

# 2024-25 School Plan

Ray Watkins Elementary School (updated: May 2024)	
<h2>School Context</h2>	<p>At RWES we strive to make sure every child feels connected to caring adults and is engaged in their learning.</p> <p>Mission – Provide a community in which students develop responsible, caring behaviour, nurture positive attitudes about themselves, each and the community; and acquire the knowledge, skills and habits necessary to succeed.</p> <p>Pop. – 120 (K-7)</p> <p>Two communities served – Tsaxana (27%) – Gold River (73%) – Total Indigenous pop. (43%), Families are generally lower/middle class – with a large “at risk” population (Local Health Area Profile).</p>
<h2>Scanning</h2> <p>“What’s going on for our learners?”</p>	<p>Most students at Ray Watkins have positive connections to caring adults at school, at home or in the community. However, since COVID-19 our students have exhibited an increase in anxiety, a lack of self-regulation, decreased motivation in learning, and an increase in negative attitude towards education and school property. Student learning is also impacted by an increase in designated students above the provincial average.</p> <p>There is a significant achievement gap between Indigenous and Non-Indigenous students in reading comprehension, reading fluency and writing. Approximately 75% of Indigenous students and 60% of Non-Indigenous students are at the ‘emerging’ level for reading fluency, reading comprehension and writing. (Based on spring 2023 data.)</p> <p>With the continued focus on reading and introduction of targeted writing strategies last year we have seen an increase in reading fluency, reading comprehension and writing skills. Overall, we have seen steady improvement in reading over the last few years. It will take continued coaching, collaboration and mentoring to have our students writing at a stronger level.</p>
<h2>Focus</h2> <p>“What does our focus need to be?”</p>	<p><b>Goal:</b> To have students develop a stronger sense of identity, confidence and resilience as learners.</p> <p><b>Objective 1:</b> Students will demonstrate a proficient understanding of the <i>personal awareness and responsibility</i> sub-core competency as evidenced by student self-assessment and goal setting.</p> <p><b>Objective 2:</b> Students will increase their reading proficiency by their performance on DART and PM Benchmark assessments. Any gap between their assessed reading ability and the widely held grade level expectations will decrease yearly until it no longer exists.</p> <p><b>Objective 3:</b> Students will increase their writing abilities with the goal to have 50% or higher of students at the proficient level based on their performance on the School Wide Write assessment.</p>

<p><b>Developing a Hunch</b>  <b>“How are we contributing to this situation?”</b></p>	<p>Many of our students enter kindergarten vulnerable (parents not taking advantage of Strong Start or other pre-school programs). It is important that we have a strong primary program that is focused on teaching a love of reading, effective reading and writing strategies, and core numeracy skills.</p> <p>Lower social economic factors, stressors that developed during COVID, and a lack of activities / clubs for our intermediate students has lead to a sense of indifference in our intermediate students. An increase in social-emotional learning and self-regulation lessons would help them better cope with stress and anxiety.</p> <p>Over the last few years we have made better strides at including Indigenous culture into RWES (more Nuu-chah-nulth language lessons, learning introduction, Nuu-chah-nulth education worker, drumming &amp; dancing practice). However, we can do even more to integrate Indigenous ways of learning into our daily routines, schedules and classroom lessons (in all subjects).</p> <p>RWES still has a high absenteeism rate. This is partially due to a change in parent attitudes towards illness since COVID 19. However, we need to look into the causes of chronic absenteeism to develop strategies to increase parental and student engagement.</p>
<p><b>Professional Learning</b>  <b>“How and where can we learn more about how to address this situation?”</b></p>	<p>Professional learning resources will include:</p> <ul style="list-style-type: none"> <li>• Collaborative teacher inquiry time</li> <li>• Book studies – social emotional learning</li> <li>• Monthly Staff Meetings- focus on student self-assessment and goal setting</li> <li>• POPEY workshops</li> <li>• Heather Goodall providing literacy in-services</li> <li>• Role modeling of literary lessons at each grade level</li> <li>• Role modeling of writing lessons / strategies at each grade level</li> </ul>
<p><b>Taking Action</b>  <b>“What will we do differently?”</b></p>	<p>Key strategies to improve the reading achievement of our learners include:</p> <ul style="list-style-type: none"> <li>• Targeted reading lessons for a minimum of 45 min a day.</li> <li>• Targeted writing lessons for a minimum of 30 min a day.</li> <li>• Ensuring that each class has at least 30 minutes a day dedicated to reading books</li> <li>• Continual coaching from District Literacy Support Team for all staff: modeling lessons, team-teaching, and in-services</li> <li>• Literacy learning through play</li> <li>• Liaison with Literacy Centre and local library</li> <li>• Intervention plans for identified at-risk readers (action plan)</li> <li>• Design and implement evidence-informed interventions in collaboration with the school based team</li> <li>• Scheduled assessment (PM Benchmarks, Dart/ EPRA in fall and spring)</li> <li>• Ongoing lessons on social emotional regulation, mental health and self-regulation throughout school year.</li> <li>• Use core competency language to increase students’ positive identity and sense of worth</li> <li>• Using action plans for reading &amp; writing to develop strategies and support required to assist struggling learners</li> </ul>

	<ul style="list-style-type: none"> <li>• Indigenous principles and “ways of knowing” integrated into daily lessons</li> <li>• Aligning Indigenous calendar with school calendar to incorporate seasonal activities</li> <li>• Weekly drumming &amp; dancing time continuing</li> <li>• Ongoing goal setting and self-reflection of core competencies for students</li> </ul>
<p><b>Checking</b>  <b>“Have we made enough of a difference?”</b></p>	<p>Key measures of our success towards our goal will include:</p> <ul style="list-style-type: none"> <li>• Annual district literacy assessment (EPRA/DART)</li> <li>• Classroom assessments (PM Benchmark)</li> <li>• School Wide Write</li> <li>• Student Learning Survey (grade 4 and 7)</li> <li>• FSA (grade 4 and 7)</li> <li>• Students able to self-regulate in classroom.</li> <li>• Students using problem solving skills on playground to achieve a positive outcome.</li> <li>• Goal setting and student self-reflection of core competencies for learning updates.</li> <li>• Attendance records (less absenteeism)</li> </ul> <p>Results will be reported annually to the school community, School District, and PAC.</p>

**Measures – How are we doing?**

Reading Proficiency					
	Spring 2023	Spring 2024			Target
All (1-5)	47%				80%
Indigenous (1-5)	24%				80%
All (6-7)	42%				80%
Indigenous (6-7)	1%				80%

Closing the Gap					
	Spring 2023	Spring 2024			TARGET
All (1-7)	68%				75%
Indigenous (1-7)	79%				75%

Writing Proficiency					
	Spring 2023	Spring 2024			TARGET
All (K-7)	26%				50%
Indigenous (K-7)	16%				60%

Personal Awareness and Responsibility Proficiency					
	Spring 2025	Spring 2026			Target
All (K-7)					65%
Indigenous (K-7)					65%

(New- so don't have any pre-existing data for this)