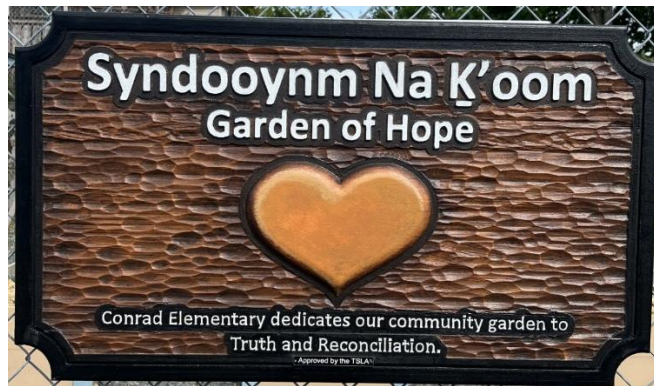




Conrad's School Plan

2022 - 2023



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 211 students and 83% are of Indigenous ancestry.

Although student learning and social needs are diverse, our students are inspiring, and we continue to celebrate many successes. 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 and Art Program. Community Link also supports approximately 100 students for the daily lunch program and about 50-60 students on our breakfast program. This year, we saw a new high in student enrollment numbers from the village of Metlakatla. Seventeen Metlakatla students attended Conrad via daily ferry and bus to school.

Our School Improvement Plan focuses on inquiry-based learning; as the school year progressed, many events resumed that involved family and community members. We were also able to hold more school wide activities that involve family and community members that encourage collaboration with school staff, students, and families.

At Conrad School our ongoing goal 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 through small-group guided reading opportunities. Literacy programs included Leveled Literacy Intervention (LLI), the Heggerty Phonemic Awareness Curriculum, SPIRE, UFLI, Tara West, and Flyleaf. Additionally, students in intermediate grades also participated in small-group guided reading opportunities, utilizing Education Assistants and Learning Services Teachers to platoon and lead small groups with daily practice to strengthen reading fluency, accuracy and comprehension.



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.





Goal #1

- **By creating a safe and welcoming environment for everyone at Conrad Elementary School, we are ensuring that learning is equitable for all students**

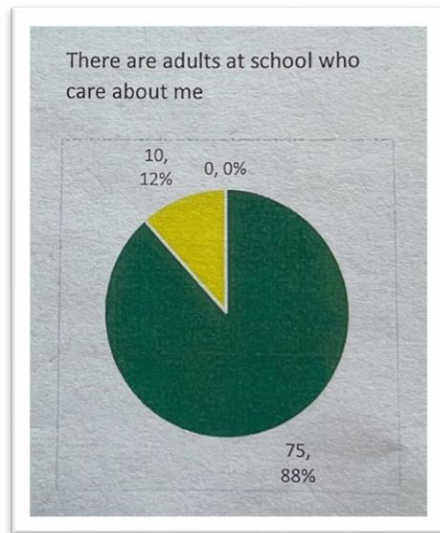
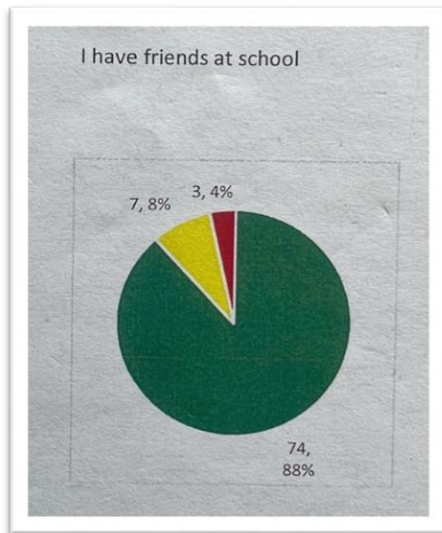
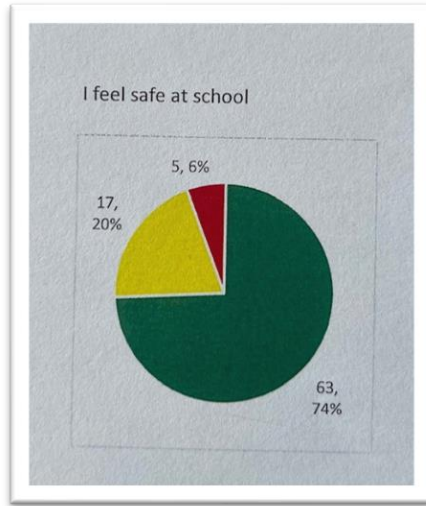
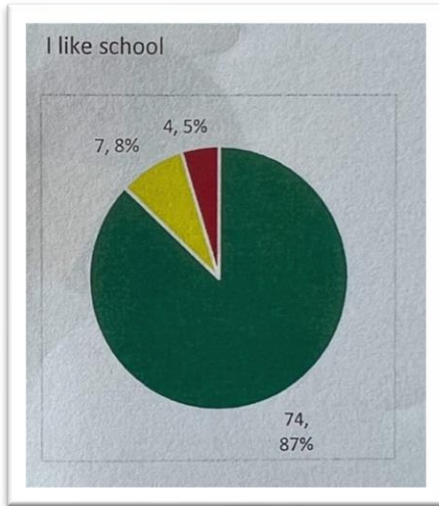
Structures and Strategies:

- Classroom Teachers utilise supports and services from district support staff (OT, SLP, Counselling, DBI, Literacy Helping Teacher, TDHH staff, Indigenous Education staff, IFRW) as well as non-enrolling teachers (LSTs) and the Principal and Vice-Principal
- Opportunities for collaboration between all school staff members (use of LIF and PRDTU Mentorship Program)
- Collaboration with Indigenous Education Department (Button blankets, fried bread, Crest Art, Storytelling, Identity, Seasonal Rounds, Grief Unit for Grade 5 students, etc.)
- Whole-school trip to Metlakatla funded by School Board Office and Family Affordability Fund
- School-wide Pancake Breakfast funded by Breakfast Club of Canada (prepared by volunteers from PRPA, Pembina and Walmart)
- Applied Design Skills and Technology (ADST) and Science Technology Engineering and Math (STEM) activities (popsicle bridge challenge)
- Drumming sessions with Marlene Clifton
- Orange Shirt Days and Pink Shirt Day
- Spirit Days (Red/White/Green Day, Jingle Bells Day, Holiday Sweater Day, PJ Days, Sports Jersey Day, Beach Day)
- PAC monthly lunches: Subway, Pita Pit and No 1 Catering/PAC Popcorn Fridays
- Outdoor exploration - students experiences outside: forest hikes, outdoor garden, neighbourhood walks, waterfront observations, community bus tours, field trips to Oldfield Creek Fish Hatchery, Port Interpretive Centre, Prince Rupert Public Library, Museum of Northern BC and Butze Rapids
- Swimming and Skating opportunities
- Family Fun Nights – Family Skate, Bouncy Castle and Family BBQ
- Opening of 'Garden of Hope' (*Syndooynm Na K'oom*) by PRPA – Spuds in Tubs program for early Primary classes, collaboration with Northwest Food Systems Initiative
- Community building - RCMP assisted Breakfast Club with pancakes and school walk throughs



