

# G. W. Carlson Elementary



## Framework for Enhancing Student Learning

2023 – 2024

### Acknowledgment of Territory

We gratefully acknowledge that we live, learn, and play on the traditional territories of the Fort Nelson First Nations, Prophet River First Nations, all part of Treaty 8. *Mussi.*

### About our school

GW Carlson is a Grade K - 4 elementary school that enrolls 132 students. We are a diverse school community, with 30% of our students self-identifying as having Aboriginal heritage. Our staff works hard to provide personalized, engaging, and flexible learning opportunities for all students. We work as a team to provide the best instructional techniques and support for our students. Some of our unique features include:

- Support staff, resources and programs that specifically target literacy and numeracy skills
- 1 to 1 iPad ratio
- A supportive and positive Parent Advisory Committee
- A well-designed playground that incorporates diverse zones, including a forested area, paved area with game lines and accessible playground equipment
- A library collection with an assortment of levelled reading books that are engaging for our students

### GW Carlson Vision Statement:

The whole GWC family is active in ensuring that the unique nature of individuals and their learning is recognized and respected. We are safe to make mistakes and learn from them. We focus on positive interactions and honour every person's contribution. We all have the role of learner and teacher at GWC.



## Goal #1 Academic 1A – Reading

To increase the percentage of students that are proficient or extending grade level expectations in reading at each grade.

### Rationale

We believe that students proficient or extending grade level expectations in reading are more likely to achieve success in school, graduate with a Dogwood Diploma, and be prepared for post-secondary education.

### How are we doing?

#### Kindergarten

The Yopp-Singer Test of Phoneme Segmentation is used to assess Kindergarten students' phonemic awareness to assist in identifying those students who may experience difficulty in reading and spelling without intervention.

#### May 2023 Kindergarten Literacy Readiness

Kindergarten Screening Tool	Number of Students	%
Phonemically aware	22	88
Emerging phonemically awareness	3	12
Lacking Phonemic Awareness	0	0

In order to make instruction more effective and to increase student learning, teachers informally assess student reading throughout the year. They use many different strategies to assess the various components of reading, such as: word knowledge, comprehension and fluency. Additionally, three times a year, G.W. Carlson conducts formal assessments using Fountas & Pinnell Benchmark Assessment System.



## Fountas & Pinnell assessment results

### May 2023 Students Meeting or Exceeding

Grade	K	1	2	3	4
# of student	21/25	13/27	18/23	17/28	19/23
%	84%	48%	78%	61%	83%

### May 2022 Students Meeting or Exceeding

Grade	K	1	2	3	4
# of student	10/29	15/20	19/28	17/23	29/32
%	34%	75%	68%	74%	91%

### May 2021 Students Meeting or Exceeding

Grade	K	1	2	3
#	Not assessed	16/27	17/22	29/33
%	Not assessed	59%	77%	88%

When we look at the data over a three-year period you can track and compare statistics over cohorts. Note: due to the very small cohort sizes the change of even one student can affect results. Based on the above, we have seen some positive progress in our students. These young students were most impacted by Covid.

## Foundation Skills Assessments

The Foundation Skills Assessment (FSA) is administered each year to B.C. students in grades 4. It provides a snapshot of how students are performing in relation to other students around the province.

### Grade 4 – 2022 – 2023 – GW Carlson Elementary Writers Only

The FSA results for Grade 4 reading indicate that 100% of our students who wrote the assessments are On Track and Extending.

Participation			Emerging		On-Track		Extending	
Strand	Rate	Total	#	%	#	%	#	%
Literacy	92%	24	0	0%	13	54%	11	46%



## How can we do better?

Our goal is to improve the school-based percentages and have all students proficient and or extending at each grade level. We will be implementing the following:

- Continue to implement Fountas and Pinnell assessment at all grade levels with a focus on comprehension strategies
- Intensive timely interventions
- Continued staff training on best practices
- Class composition allowing for fewer guided reading groups



## Goal #1 Academic 1B - Mathematics

To increase the percentage of students that are proficient or extending grade level expectations in Mathematics at each grade.



### Math Vision

At GW Carlson Elementary, we want to nurture true mathematical curiosity and wonderment in our students. We want our students to be problem solvers and critical thinkers and to comfortably muddle through mathematical problems without fear of making a mistake. We want our students to be flexible thinkers who, with strong number sense, can clearly articulate their thinking and justify their answers to others using mathematical vocabulary.

### How are we doing?

#### Foundation Skills Assessments

The FSA results for Grade 4 (2022 – 2024) numeracy indicate that 100% of students that wrote the assessment are On Track or Extending.

