


Terry Fox Elementary School Plan for Student Success: 2022-2023 School Year (Year 1 of this plan)

Part 1: Introduction

 <p>our logos</p>	<p>Team Members All staff members and members of the PAC + Principal (Angela Magon) have had input and provided direction for the writing of this plan. This plan reflects the collective efficacy and vision of all contributors.</p>
<p>School Context</p>	<p>We strive to provide a warm, caring and inclusive learning environment to serve our roughly 270 Kindergarten to Grade 5 students in partnership with families. Our staff members are student-centric, compassionate and highly skilled educators. We are committed to achieving success for all learners – every child, every chance, every day. Terry Fox Elementary is nearly 40 years old and is in relatively good physical condition for the building’s age.</p> <p>Our student population is among the most diverse in Abbotsford. 11% of our students have individualized education plans (IEPs) – the majority of whom are autistic. 28% of our students are English Language Learners (ELL – predominantly Arabic and Punjabi speaking) and 10% of our students have indigenous ancestry. Approximately 70% of our students are classified as “vulnerable” due to a combination of economic, homelife, health, and academic challenges. There is also a high turnover of students in this school due to parent transiency.</p> <p>Due to the needs in the building, we are a well-supported school and most staff members have been at the school at least 3 years. In addition to caring and highly skilled teachers, we also have 13 Education Assistants (EAs), a full time Youth Care Worker (YCW), an Indigenous Cultural Support Worker (ISW), 2 Learning Support teachers, an ELL teacher, a Library Learning Commons teacher, a part time counselor, a part time Arabic translator, as well as other specialty school district itinerant staff. To provide additional support for families and learners we also offer a comprehensive daily food program (breakfast, lunch, weekend food sent home) and after school programs for sports, literacy, social emotional learning and Indigenous culture.</p>

**Process
To Create This Plan**

Informing all that we do at Fox are our Staff Values: [Our Terry Fox Staff Value Statements.docx](#)

The Elementary Strategic Plan was released by the district in August 2021 and serendipitously, closely paralleled our existing 2020-2022 Terry Fox Elementary Plan.

Abbotsford SD Elementary Strategic Plan 2021-2025



To better align with the Elementary Strategic Plan, we decided to adopt this framework for our school plans moving forward. In each of the 3 strategic goal areas, our staff have chosen a few things we will work on as a collaborative team. It is important to note that this plan is not an exhaustive summary of all that we are doing at Fox in each area – that would be an exceptionally long document!

On June 30, 2022, our staff created a list of new work (learning, collaborations, discussions, projects, processes) they would like to do to address each area of the district plan in the coming school year. This list was prioritized by vote and our Principal drafted the new 2022-2023 Terry Fox School Plan from the staff’s choices.

Goals



#1: (Joyful) mastery of critical literacy and numeracy skills

#2: Meaningful exploration of BIG ideas and competencies through inquiry

#3: Build well-being in safe, brave and compassionate communities

Part 2: Goal Areas

<p>Goal #1</p>	<p>(Joyful) mastery of critical literacy and numeracy skills</p>
<p>Key Inquiry Questions</p>	<p>What are the aspects of learning that make for a more joyful student experience while also helping students master their learning targets?</p> <p>Which teaching approaches and programs should be aligned between teachers so that students experience greater success in literacy and numeracy?</p> <p>How are we ensuring an inclusive and differentiated learning experience for our students?</p>
<p>Assessment Design</p>	<p>We will collaboratively design a quick, child-friendly student engagement survey for all students. The plan would be to assess attitudes towards learning (particularly reading, writing, numeracy work) at the beginning of the school year and at the end. We will continue to assess PM benchmarks, SWW (writing assessment) and SNAP (numeracy assessment) each Fall and Spring to gauge impact on academic literacy and numeracy skills. We will also as a staff discuss our progress in our goals periodically over the year.</p>
<p>Rationale (Why are we doing this?) (After reviewing literacy, numeracy and student well-being data as a staff/PAC, select and share data related to your Inquiry Question.</p>	<p>This goal area matches the district’s Elementary Strategic Goal #1. The district elementary priorities compel us to take a critical look at how we teach with joy and instill a joy of learning in students. Recommended roadmaps to guide us in this pursuit are the <u>BC Early Learning Framework</u> and Janet Mort’s <u>Joyful Literacy Interventions</u>.</p> <p>We know from our 2021-2022 data that students feel safe, cared for and supported at our school and we know they are progressing faster than the ‘year for a year’ norm from our literacy and numeracy metrics. But we do not have much in the way of formal metrics on how often our students feel engaged or empowered (chief elements of joyful learning) in school. Do they enjoy what and how they are learning? If they enjoyed their learning experiences more, would this not shorten the amount of time it takes for students to reach their proficiency learning targets?</p>