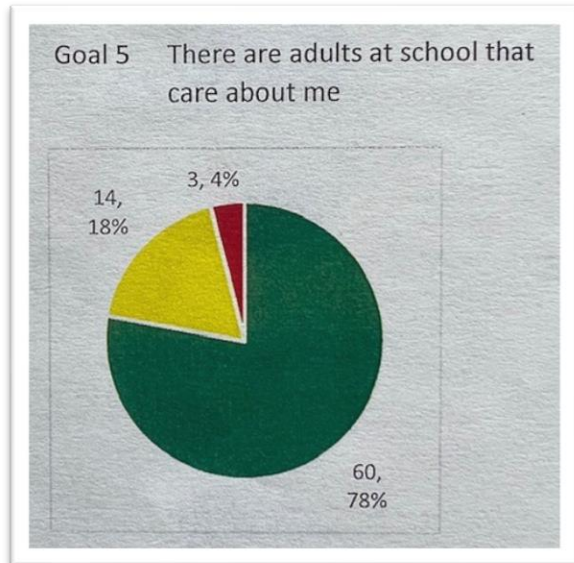
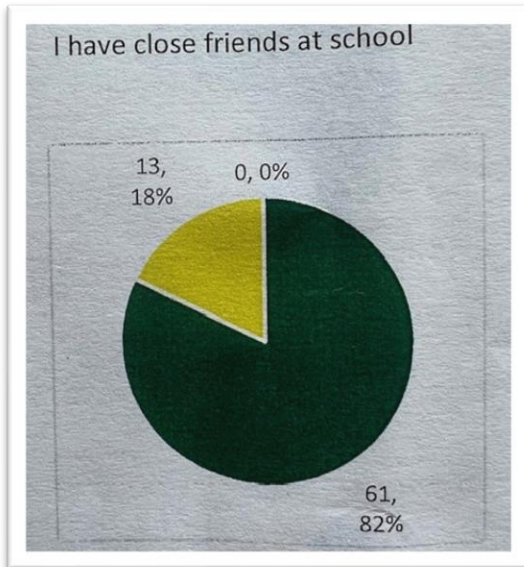
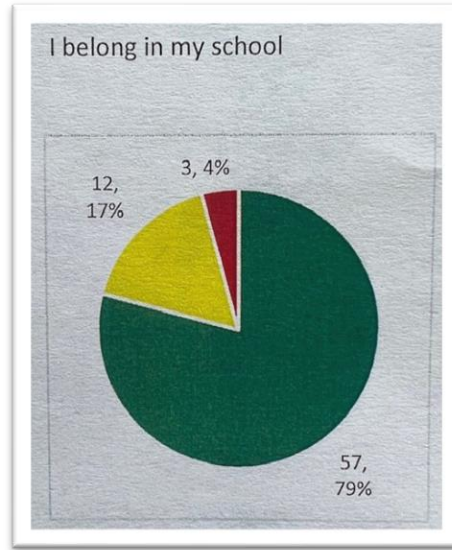
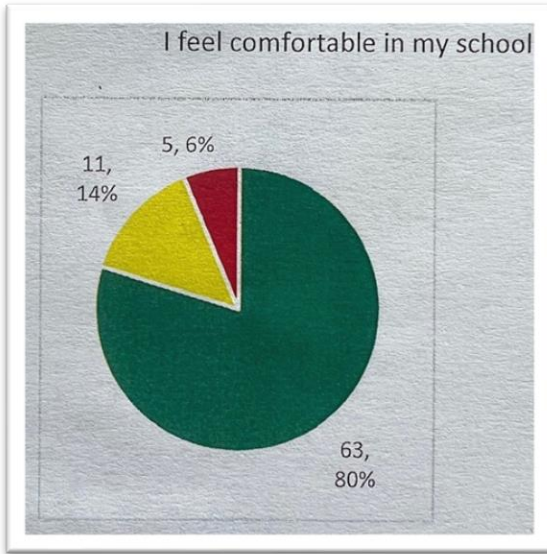
Data for Goal #1:

1. Framework for Enhancing Student Learning (Grades 1-3)





2. Framework for Enhancing Student Learning (Grades 4-5)





Goal #2

- **By providing cross-curricular literacy supports both in and beyond the classroom, Conrad Elementary School students will improve their reading levels to meet grade level expectations and increase their joy of reading**

Structures and Strategies:

- Levelled Literacy Intervention (LLI)
- Daily 5 / CAFÉ Literacy Program
- Heggerty Phonemic Awareness Program
- University of Florida Literacy Institute (UFLI)
- Tara West (Science of Reading practice)
- Core Phonics
- SPIRE (Specialized Program Individualizing Reading Excellence)
- Guided Reading groups
- Whole-school literacy challenges and opportunities (Reading Challenge, Love to Read Week)
- Weekly explorative and hands-on Literacy activities offered by Library Teacher (ADST, Mental Health Literacy)
- Small group support for Early Primary by Learning Services Teachers (LSTs)
- LST-consults for struggling readers
- Primary Literacy Helping Teacher support on consistent and continuing basis
- Scholastic Book Fairs – very well-attended by Conrad families
- Buddy Reading between grade groups
- Readers Theatre and choral reading activities
- Use of district technology resources to enhance student learning (Raz-Kids, Epic, Teach a Monster to Read, BrainPOP, etc.)
- Volunteer readers from the community (Read with Rampage)
- Free books on offer in school lobby area and “good-fit” book bags sent home with students
- other various literacy opportunities

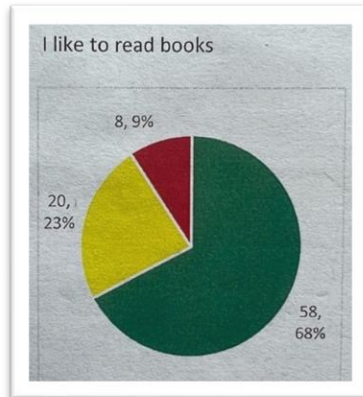


Data for Goal #2:

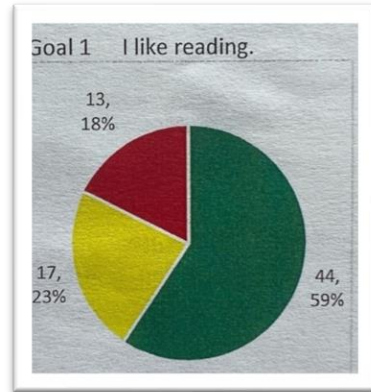
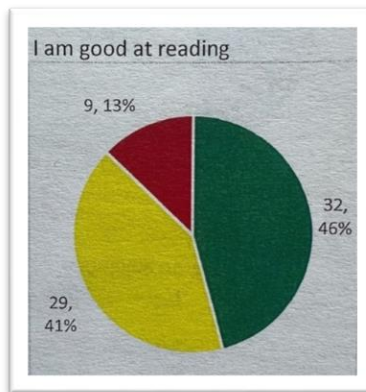
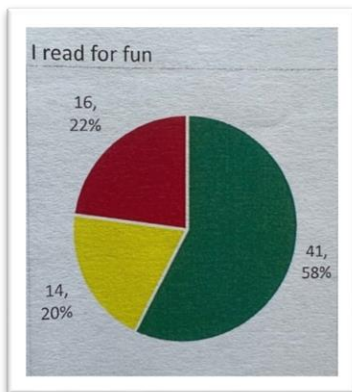
1. Grade 3 Benchmark Levels (June 2023)

| Performance Standard | Description | # of Students | % |
|---|---|---------------|------------|
| Not Yet Meeting (NYM) | <i>BM levels from K to end of Gr 2</i> | 12 | 43 |
| Approaching Expectations (AE) | <i>BM levels from end of Gr 2 to beginning Gr 3</i> | 5 | 18 |
| Meeting Expectations (ME) | <i>BM levels to end of Gr 3</i> | 2 | 7 |
| Exceeding Expectations (EE) | <i>BM level beyond end of Gr 3</i> | 8 | 29 |
| Students not assessed due to non-attendance | | 1 | 3 |
| Total Grade 3s | | 28 | 100 |

2. Framework for Enhancing Student Learning (Grades 1-3)



3. Framework for Enhancing Student Learning (Grades 4-5)





4. Early Literacy Assessments

CORE Phonics Survey Kindergarten 33 students

| CORE Phonics Survey | | | | | | | | | | | | | | | | | Graded High-Frequency Word Survey | Quick | | | |
|---------------------------|----|----|---------------------------|----|----|---------------------|----|---|----------------------|---|---|-----------------------|---|---|------------------------------|----|-----------------------------------|-------|----|---|-------------|
| A. Letter Names Uppercase | | | B. Letter Names Lowercase | | | C. Consonant Sounds | | | D. Long Vowel Sounds | | | D. Short Vowel Sounds | | | E. Short Vowels in CVC Words | | | | | | |
| F | W | S | F | W | S | F | W | S | F | W | S | F | W | S | F | W | | | S | F | W |
| 26 | 26 | 26 | 26 | 26 | 26 | 21 | 21 | | | | | 5 | 5 | | 15 | 15 | | 10 | 10 | | Grade Level |
| 18 | 26 | 26 | 13 | 26 | 26 | 21 | 21 | | | | | 5 | 5 | | 15 | 15 | | 9 | 10 | | |
| 9 | 26 | 26 | 17 | 17 | 26 | 7 | 20 | | | | | 3 | 5 | | 13 | | | 0 | 8 | | |
| | 7 | 11 | | 3 | 13 | 3 | 10 | | | | | 1 | 4 | | | | | | | | |
| 4 | 6 | 8 | 3 | 3 | 12 | 4 | 10 | | | | | 1 | 2 | | | 0 | | | | 2 | |
| 23 | 26 | 26 | 16 | 23 | 26 | 19 | 21 | | | | | 5 | 5 | | 13 | 13 | | 7 | 10 | | |
| | 14 | 20 | 7 | 13 | 16 | 6 | 12 | | | | | 1 | 4 | | | 0 | | | | 3 | |
| 3 | | 6 | 2 | | 10 | | 10 | | | | | | 2 | | | 0 | | | | 1 | |
| | | 24 | | | 24 | | 16 | | | | | | 3 | | | | | | | 9 | |
| 2 | 12 | 16 | 3 | 13 | 19 | 3 | 13 | | | | | 1 | 3 | | | 7 | | | | 5 | |
| 2 | 2 | 4 | 2 | 2 | 5 | 5 | 7 | | | | | 1 | 3 | | | | | | | | |
| 8 | 14 | 22 | 6 | 14 | 22 | 5 | 17 | | | | | 2 | 4 | | | 5 | | | | 5 | |
| 6 | 12 | | 7 | 12 | | 1 | | | | | | 0 | | | | | | | | | |
| 2 | | 10 | 0 | | 9 | | 5 | | | | | | 1 | | | | | | | | |
| 26 | 26 | 25 | 21 | 23 | 24 | 18 | 19 | | | | | 5 | 5 | | 3 | 9 | | 5 | 9 | | |
| 2 | | 8 | 2 | 4 | 9 | 4 | 7 | | | | | 0 | 1 | | | | | | | | |
| 24 | 26 | 26 | 22 | 25 | 26 | 20 | 21 | | | | | 5 | 5 | | 14 | 14 | | 10 | 10 | | |

