



Conrad's School Plan 2020-21

Please Note: This year was again an unusual year for Conrad Elementary School with our school year looking very different than normal with the COVID-19 Pandemic. Some students continued remote learning, but most students were able to return to in-class instruction in September 2020. Due to community COVID-19 exposures and family concerns about health risks, the daily student attendance dropped significantly throughout the year. From the first exposure letter in November until the end of June, we were missing an average of 80-100 students a day. Despite the stress and anxiety this caused for many while learning to live in our new "normal", school staff rose to the occasion. They worked diligently to rethink how to teach, as well as connect with students and families. Some of our usual activities did not happen this year and for others we became creative to provide opportunities to students. Although, the pandemic brought some extra challenges, we were able to celebrate many great moments and achievements this year.



Vision: Create a safe and welcoming environment where every student is able to apply 21st century skills to their learning.

Mission/Belief: Conrad Elementary is a community of life-long learners that challenges students to strive to do their personal best within a caring and supportive environment.

Context:

Conrad Elementary School is situated in the City of Prince Rupert on the Pacific Northwest coast of British Columbia. We are a diverse multicultural community located on traditional Ts'msyen territory. Currently, our enrollment is 220 students and 80% are of Indigenous ancestry, however due to COVID-19, our enrollment average was 100 students per day.

Although student learning and social needs are diverse, our students are inspiring, and we have many successes to celebrate. Conrad School has some unique programming designed to meet the needs of many of our vulnerable students. Through Community Link funding, many of our students are able to participate in After School Activities, After School Sports and Art Program. Community Link also supports about 100 students for the daily lunch program and about 100 students on our breakfast program since COVID. Students from the village of Metlakatla arrive every morning via ferry and bus to Conrad, but due to COVID many students did not attend due to the closure of their community.

Our School Improvement Plan focuses on inquiry-based learning, however due to COVID-19, many of the events that usually take place did not happen this year. We were unable to support our monthly school wide activities that involve family and community members that encourage collaboration with school staff, students, and families on an ongoing basis.

At Conrad School our ongoing goal which is embedded in all we do is to enhance the reading ability of every student. Students are given daily opportunities to read and build their confidence and joy of reading. Students in the primary grades use many programs in their classrooms to support literacy development. Classrooms were also provided with Leveled Literacy Intervention (LLI) and Intensive Phonological Assessment (IPA) throughout the school year.

Goal #1

- **If we implement equity and inclusion strategies by having school wide events, will it create a safe and welcoming environment for everyone at Conrad School?**

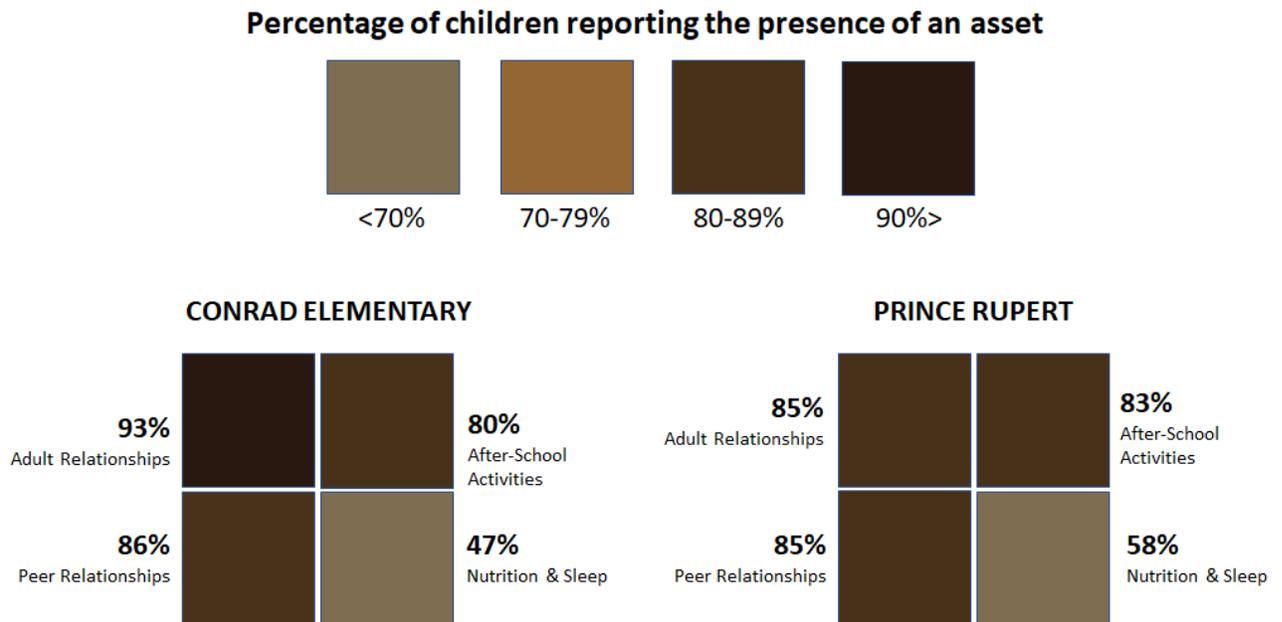
Structures and Strategies:

- Teachers are supported by non-enrolling teachers and the principal and vice-principal.
- Collaboration in cohorts
- Collaboration with Indigenous Education Department (Button blankets, fried bread, Crest Art, Storytelling, Identity, etc.)
- Pancake breakfast fundraiser and Marathon for one of our students at BC Children's hospital
- ADST and STEM activities
- School-wide drumming (month of October)
- Orange Shirt Day, Black Shirt, Pink Shirt
- Spirit Days (Red/White Green Day, Crazy hat/socks, Holiday Hat, Holiday Sweater, PJ Days, Beach Tourist, Crazy Hair, Dress like a teacher)
- Outdoor classroom- getting more students outside, forest hikes, outdoor garden
- Skating in cohorts
- Gingerbread House Project with Grade 4/5 and shared with the whole school
- School -wide events due to COVID activities were in cohorts (Halloween, Christmas Fun Day, Indigenous Fun Day, Outdoor Day)
- School pizza and subway lunch
- Outdoor garden Learning (planting, harvesting, daily care, learning about garden ecosystems with worms)

- Rock project for Truth and Reconciliation in our garden (all staff and students painted rocks to be cemented on the fence of the greenhouse dedicated to truth and reconciliation)
- Community building (RCMP visit, Veterinarian, Police Dog)

Data Goal 1 / 2020-21

1. Middle Year Index – Well Being and Asset Indices



Goal 2 : Reading

- Will providing literacy support such as the Leveled Learning Intervention, Daily Five, book clubs, literacy circles, talking circles and varied reading strategies to students help increase their Reading Assessment Level to meet grade level expectations?

