



**School Plan for
Student Success
Wells-Barkerville
Elementary 2021-2024**

Wells-Barkerville Elementary is located in Wells, BC and is part of School District #28 (Quesnel). It is a small school with a multi-grade classroom of students from Kindergarten to grade 7.

Our students have many year-round opportunities for outdoor learning, place-based learning and are very involved in the community arts programs.

We know that we continue to need to give students strategies to further their learning, and to regulated their emotions.

We continue to balance the challenges of a multi-grade classroom and are concentrating our energies on providing our students the skills they need to be successful.



What makes Wells- Barkerville



Staff & parents said that Wells-Barkerville is a great school because:

- Small class size
- Friendly, supportive environment
- Community involvement
- Mentorship/leadership, older students help the younger students, develop skills and traits to be successful citizens
- Many special events: Remembrance Day, Christmas play
- Commitment and support of parents
- Opportunities for many small group discussions
- Focus on place-based learning, outdoor education



What are we doing for our Indigenous learners?

Aboriginal content is included in lessons and activities. We provide:

- whole class culture activities,
- lessons on Indigenous knowledge of seasonal changes and seasonal rounds,
 - lessons on local Indigenous knowledge of local landforms,
- lessons on Indigenous concepts of interconnectedness in the environment,
- lessons on the history of the local community, and of local Aboriginal communities,
 - lessons by the Aboriginal Culture Teacher
 - place-based learning,
- emphasis on indigenous ways of knowing to reflect the First Peoples Principles of Learning in the curriculum.

All of our Aboriginal learners are fully meeting expectations in reading.

Activities at Wells Barkerville Elementary



Students at Wells-Barkerville are involved in a wide variety of events and activities, including:

- Orange Shirt Day, Terry Fox Run, Pink Shirt Day
- Christmas Play (video for 2020)
- Local inquiry of areas within walking distance: meadow, trails, stream, forest
- Cross-country skiing, snowshoeing, nature walks
- Outdoor education, nature-based, inquiry, and place-based learning
- Identity projects
- Remembrance Day— creating paper stained glass windows
- Buddy program, leadership opportunities for gr. 6s

* adjustments have been made in the 2020-21 school year due to COVID Health and Safety Protocols

Numeracy

Through recent assessment of learning in January 2021, a lag in the numeracy skills of the five grade 6 students was noticed. Moving forward we will be gathering more data on the areas where building specific numeracy skills will need focus for these students.

Next steps:

- Continue assessments, including Island Numeracy Network
- Use assessments to guide learning
- Self reflections about learning (Janice Novakowski strategies)

Resources:

- Nikki Lineman
- British Columbia Association of Math Teachers PSA website and resources
- Janice Novakowski—http://janicenovkam.typepad.com/reggioinspired_mathematic/
- BC Numeracy Network
- Island Numeracy Network
- Richmond School District—<https://blogs.sd38.bc.ca/sd38mathandscience/>



Goal 1: To Improve Literacy Skills of All Students

- *We want students to recognize that they are readers and writers.*
- *We have purchased high-interest novels for intermediates and emergent readers for primary. Indigenous titles from Canadian authors and publishers (Strong Nations) have been purchased.*
- *We have created book bins with appropriate leveled reading for all students. Students will have daily opportunities to read to self, read to someone, listen to an adult read on a daily basis.*
- *Staff teach with a guided reading program, sight word buddies, Teach Your Monster to Read, Raz-Kids, and audio books.*
- *We have purchased high interest, low vocabulary books that will interest and engage students.*
- *In literacy, we appreciate the universal importance of story and our goal is to demonstrate an understanding of how story supports the well-being of the self, the family, and the community.*
- *K/1 students have created a visual ABC storyboard letter wall and ABC books that have introduced them to the individual letter sounds.*