| CORE Phonics Survey | | | | | | | | | | | | | | | | | CORE Graded High-Frequency Word Survey | San D Quick | | | |
|---------------------------|----|----|---------------------------|----|----|---------------------|----|---|----------------------|---|---|-----------------------|---|---|------------------------------|----|--|-------------|----|---|-------------|
| A. Letter Names Uppercase | | | B. Letter Names Lowercase | | | C. Consonant Sounds | | | D. Long Vowel Sounds | | | D. Short Vowel Sounds | | | E. Short Vowels in CVC Words | | | | | | |
| F | W | S | F | W | S | F | W | S | F | W | S | F | W | S | F | W | | | S | F | W |
| 26 | 26 | 26 | 26 | 26 | 26 | 21 | 21 | | | | | 5 | 5 | | 15 | 15 | | 10 | 10 | | Grade Level |
| 6 | | 25 | 8 | 11 | 24 | 11 | 20 | | N/A | | | 4 | 5 | | | 0 | | | | 2 | |
| 26 | 26 | 26 | 21 | 26 | 26 | 21 | 21 | | N/A | | | 5 | 5 | | 9 | 15 | | 7 | 9 | | |
| 2 | | 20 | 1 | 1 | 21 | 6 | 17 | | N/A | | | 2 | 5 | | | 0 | | | | 1 | |
| 2 | 10 | 22 | 3 | 5 | 16 | 9 | 12 | | N/A | | | 0 | 5 | | | 0 | | | | 0 | |
| | | | | | | | | | N/A | | | | | | | | | | | | |
| 26 | | 26 | 25 | 26 | 26 | 21 | 21 | | N/A | | | 5 | 5 | | 11 | 12 | | 9 | 10 | | |
| 4 | 18 | 25 | 3 | 18 | 24 | 19 | 18 | | N/A | | | 5 | 5 | | 12 | 6 | | 8 | 5 | | |
| 21 | 26 | 26 | 20 | 26 | 26 | 21 | 21 | | N/A | 2 | | 5 | 5 | | 14 | 15 | | 7 | 10 | | |
| 1 | 2 | 9 | 2 | 0 | 4 | 6 | 8 | | N/A | | | 1 | 3 | | | | | | | 0 | |
| 4 | | 9 | 3 | | 7 | | 2 | | N/A | | | | 1 | | | 0 | | | | 1 | |
| 18 | 26 | 26 | 11 | 26 | 26 | 20 | 21 | | N/A | | | 5 | 5 | | 10 | 12 | | 7 | 10 | | |
| 5 | 14 | 25 | 5 | 7 | 25 | 17 | 21 | | N/A | | | 3 | 5 | | | 1 | | | | 4 | |
| 14 | 25 | 26 | 16 | 24 | 26 | 20 | 21 | | N/A | | | 5 | 5 | | 10 | 13 | | 7 | 8 | | |
| 25 | | | | | 21 | | | | N/A | | | | | | | | | | | | |
| 5 | 24 | 26 | 4 | 24 | 26 | 19 | 21 | | N/A | | | 5 | 5 | | 10 | 12 | | 5 | 10 | | |
| 6 | 19 | 25 | 6 | 17 | 26 | 13 | 21 | | N/A | | | 3 | 5 | | 4 | 10 | | 2 | 8 | | |
| 3 | | | 1 | 4 | | 5 | | | N/A | | | 3 | | | | | | | | | |
| | | 16 | | | 14 | | 5 | | | | | | | | 0 | | | | | | |



Letter Name & Sound Assessment
 Kindergarten (Division 1)
 16 students

| | Letter Name & Sound (Uppercase) | Letter Name & Sound (Lowercase) |
|-------------------|---------------------------------|---------------------------------|
| More than 19 | 5 | 6 |
| Between 13 and 19 | 3 | 2 |
| Less than 12 | 8 | 8 |
| Not assessed | 0 | 0 |