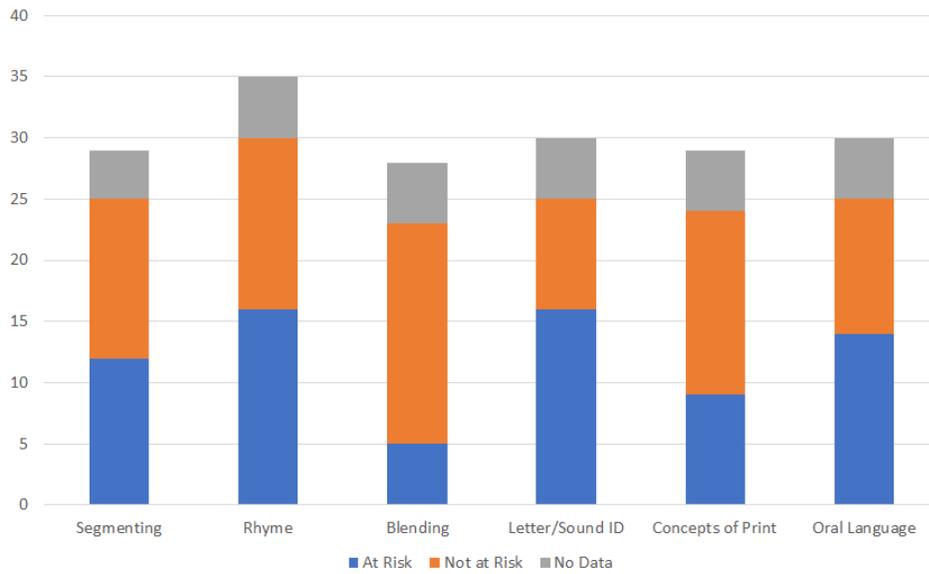
Data Goal 2 2020/21

* DUE TO COVID-19 ATTENDANCE WAS VERY LOW THIS YEAR

1. Kindergarten Assessment

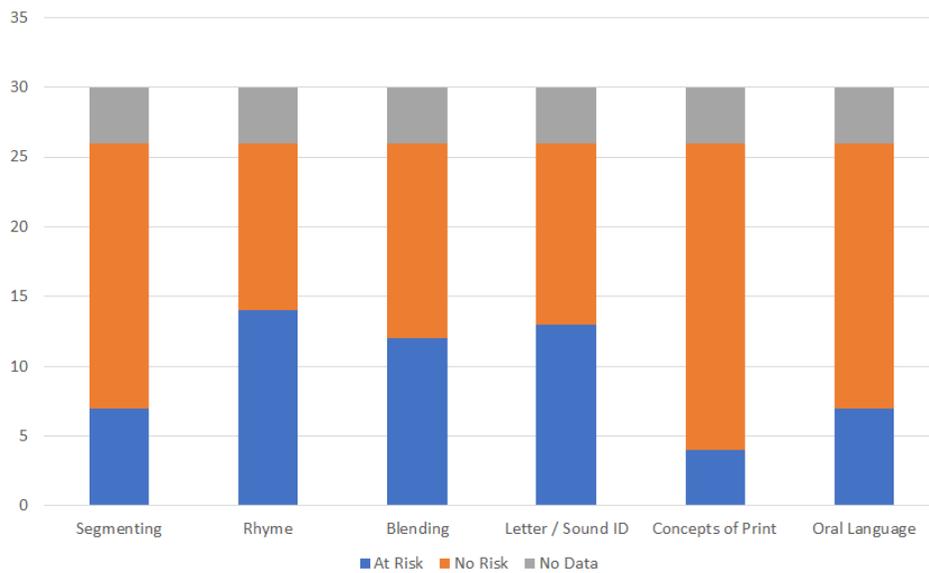
Kindergarten Assessment Results January 2021

K Student Assessment Results –January 2021



Kindergarten Assessment Results June 2021

K Student Assessment Results – June 2021

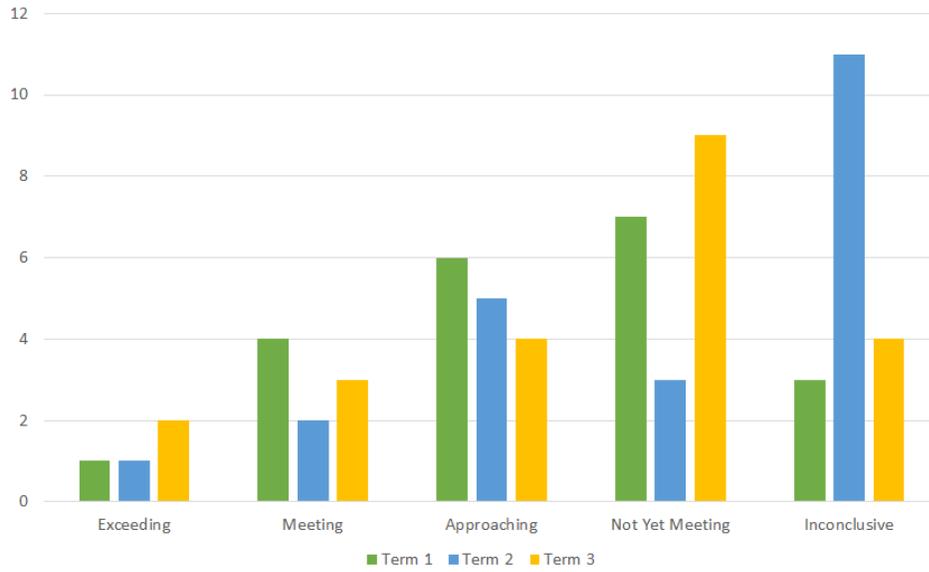


** DUE TO COVID-19, ATTENDANCE WAS VERY LOW THIS YEAR*

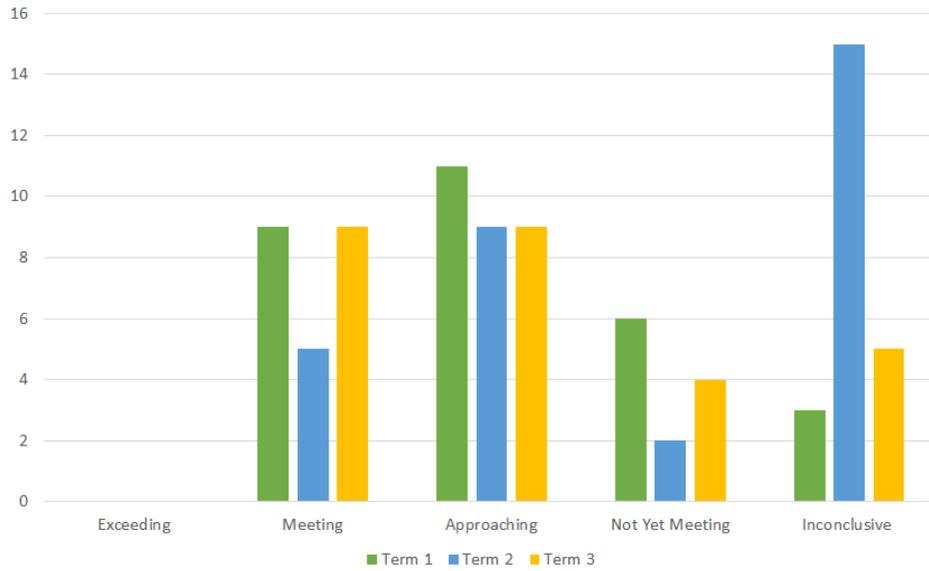
2. Report on
grade 2 and 4
English
Language Arts
who is NYM/

