

-keep the goal- have collaboration sessions to create common goals for each grade level

Evidence:

Common Assessments schoolwide - developed by June 2022)

- FSA - Grade 4

- Report Card Data

- MAP Number Sense (GR 5 and 6)Data Collection.

-Number of the day

- Explain through rubrics

- Self assessments

- Pictures, words,

numbers & other Learning in Depth (LID) techniques to show understanding

- PBL Artifacts

- Discussion / reflections in class

Literacy: To maintain quality practices in Reading instruction that staff currently use as well as to improve and increase fluency and quality of written output.

- we knew reading would be lower- pro-active by doing workshops after school to ensure everyone is on the same page
- guided reading
- recognized that we need to meet more often to build continuity
- hired a 0.2 reading support teacher
- increased our EA time
- collaboration session to discuss how to utilize our EAs
- we will pay particular attention to the reading levels at the end of the year.

Literacy Evidence

- QCA's
- RAD- gr. 6
- GB +
- Kindergarten Phonological Awareness tests
- Quick Scales- BC writing performance standards
- FSA - Grade 4
- Report Card Data
- Cold Writes
- Self assessment
- Reading Recovery - students successfully discontinued
- Quickscales
- Project Based Learning
- Journals
- Creative writing, current events
- 6 Traits of Writing
- Adrienne Gear- Powers

Career/Skill Development Goal

We want our students to collaboratively make, share, create, explore, and develop their problem solving skills through Arts integration and Design Thinking opportunities.

- work in progress for this goal because we are restructuring our ADST/ARTS modules
- we had a maker day in Dec. for our grade 5 students

Evidence

- Report Card Data
- Self reflections
- Satisfaction survey
- Project rubrics
- Self assessments and reflections
- Photos
- MakerDay
- Science Fair
- Artifacts
- 3D Printing
- Gallery / Exhibition Artifacts

Indigenous Students

To meet the needs of our Indigenous students and entire school population, we have been working on a rotation of one week of lessons in the classroom then one week of one on one student time. During the past months, the lessons have been focused on legends, specifically west coast indigenous legends. The lessons involved a story and a short activity for the students. Our support worker also focused on Orange Shirt Day and Remembrance Day. Classes were given a small presentation about "code talkers", the indigenous people in charge of speaking the codes in their languages over the radios, and then completed code breaking activities as a group.

The support worker has started the novel "Dreamcatcher" by Stella Calahasen, as a one on one project with the indigenous students. This story focuses on a young cree girl who is having nightmares when she sleeps. Once they have finished with the novel they will start on their own dream catchers.

Learning Support Fund

Based on class reviews and IEP meetings we have:

SEL Teacher

Collaboration Support for New Teachers- Planning, report cards, classroom management

Reading Support Teacher/Federal French Funds

Je lis- je lis- buying license for entire school

SBTM- inviting all district support staff, meet every two weeks, go over the needs of our students- red flags, revise EA schedules

Participation/Communication

- Staff have opportunities to give input at monthly staff meetings.
- Share out all information that is provided after small group discussions at planning day and staff meetings
- Have shared it with parents at a PAC meeting.
- Finalizing a revised copy to add to our website.

Our Utopia:

Students: who have met their academic needs and goals, can self-advocate and make responsible decisions.

Our Celebration:

Cohesive staff that is willing to collaborate with each other.