5. Foundation Skills Assessment (FSA) – Literacy

| Literacy – Grade 4 (Fall 2022) | | |
|--------------------------------|----------|-----------|
| Proficiency Levels | | |
| Emerging | On Track | Extending |
| 0 - 16 | 17 - 30 | 31 - 42 |

- Emerging (EM) – Students demonstrate an initial understanding of the concepts and competencies to the expected learning.
- On Track (OT) - Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning.
- Extending (EX) - Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Goal #3

- **Provide real-life applications in Math to make numeracy experiences more engaging and meaningful, so that we will see an increase in skills and interest in numeracy**

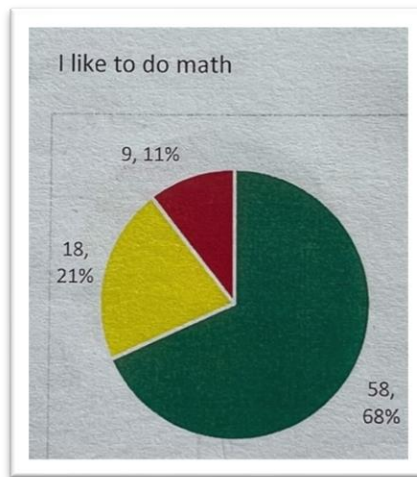
Structures and Strategies:

- Field trips in the community to reinforce concepts of Financial Literacy; real-world applications – students allocated a budget to purchase items
- Carole Fullerton materials available
- Offered real-life experiences for students to practice numeracy skills: baking, cooking, school-wide graphing of Read-a-thon results, school-wide estimation contests, exploration of numeracy manipulatives
- Reggio-inspired math (outdoor learning: patterns in nature, scavenger hunts, etc.)

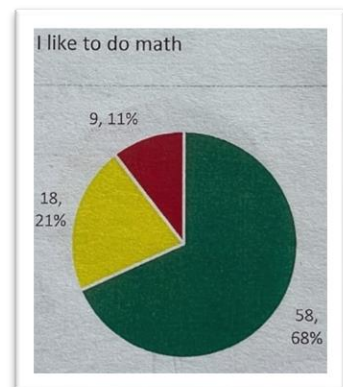
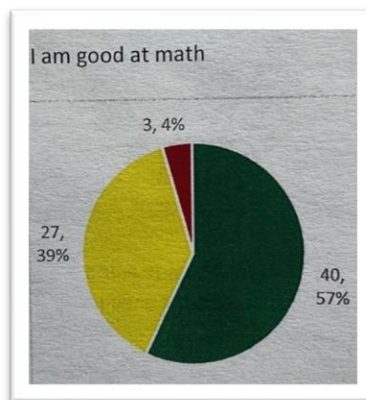
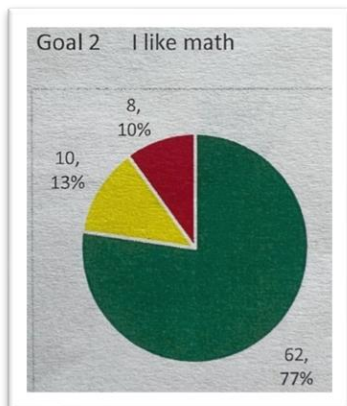


Data for Goal #3:

1. Framework for Enhancing Student Learning (Grades 1-3)



2. Framework for Enhancing Student Learning (Grades 4-5)





3. Foundation Skills Assessment

| Numeracy - Grade 4 (Fall 2022) | | |
|--------------------------------|----------|-----------|
| Proficiency Levels | | |
| Emerging | On Track | Extending |
| 0 - 15 | 16 - 33 | 34 - 42 |

- Emerging (EM) – Students demonstrate an initial understanding of the concepts and competencies to the expected learning.
- On Track (OT) - Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning.
- Extending (EX) - Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Goal #4

- **By providing mental health strategies and trauma informed practices, students will feel safe at school and an increased sense of belonging**

Structures and Strategies:

- Counselor worked with small groups and individual students
- Boys and Girls Group led by Indigenous Family Resource Worker
- Lunch Bunch led by Indigenous Family Resource Worker
- Outdoor opportunities to connect with nature
- Yoga in the classes
- Soft start (morning centres); alternate spaces and settings for breaks
- Breakfast Club available daily in the Gym from 8:30am
- Library available daily from 8:30am for early arrivals
- Food security (Rotary Apples Program, District lunch program)
- Mentorship teaching
- Community supports provided by CYMH, MCFD, NCCS and SAIP
- Wap and Smalgyax Teacher collaboration to create and teach unit on processing Grief to support sudden loss of classroom teacher – tools and strategies
- Variety of strategies to teach students self-advocacy skills (WITS)
- SEL lessons in class by LST and DBI
- Friendship/social skills development in small groups led by SLP and DBI
- Relaunch of Sensory Room as 'Rainbow Room' (*Gyits'oon Moaxii*) – self-regulation space for students with sensory-seeking needs
- Social-emotional lessons taught by Teacher Librarian