Approaching/ Meeting/Exceeding from Report Cards

Grade 2 English Language Arts Report Card Data

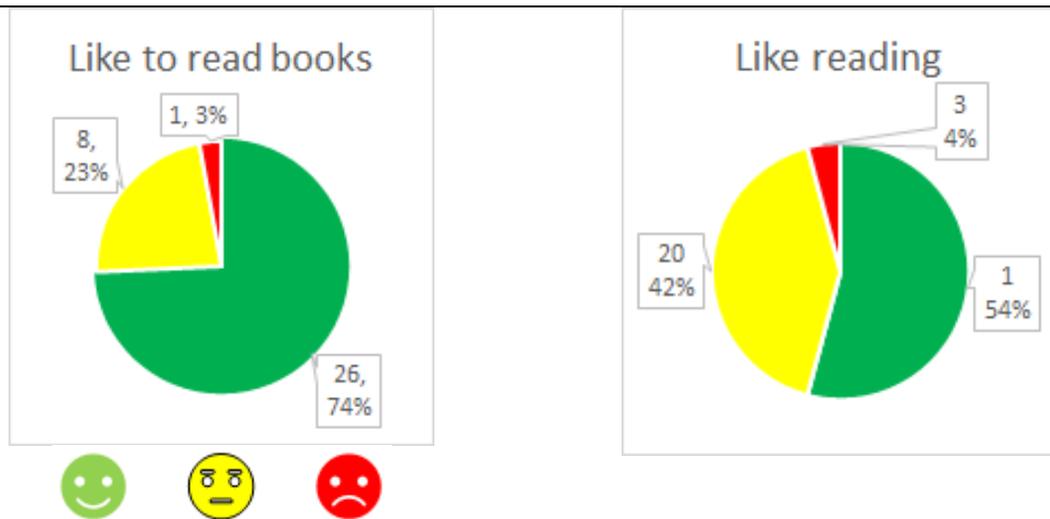


Grade 4 English Language Arts Report Card Results



3. Grade 1-5- Framework for Enhancing Student Learning Survey

February 2021– Spring Data	
Grades 1-3	Grades 4-5



Structures and Strategies:

- Teachers are supported by non-enrolling teachers and the principal and vice-principal.
- Literacy Centers for students in Grades K-4.
- Collaboration between teachers in cohorts
- Use of district technology resources to enhance student learning (Raz-Kids, Epic reading, Teach a Monster to Read, Brainpop, etc.)
- Literacy Helping Teacher 4 mornings a week
- In class literacy support by classrooms teachers
- Literacy Circles and talking circles
- Indigenous content
- Collaboration with grade 4/5 classrooms to record stories with QR codes that can be scanned by other students to have books read to them
- Reader theatre (students were able to read in front their cohorts)
- Interactive digital poetry boards with grade 4/5 students
- Loose Parts story telling



Goal 3: If we use real-life math problems, will we see an increase in math engagement and students who like math?

Structures and Strategies:

- Collaboration with Math Helping teacher
- Gingerbread project teaching area, perimeter, financial literacy

- Non-standard measurement to teach length, perimeter, area (paper chains, sticks, paperclips, etc)
- Carol Fullerton strategies used in all classes
- Reggio inspired math (outdoor learning: Patterns in nature, scavenger hunts, etc)
- Mental Math strategies
- Baking (Measurement)
- Collaborative group work to solve math problems
- Exploring with Manipulatives (whiteboards, markers on tables, base-ten blocks, etc.)
- Math learned through play and centers (loose parts, playdough, egg cartons, water, games, chalk)
- Financial literacy taught through play (real-life using receipts, money, stores, etc)
- Clothesline math
- Math learned through story telling (Eye Spy stories created)
- Story problems solved through visuals (real-life)
- Fractions/Financial literacy (money fundraised was collected by students)
- Graphing attendance
- Kilometers walked for fundraiser was tracked by classes
- Number talks

