

2023-2024 - Year 3 School Learning Plan

1. GENERAL SCHOOL STORY:

For year 3 of our 3 year plan, the following is our context update for 2022-23: we currently have 5 divisions with 104 students. 30% of our students are English Language Learners, with 15 different languages spoken at home.

Our inquiry question continues to focus on literacy and the First Peoples Principles of Learning.

Literacy: How can we increase our students' language acquisition? How will we apply our growing knowledge of the science of reading and ensure student success in language and literacy?

As a whole staff (classroom teachers, support staff and resource staff), we continue to use Sounds-Write, Story Champs, Colourful Semantics, CUBED, DIBELS, Heggerty, and Talk 4 Writing to support our Literacy goals. This literacy goal came from evidence over several previous school years of very little growth in the literacy skills of our students and that further tier 1 instruction was needed at the classroom level. Tier 1 instruction focuses on universal programming that the classroom teacher implements that accounts for the diverse needs of all learners. Adopting the science of reading has allowed for every student, regardless of abilities, to be able to access curriculum, creating an environment consistent with the best practices of Universal Design for Learning. At Champlain Annex, we believe that strong literacy skills provide the basis for meaningful learning and responsible citizenship.

Indigenous perspective: How do we respectfully and intentionally weave in Indigenous learning and reconciliation into our every day learning, while specifically focusing on the First Peoples Principles of Learning. At Champlain Annex we reflect on the first two principles:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Our classes recite the Indigenous land acknowledgement every morning and classes are taught early in the school year about the importance of the land acknowledgement. Literacy, Social Studies, Science, Art and other subject areas are often connected to an Indigenous picture book and used as an extension of learning and reconciliation. Our library is very well supported with picture books on Indigenous culture, other cultures represented in our school, as well as books that promote critical reflection and perspective thinking in celebrating diversity and building equity. There have been many learning opportunities inviting in outside resources that provided an equitable learning opportunity for all of our students.

2. WHAT DID WE SEE?

We have seen that our students have gained confidence in their reading. They have become great little readers! The staff collectively have seen our students beam with pride in what they are able to do. As reading has improved, we have seen writing skills also progress and students' language acquisition also improved. Students are excited for Sounds-Write lessons and our families are engaging with the home lessons as they have seen improvement in their child's reading abilities. This creates a holistic approach to learning. Since the entire school implements the Science of Reading, our students receive the same instruction and support through their years at Champlain Annex, creating an unparalleled culture for continuity of learning.

Our students understand the "why" behind the Indigenous land acknowledgement. They have loved reading through the collection of Indigenous books in the library and take pride in the Indigenous art they create. We have the privilege of being within walking distance to Everett Crowley Park and being centred near green forests bringing us back to learning having a connection to the environment.

3. WERE WE SUCCESSFUL?

As a collective community, we all engage in the same assessment practices (DIBELS, Heggerty) and over the last few years of full implementation of our literacy programming, we have seen students start from letter and sound recognition to performing proficiently in blending, sounding out and decoding words. Each student has a literacy folder that has moved up with them from Kindergarten to Grade 3 that documents their growth in learning. We have been pleased with how successful all of our students have been as evidenced by the assessment practices we have utilized that are consistent with the provincial performance standards. Lastly, we know we have been successful because as a collective staff, we have all developed a deeper understanding of how to provide targeted language and literacy intervention through class wide instruction, small group support and one on one instruction.

Through learning about Indigenous culture, students have developed an ongoing curiosity about their own cultural backgrounds and asked critical reflection questions on where they come from. This has created a sense of identity and belonging, which in turn creates pathways to reconciliation. Since we are a small community, we take care of each other and this is evidenced by the relationships we have seen form within the parent/guardian/caregiver community, between our students, between our staff and students, and between our staff and the parent/guardian/caregiver community.

4. HOW HAVE WE SHARED?

We have shared our ongoing learning with parents informally through ongoing conversations, check-ins, evidence of work being sent home and newsletters home on what the students are working on for the month. More formally, learning is communicated through reporting, My Blueprint, conferences and literacy folders. Our families are also offered Sounds-Write training through the “at home” app, which gives families a chance to witness their children’s literacy skills at home.

A few times a year, families are encouraged to share about their own cultures and traditions. Families are always invited into our school and are a very much a part of our community. We believe in the importance of having strong relationships with our families and surrounding community.

5. WHAT ARE OUR NEXT STEPS?

We will continue to gather data through the next school year and compare it to data from the past two years. We will compare the growth in our students and the growth in our teaching practices. We will continue to ask questions such as “what’s next?” when it comes to literacy and how we move into the next strand of the rope of the science of reading model (please refer to the rope model explained in year 1 of our School Learning Plan). We will also continue to ask how do we include all students of all abilities in our everyday lessons and help them develop confidence in their literacy and language skills?

We will ask: How do we develop students’ abilities to think critically about themselves and their actions in relation to their peers, their families, their school community and the surrounding environment? How do we grow our students’ reflexive skills so that learning is holistic and reciprocal?

We will continue to hold ongoing informal conversations with our students, class meetings (circles) and utilize conferencing as a valuable time of learning and growth.

Our goals will continue as we would like to see further and deeper growth in literacy, language and understanding and appreciation for Indigenous culture.



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

6. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARD TO THIS FOCUS?

We have focused primarily on the First Peoples Principles of Learning and how they are intertwined with all areas of daily learning. We have discovered entry points that are appropriate for each grade level and developmentally suitable in order to foster curiosity and acknowledgement of Indigenous traditions. Our Indigenous students and their parents have been invited into our school to share about their own traditions and cultures. Our Indigenous Enhancement Worker (IEW), shared with the main school, has also made Bannock with each of the classes and has connected our students with different cultures through oral storytelling. Our classes engage daily in oral storytelling, Indigenous art, hands-on learning through the surrounding environment and enjoy our extensive collection of Indigenous reading in our school library.

7. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

We continue to learn. We continue to listen and we continue to ask questions. Our students and staff are curious and want to know more about the local Indigenous cultures and traditions here in the Champlain Annex community. Our story of reconciliation begins with curiosity and oral storytelling. We will continue to find avenues for our students to learn and engage with Indigenous perspectives through literacy, science, the arts and other daily learning opportunities. We will also continue to work with district staff in our Indigenous department to provide further opportunities of exposure and learning.