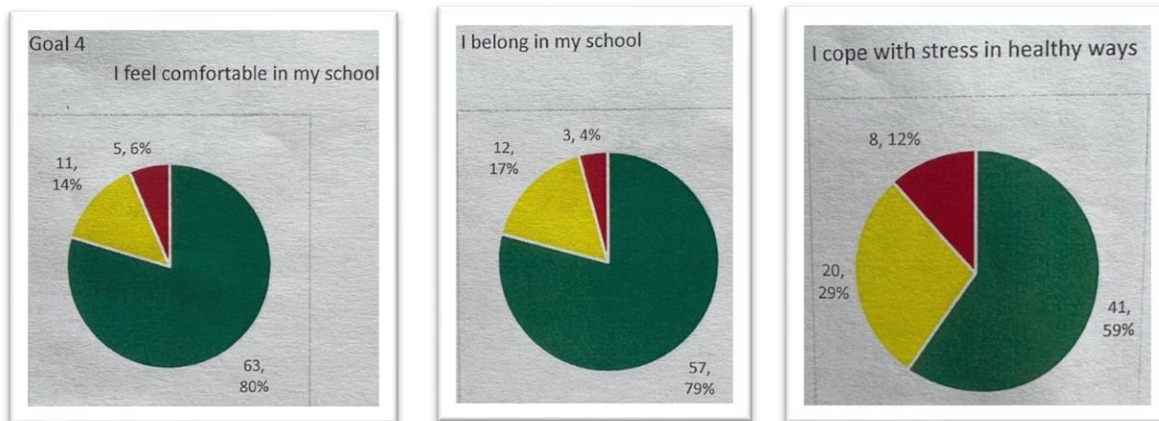


Data for Goal #4:

1. Framework for Enhancing Student Learning (Grades 1-3)



2. Framework for Enhancing Student Learning (Grades 4-5)



Plans for Staff Development:

- Continue bi-monthly Staff meetings (every second Wednesday, in-person) to discuss BC curriculum, Indigenous Education and teacher mental health (self-care); as well as inviting Special Guests (with specializations) from District and community
- Continue organized social events for Staff (staff birthdays, lunches, weekly snacks)



- District-led Professional Development Events (Implementation Day, Regional Pro Ds)
- Continue to work with Indigenous Education Department

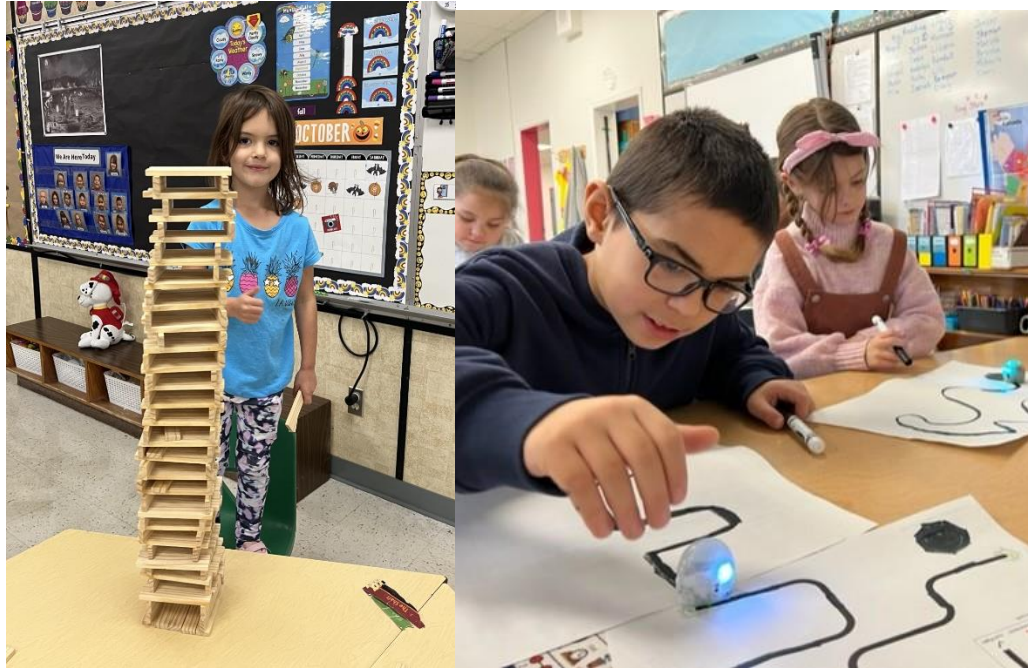


Community Involvement:

- Monthly PAC meetings
- Monthly newsletters sent home physically, via email and available on website
- Social media platforms – school website and Facebook; keeping families up to date on current 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
- Increasing in-house connections with families; hosted 3 Family Nights (Family Skate Night, Bouncy Castle and BBQ). Provided alternative options for families who are not yet comfortable meeting in-person for Parent/Teacher Connections
- Opportunities for parents to be involved in school events (class field trips)
- 'Meet the Staff' event where food baskets were raffled off



- Whole-school Metlakatla field trip
- Skating & swimming events throughout the year, as well as community field trips



Ongoing Evidence:

- Encouraging and positive attendance at all Family Night events (Family Skate, Bouncy Castle & BBQ)
- Conrad community provided feedback after school-wide events, often asking when the next school-wide event might be (PAC movie nights, dances, multi-cultural dinner, families invited to performances/assemblies)
- Post-event discussions at Staff Meetings to provide constructive feedback on how to improve for the next event
- Families expressed positive feedback through personal interactions with staff members or on a social media platform





Reflection and Summary:

- Conrad School has work to accomplish in the areas of literacy and numeracy, as well as mental health wellness. We are, however, doing a good job in creating a safe space for our learners
- In our quest to make literacy a priority, our Staff has continued to invest in many literacy resources this year to compliment existing literacy programs; in addition, early primary classroom teachers have worked closely with the Literacy Helping Teacher to establish programs to increase literacy levels
- For numeracy, Conrad learners have indicated that many may lack confidence in numeracy skills; however, many students also indicated that they enjoy practicing ADST and STEM-related skills



Next Steps:

- We would like to continue to improve our literacy programming by further work between our Early Primary Team and the District Primary Literacy Helping Teacher for further growth
- We will continue using varied reading strategies such as Daily Five, LLI, Reading Power, Core Phonics, Heggerty, UFLI, SPIRE
- We will continue work on improving our Math competency using a variety of strategies and tools (i.e., Carole Fullerton); also, continue to offer “real world application” opportunities for learners (i.e., field trips to practice financial literacy)
- Continue to use Coding and Computational Skills for all learners, so that students will learn critical thinking, problem solving and decision-making skills
- Continue to implement 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
- Continue to utilise the outdoor Conrad learning spaces: greenhouse, garden beds, picnic tables, compost area, and 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 how to use technology (iPad, Sphero, Ozobots, Little Bits, etc.), IXL, Raz Kids and EPIC.
- Classes actively taking part in outdoor education and helping with our outdoor garden
- School-wide events have created a more inviting and inclusive environment for students and staff
- Students feel a sense of pride being a member of the Conrad Family
- Collaboration between classes throughout the school year; it was great to see multi-age students working together for a common purpose
- Increased collaboration between staff for continuation of building on school-wide community



Important School Initiatives:

- Early Primary Literacy focus; collaboration between CRTs and LSTs to provide consistent weekly literacy supports in classrooms
- Continued daily Breakfast Club, offered in the gym and the Library Learning Commons, both opening at 8:30am
- Daily Announcements including both Smalgyax and French morning greetings
- Birthday Display in common space to celebrate the Seasonal Rounds with student birthdays
- Continue school-wide Fun Day and other events (Halloween, Winter, Literacy Challenge, Christmas Bazaar, Indigenous Peoples Day, Terry Fox Run)
- Continue to hold Spirit Days



- Family Events (Snack and Chat, Family Skate, Bouncy Castle, Welcome to Kindergarten, School BBQ)
- Sports Activities (basketball and track & field)
- Afterschool clubs (Activities and Art)
- PAC lunches (Subway, Pita Pit and No 1 Catering lunches); Friday Popcorn Days
- School-wide drumming with Marlene Clifton
- Place-based learning (Forest hikes, Butze Rapids, Rushbrook trail, Lester Centre of the Arts Performances, ANBT, Prince Rupert Public Library, Museum of Northern BC, etc.)
- Coding and STEM activities (Spheros, Ozobots, Makerspace, Little Bits)
- Community Members (RCMP)
- District-initiated opportunities to showcase Indigenous brilliance (i.e. Metis dance workshop)