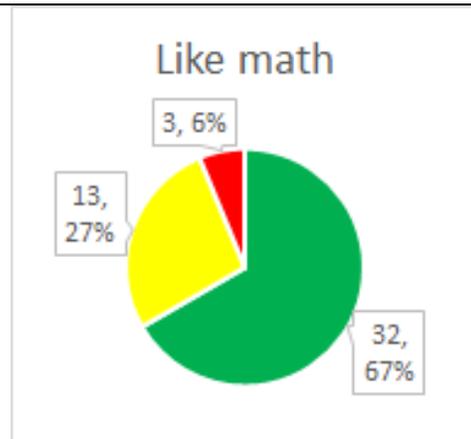
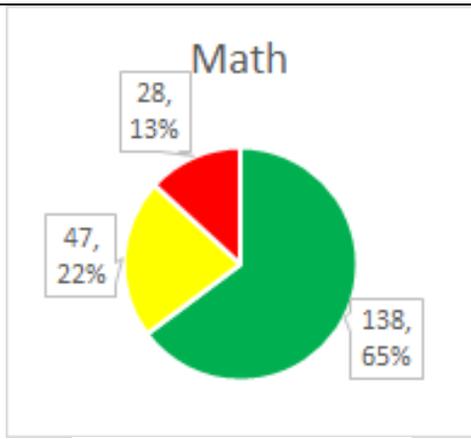


DATA FROM FRAMEWORK

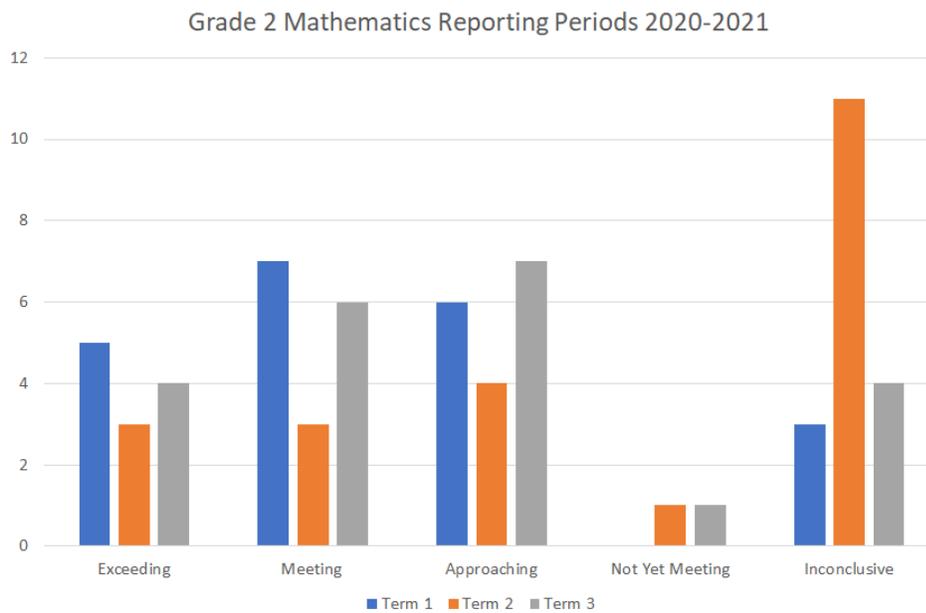
- *I like Math*

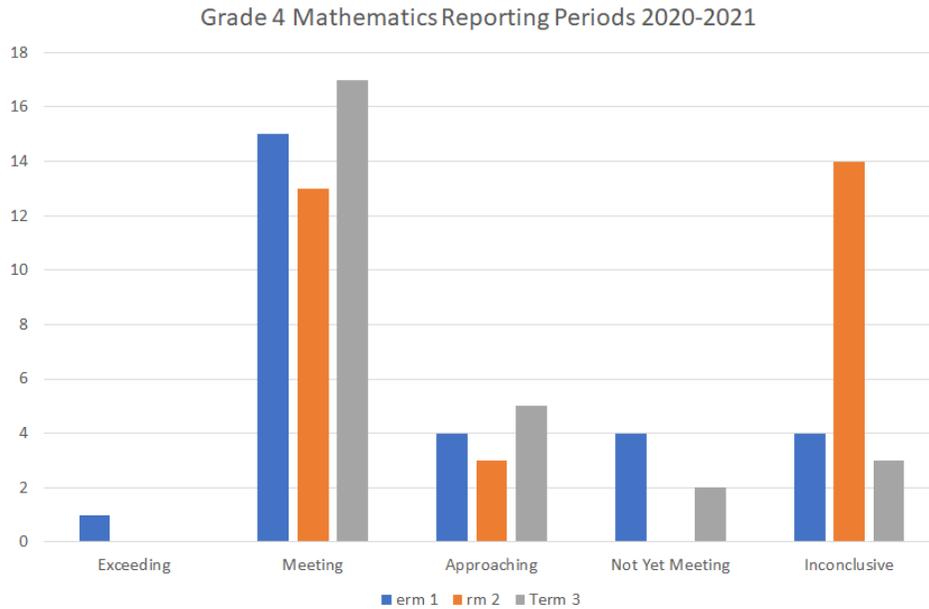
Grade 1-5- Framework for Enhancing Student Learning Survey

February 2021– Spring Data	
Grades 1-3	Grades 4-5



Report on grade 2 and 4 math who is NYM/ Approaching/ Meeting/ Exceeding from Report Cards





Goal 4: Mental Health:

If we use Mental Health strategies and Trauma Informed practices, will students feel safe at school?