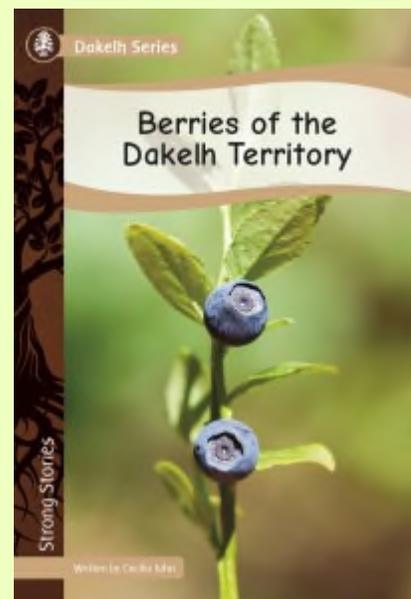
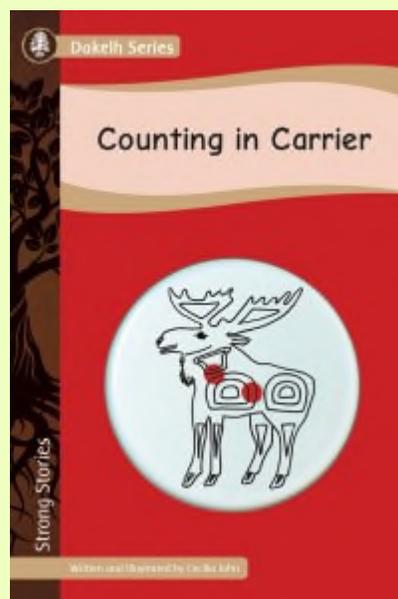
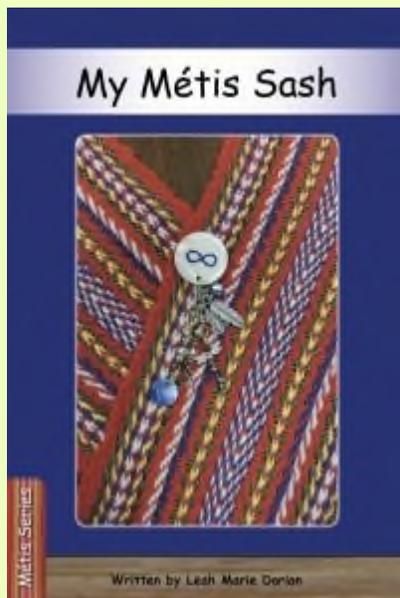


Goal 2: To use the First Peoples Principles of Learning when planning and developing our school activities, classroom instruction, and developing place-based learning opportunities

The staff is committed to using the First Peoples Principles of Learning to guide our school goals and assist in teaching Core Competencies. The school has multiple copies of the FPPL poster and Core Competencies posters for their classroom. These are tangible reminders to refer to these resources often. Knowledge is shared by showing.

We are committed to the success of our students and in imbedding indigenous practice, education, and history into our curriculum and lessons.

We have added resources to help assist us in indigenizing the curriculum. We continue to research books that we would like to add to our classrooms, library, and guided reading collection. A variety of Aboriginal books with Metis topics and Carrier/Dakelh language have been purchased.



We see the First Peoples Principles of Learning in our practice and they will continue to guide our goals. We will connect the Core Competencies with the FPPL.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

Throughout the year we connect the Core Competencies to Six Cedar Trees teachings, promote place-based experiential learning on the land. Outdoor education is an important piece of this goal and exploring place and community of Wells.

Learning is holistic, reflexive, reflective, experiential, and relational.

Our small class size establishes an important feeling of connectedness to our self, others, and place. Buddying programs, leadership opportunities and other opportunities are provided to broaden relationships and community.

Learning involves recognizing the consequences of one's actions.

We set the conditions for students to take ownership of their actions and lead with kindness. Our school is a safe environment. They don't always make the right choices, but they learn from their mistakes and are accountable.

Learning involves generational roles and responsibilities.

Students in the intermediate grades take on a leadership role in many capacities day to day and in every way. From helping put on snow gear, playing together on the playground, to reading buddies our older students are always taking on leadership opportunities.