Participation			Emerging		On-Track		Extending	
Strand	Rate	Total	#	%	#	%	#	%
Numeracy	75%	6	0	0%	5	83%	1	17%



## How can we do better?

This year, we continue to evaluate our practices at GW Carlson to ensure that they align with our vision.

We will be working on a district team to review assessment practices across the district and to develop grade appropriate assessment tools. These assessment tools will:

- provide baseline data
- help identify students needing intervention
- assist with transition between the grades





## Goal #2

### *Human and Social*

**All students will demonstrate increased school connectedness.**

### Rationale

We believe that fostering connection to school by engaging students in their learning will lead to student academic success and a greater sense of belonging and self-worth. Connectedness involves levels of communication and caring that create feelings of being valued, respected and wanted. School connectedness is the belief of students that adults and peers in the school care about their learning and about them as individuals.

### Culture of Kindness

We believe that by creating a culture of kindness at school will help support student's social, emotional and academic growth. When students are in a positive, kind, encouraging environment, they are more likely to have the confidence to try new things and take academic risks. Creating a culture of kindness will make our school a better place for both students and staff. Through the year, we will be explicitly teaching kindness to students and linking school-wide spirit days and activities to kindness.





## Equity Scan

Our staff will be building our awareness and understanding of equity in education. Our goals are to :

- build a collaborative culture by developing a deeper understanding of what collective ownership of Indigenous Education is,
- approach Indigenous Education with an inquiry mindset,
- move away from studying Indigenous People to learning with and from Indigenous people by embedding the First Peoples Principles of Learning

## How are we doing?

In March of 2023, our grade 4 students completed the Student Learning Survey and their responses to three targeted questions are as follows:

Is school a place where you feel like you belong?					
	Never / Almost Never	Sometimes	Most of the Time/ All of the Time	Don't know	No Answer
%	25%	0%	75%	0%	0%

Do you feel welcome at your school?					
	Never / Almost Never	Sometimes	Most of the Time/ All of the Time	Don't know	No Answer
%	0%	25%	75%	0%	0%

How many adults do you think care about you at your school?
75% of students answered positively with 3 or more adults. 25% of students answered positively with 2 or more adults.







## Goal #3

### *Career Development*

All students will demonstrate career preparedness

### Rationale

We believe that our students need to be prepared and empowered to contribute their personal best as tomorrow's leaders. Supporting the development of lifelong learning attributes, skills and abilities is key to future preparedness and success.

### Core Competencies

The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning. Students develop Core Competencies when they are engaged in the "doing" of learning in the classroom. This year students will reflect on their core competency growth.

### Structure Week

Structure Week is one of the most anticipated events at GW Carlson. Throughout the week, learners are challenged to work to solve a problem by building structures for a purpose. Students design, choose materials, and then share their creations. The last day of the week is our culminating activities. Age-appropriate challenges are given to each class. The Grade 4's are tasked with creating a protective enclosure to save a vulnerable egg as part of the Egg Drop Challenge. The whole school celebrates with eggs being dropped from the roof of the building. The days provide hands-on, real-life situations that will hopefully spark a passion for a future career in a STEM field.

### Growth Mindset



Introduced to GWC in the Fall of 2016 – Growth Mindset has become part of the school culture. There's scientific evidence that the neural connections grow and become stronger the more you struggle with learning and correct your mistakes. Based on research by Stanford Professor Carol Dweck, we know that students with a growth mindset – *the belief that intelligence is not just something that you are born with* – have higher levels of success than those with a fixed mindset. Teaching our students about this concept has made them grittier, more positive and more successful at school and in their everyday lives.

## How are we doing?

In March of 2023, our grade 4 students completed the Student Learning Survey and their responses to four targeted questions were as follows:

Are you taught to improve how you learn?						
	Never	Almost Never	Sometimes	Most of the Time/ All of the Time	Don't know	No Answer
%	0%	0%	25%	25%	50%	0%

Do you work well with others on group projects?						
	Never	Almost Never	Sometimes	Most of the Time/ All of the Time	Don't know	No Answer
%	0%	0%	25%	50%	25%	0%

Can you explain to others how you solve problems?						
	Never	Almost Never	Sometimes	Most of the Time/ All of the Time	Don't know	No Answer
%	0%	0%	25%	75%	0%	0%

I have an idea of what I want to do when I grow up.				
	Neither agree / Nor disagree	Agree / Strongly agree	Don't know	No Answer
%	25%	75%	0%	0%