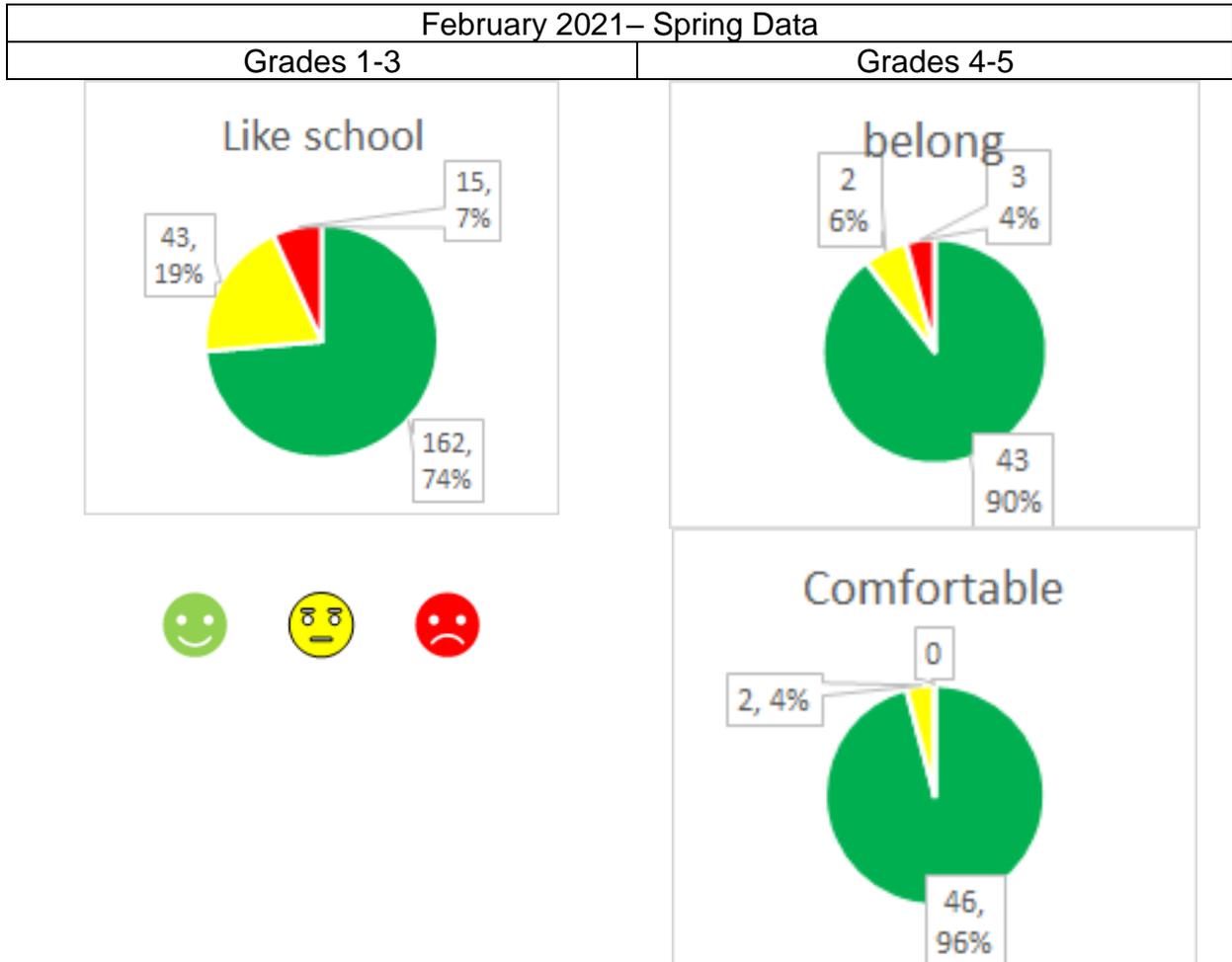
Structures and Strategies

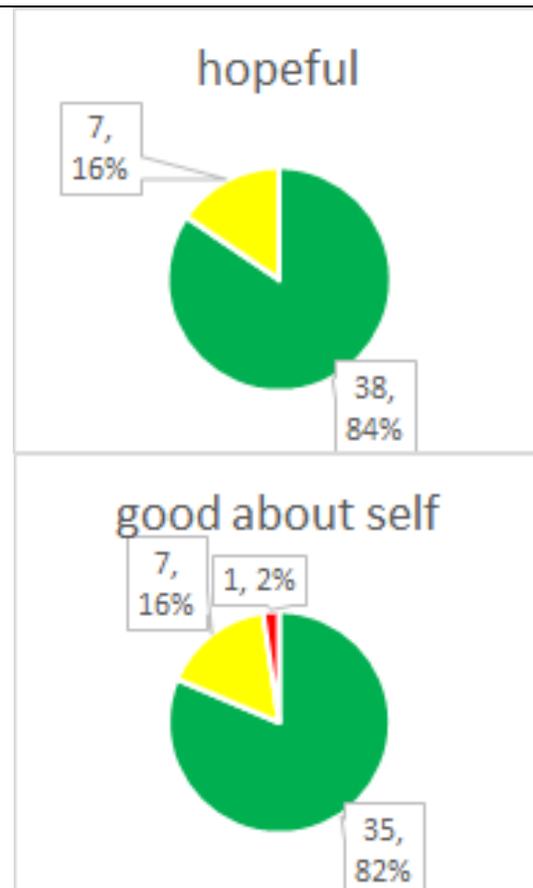
- The counselor worked with classroom teachers to implement EASE (Everyday, Anxiety, Strategies for Educators)
- Counselor worked with small group and individual students
- Boys and Girls Group
- Lunch Bunch
- Outdoor Education
- Yoga in the classes
- Circle learning
- Soft start (morning centres)
- Breakfast in all classrooms (Breakfast Club)
- Food security (apples for all, lunch program)
- Mentorship teaching
- Self-care presentation from James Wintle (Zen Gardens made for staff, but could use in their classrooms)
- Resources presented for staff on self-care

DATA on Mental Health

- I like school (Grades 1-3)
- I feel at school (Grades 4-5)

Grade 1-5- Framework for Enhancing Student Learning Survey



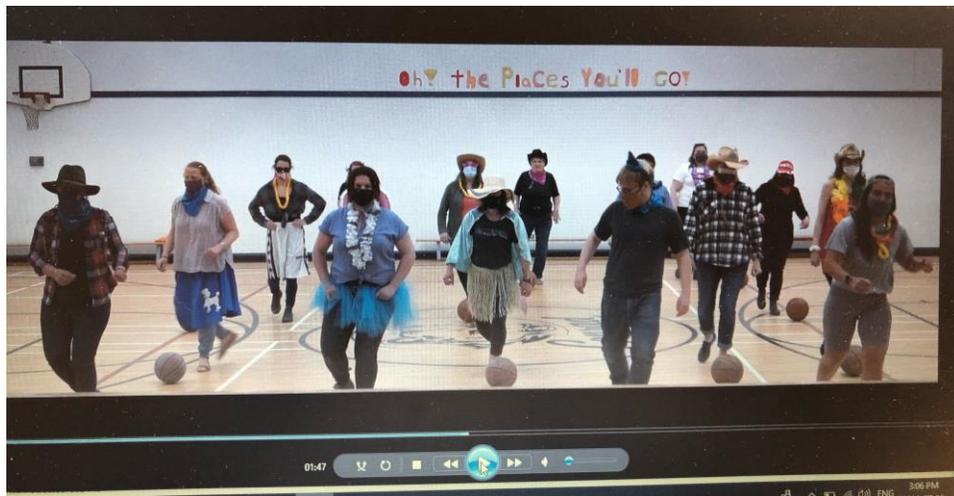


MDI data

- Was not available for public access during the initial construction of this document. Data will be added at another date when it becomes available.

Plans for Staff Development:

- Staff meetings every second Wednesday to discuss BC curriculum, Indigenous Education and teacher mental health (self-care)
- Organized social events for staff (staff birthdays, lunches, weekly snacks)
- District organized Professional Development Events
- Continue to work with Indigenous Education Department to increase knowledge



Community Involvement:

- We had monthly PAC meetings (Via Zoom)
- We send home newsletters once to twice a month (via email)
- Through our social media platforms – school website, Facebook, Instagram and Twitter, we can reach more people which helps to keep our families up to date on current fun events happening at our school. Some classes also use mobile technology via group text to keep their families informed with the current events happening in their classes.
- We have a digital display in our front entrance that displays announcements and planned events (due to COVID-19 did not use as we did not want to gather in front entrance)
- Due to COVID-19 all our in-house connections with families were cancelled as visitors were not allowed in our building. But we were able to have Virtual Holiday Concert, Interviews were conducted over the phone, via Zoom or written interims. We were able to have small groups come for Welcome to Kindergarten in June

- Skating events in February and March for all some classes.