CONNECTING THE CORE COMPETENCIES WITH FIRST PEOPLES PRINCIPLES OF LEARNING						
Core Competencies						
Facets						
Indigenous Connections	COMMUNICATION Wolf is a great communicator.	CREATIVE THINKING Raven is a creative thinker.	CRITICAL THINKING Salmon is a critical thinker.	PERSONAL AWARENESS & RESPONSIBILITY Bear is our great protector.	SOCIAL RESPONSIBILITY Beaver is our diligent collaborator.	POSITIVE PERSONAL & CULTURAL IDENTITY Orca is our guardian and navigator of the sea.
	  Wolf teaches us to communicate clearly.	  Raven teaches us to be creative and playful in all that we do.	  Salmon teaches us to think critically and persevere when faced with a challenge.	  Bear teaches us to reflect on our feelings and find balance with rest.	  Beaver teaches us to work cooperatively to make a change for the greater good by making the world a better place for all.	  Orca teaches us about who we are, where we come from, and to understand our own personal histories by learning the ways of our ancestors.
<small>*Created by Tracey Cochrane, based on The Six Cedar Trees by Margot Landahl. Indigenous animal images from Cowichan School District.</small>						

Learning recognizes the role of Indigenous knowledge.

Our Elder in Residence has shared her knowledge with us by teaching greetings, animal names. We can access her knowledge by using the Carrier Calendar on the School District website. The Indigenous Education Teacher visits the students of Wells monthly, and presents a lesson with an Aboriginal focus.

Learning is memory, history and story.

In 2019, the history and a celebration of the story of Wells was highlighted in the Christmas play, written by our part-time teacher and local playwright. In 2020, a video celebrating the students' love for their community was created. We focus on history of place through drama, writing reflectively through memoirs in writing, and stories from life experiences.

Learning involves patience and time.

Students are taught skills for self-regulation through talking circles, which are problem-solving discussions around friendship skills and empathy. Students are currently being taught strategies with EASE and GoZen.

Learning explores one's identity.

Through our whole school Identity projects, the Christmas play, and personal inquiry projects, students can explore their strengths, interests and identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

The District Elder in Residence shares Indigenous knowledge, and the importance of respecting it. We respect the sacred meaning behind Indigenous artifacts and symbols.



Goal 3: To teach Social-Emotional learning lessons once a week, in order to support students with anxiety, self-esteem and maintaining healthy relationships.

Staff have created a compassionate, safe, engaging learning environment. The staff is committed to focusing on well-being, anxiety strategies, responsibility, accountability, and recognizing the effects of one's actions.

The EASE (*Everyday Anxiety Strategies for Educators*) program lessons are taught once a week, with GoZen, daily check-ins, and referral to the lesson strategies continuing throughout the week.

Resources And strategies used to Achieve this goal:

- *Implementation of EASE, GoZen, Kindness.org resources*
- *First Peoples Principles of Learning*
- *Outdoor education—Due to the scientifically-proven effects of nature on well-being, outdoor, experiential learning will be provided as much as possible.*
- *Differentiation - 'just right' Access point for ALL students, meeting them where they ARE to build confidence AND self-efficacy*
- *Individual Check-Ins with students*
- *Self-Reflection/Journaling*



Reading Data—PM Benchmarks

November 2019 data:

Our November reading assessments shows that 80% our students are reading at grade level expectations. Students are showing an interest toward reading, increased confidence, frequent letter and sight word practice, an enthusiasm toward a certain set of books/authors, and engagement into reading.

All of our Aboriginal students are meeting or exceeding grade level expectations.

Grade	NYM	Approach	FM/EE
Total	2	0	8
% of total	20%	—	80%
% of total number of Aboriginal stu- dents	—	—	100%

- Due to our low population, our grade level data has been masked.



Reading Data—PM Benchmarks

November 2020 data:

Our November reading assessments for grades 1-7 show a considerable increase in the number of students reading at grade level expectations. This continues to be linked to a renewed interest toward reading, an increase in student confidence and mindset, increased frequency of letter sound and sight word practice, an enthusiasm toward a certain set of books/authors, and engagement into reading.

All of our Aboriginal students are meeting or exceeding grade level expectations.

Grade	NYM	Approach	FM/EE
Total	1	0	11
% of total	8.3%	–	91.6%
% of total number of Aboriginal students	–	–	100%

- *Due to our low student population, our grade level data has been masked.*



Reading Data – PM Benchmarks

June 2021 data:

Our June reading assessments shows that 80% of our students are meeting or exceeding grade level expectations. Students continue to engage in reading daily and are showing an increase in their confidence when reading aloud.

All of our Aboriginal students are meeting or exceeding grade level expectations.

Grade	NYM	Approach	FM/EE
Total	2	1	12
% of total	13.3%	6.7%	80%
% of total number of Aboriginal students	–	–	100%