Ongoing Evidence:

School-Wide Events feedback

- Students really enjoyed the activities as they were talking about it afterwards.
- Families expressed positive feedback either through personal interactions with staff members or on a social media platform.
- These activities promote positive recognition for the Conrad learner that our school can be a wholesome fun, learning environment.
- Generally, the school felt alive; kids had a purpose. Students were engaged and had fun and they were taking turns, tutoring or listening to tutors, making choices, etc.
- The kids were engaged throughout the activities and very well behaved.

Reflection and Summary:

- Conrad School has incorporated outdoor education as well as monthly school wide and family events that help build relationships as well as encourage a safe, fun and engaging environment for all students and staff.

Next Steps:

- We would like to continue to improve our literacy skills by using the District reading assessments
- We will continue using varied reading strategies such as Daily Five, LLI, Reading Power
- We will need to continue improving our Math scores by using Carol Fullerton's strategies into our teaching of numeracy.
- Continue to use Coding and Computational Skills for all, so that students will learn critical thinking, problem solving and decision-making skills.
- Continue to implementing STEAM and ADST activities for all classes
- Continue with our school wide events and family involvement to promote a sense of belonging and connectedness.
- Continue outdoor education, place-based learning and using 21st century learning strategies.
- Continue to increase the blending of First Peoples Principles of Learning into daily instruction.
- Conrad has a greenhouse, garden beds, mud kitchen, compost area, fire pit and is constructing an undercover learning space so all classes can learn about harvesting, planting, and continue to play outdoors.

Things to Celebrate

School Successes:

- Higher level of student participation in learning using technology (iPad, Sphero, Ozobots, etc). During COVID-19, students used the Zoom Platform to connect with teachers and were introduced to programs such as IXL and EPIC.
- Classes actively taking part in outdoor education and helping with our outdoor garden.
- School wide events has created a more conducive environment for students, and staff, even when they were done in cohorts.
- Students feel a sense of pride being a member of the Conrad Family.
- Collaboration between classes in cohorts occurred throughout the school year and it was great to see the success of collaboration.

Important School Initiatives:

- Early Learning Initiative Literacy Project for Primary Students
- Continue when allowed Monthly Awards assembly (virtues)
- Continue when allowed School-wide lunches or breakfast in the gym
- Continue Monthly School-wide events (STEM day, Halloween Activity Day, Winter Crafts, Literacy Fun Day, Mental Health Day, Christmas Bazaar, Indigenous Peoples Day, Terry Fox Run, Jump Rope for Heart)
- Continue to have Spirit Days (Pajama days, Crazy Hair/Hat/Socks, Spirit Clothing Fridays, Orange Shirt Day, Anti-Bullying Day, Black Shirt Day, Dress like a teacher, beach day, etc.)
- Family Events (Literacy Snack and Chat, Meet the Teacher, PALS, Welcome to K)- continue when allowed
- Sports Activities (badminton, basketball, rugby, track and field) Continue when allowed
- Afterschool clubs (Sports, activities, Art)
- Leadership Club
- Pizza lunch, subway lunch and have Friday Popcorn Days when allowed
- School-wide drumming
- Place-based learning (Forest hikes, Butze Rapids, Rushbrook trail, Lester Centre Performances, ANBT, museum, etc.)
- Outdoor Education and outdoor classroom (flower garden, garden boxes, new playground, school-wide composting, outdoor play space)
- Coding and STEM activities (Spheros, Ozobots, Makerspace, Make-Do)
- Role Models
- Community Members (RCMP, PR Firefighters, Veterinarians, Fisheries, etc.)



Inquiry Questions from the 2020-2021 School Year - *The inquiry questions will continue for the 2021-2022 school year, as we feel that we did not get to see the completion of the inquiries due to a disrupted school year from COVID-19.*

- Will providing a variety of whole school activities throughout the school year support a fun, creative and inclusive environment for all students and therefore, improve school spirit, teamwork, motivation, and attendance?
- Does being outdoors motivate children to take more of an interest in their surroundings/learning... does it spark natural curiosity and wonder/inquiry?
- Will the Coding and Computational Thinking for all students help enhance their problem-solving skills?
- By having the students involved in activities outdoors and in the community, will this help them become more engaged citizens in living in a healthy environment?
- Will drumming sessions at Conrad School instill respect of culture and increase a sense of belonging to our families and students?