Values and Understandings Informing our Strategies	Strategies and Process (who, how, when)	Reflections Along The Way
<p>When our educators have a passion for their subject material, they will impart this to students as well.</p> <p>When students are interested and engaged in learning, they will master content faster and to a deeper level.</p>	<ul style="list-style-type: none"> • Research into neuroplasticity, in addition to the BC Early Learning Framework and the First People’s Principles of Learning indicate K-5 learning should be play-based, place-based, experiential and tied to real life situations and students’ interests. We will collaborate on how to enhance these approaches at Fox. Some useful documents include: ELF Poster (gov.bc.ca) and the BC Play Today Document (play-today-handbook.pdf (gov.bc.ca)) • We will teach through games, song, shared experiences, physical movement, and hands on activities, engaging projects, STEM challenges, unstructured play, "voice and choice" • We will draw on student emotion and story to connect them more powerfully to learning. We will use inquiry-driven approaches to help students explore and develop meaning for themselves. • We will discover what students would like to learn more about and plan with this in mind • We will give timely, specific and meaningful feedback so students know how to improve and can gauge their progress • We will continue to research new ways and resources that help us embed Indigenous, multi-cultural and diverse experiences into our instruction. <p>Math Investigations</p> <ul style="list-style-type: none"> - We will collaborate on how best to use small group math instruction to enhance individual student success - We will invite Math Helping Teacher (Tawnie Hildebrandt) in to help us learn more inquiry driven math approaches 	<p>Sept 2022: Our research and experience tell us that literacy and math are more joyful when we:</p> <ol style="list-style-type: none"> 1.) make it relevant to the lives of the students 2.) ensure that there are resources for all different levels 3.) use hands-on and kinesthetic activities 4.) provide choice for the students 5.) provide inquiry-based activities 6.) give students the opportunity to share and teach others (be the expert) 7.) vary our groups: individual, pairs / friend, small group, whole class 8.) integrate subject matter (cross curriculum) 9.) celebrate learning as a school community

	<p>Literacy Programming</p> <ul style="list-style-type: none"> - We will familiarize ourselves with the new school library books purchased at the end of last year and the new teacher resource books for read-alouds, particularly our diverse books so we can plan with greater efficacy - We will do a deeper dive into Storybook Workshop, sharing our approaches and resources, purchasing more materials as needed - We will use our student literacy data to help inform our teaching decisions 	
<p>Inclusion and differentiation are essential to joyful mastery of learning outcomes</p> <p>Collaboration and alignment of our programs, particularly within grade are critical. This alignment and the discussion of best practice helps us develop the most successful approaches and exceptional resources to use in our work with children.</p>	<ul style="list-style-type: none"> • We will work collaboratively as a team (child, family, ELL teacher, LST, EA, YCW, Principal, teacher and ISW) to ensure learning plans are differentiated, inclusive, and developmentally appropriate. • We will use collaboration to align values even when specific programs may differ; lean on shared assessments such as SNAP/PMs • We will ensure our TOC and sub book plans include instructions for differentiation and the instructions needed so students have a successful day when their key adults are away • We will engage in staff team discussion around best practice and use district and school resources to help enrich the conversation • We will work with Angela Montgomery (district helping teacher) to build new sets of task bins and other resources that improve developmentally appropriate activities for our students with exceptionalities • We will investigate new ways for the support staff to collaborate and share what they know, while also looking for instructional resources to support their growth 	<ul style="list-style-type: none"> • Leaning on the team and working together is one of the great strengths of Fox staff.

Progress and Impact (How has the work gone so far?)

Nov 2022: Summary of term 1 literacy and numeracy assessments will be available soon.



Student
Success



Optimized
Resources



Engaging
Opportunities



Progressive
Workforce

Making Connections: Explain how your school goal aligns with the Indigenous Enhancement Agreement in the following; Mastery of Literacy and Numeracy, Deeper Learning Experiences in Core & Curricular Competencies, Student & Staff well-being.

Connections to the Indigenous Enhancement Agreement

- Student success
- Cultural Identity
- Equity and Access for Indigenous Students

Terry Fox is a school where staff seek ways to incorporate Indigenous content (ways of knowing/doing, traditional knowledge) into the classroom. When you first step into our foyer, you will see our 10 feet tall “Fox Friend” totem pole, featuring the word “friend” in the 34 different languages spoken by our Fox families. Several of our Terry Fox staff members are of mixed Indigenous ancestry, including our Principal. We have daily announcements that feature Indigenous facts and an inclusive welcoming Indigenous Learning Classroom hosted by our ISW. Each year students go on field trips and participate in numerous Indigenous cultural learning experiences, which serves to engage them in experiential curriculum. We plan to work with the district Vice Principal for Indigenous Learning, Allison Gardner to help us build our resources and Indigenous cultural fluency.

Connections to the Elementary Operational Plan

- Mastery of Literacy & Numeracy
- Deeper Learning Experiences in Core and Curricular Competencies
- Student and Staff Well-being.

This plan runs parallel to the district elementary plan by design.

District Priorities

- Equitable access to learning opportunities and outcomes.
- Student Assessment and Reporting
- Purposeful learning partnerships with families.

Research into best practice has shown that all students succeed better when learning is joyful and connected to building their creativity and curiosity. Through approaches that are embedded into BC Early Learning Framework and the companion document of the First Peoples Principles of Learning (www.gov.bc.ca/earlylearning) our students will explore how joyful play-based inquiry is integral to well-being and learning. Our students will be taught to understand that learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. They experience a holistic approach to learning focused on connectedness, reciprocal relationships and a sense of place. Students will also be taught that learning involves responsibility, patience and tim

<p>Goal #2</p>	<p>Meaningful exploration of BIG ideas and competencies through inquiry: Complete at least 2 whole-school, common inquiry investigations</p>	
<p>Key Inquiry Questions</p>	<p>What whole school inquiry questions/projects can we get started this year that would allow all students to engage in a common topic? How in depth might these topics be? How do we go about this work and what learning do we need to do as a staff to prepare? How will we share the results within our school community?</p>	
<p>Assessment</p>	<p>An obvious assessment of this goal will be by the end of the 2022-2023 school year, did at least 2 whole school inquiry investigations take place? A second assessment would be - what did everyone think about the process and the results? Staff will be encouraged to collect their own “street data” and share out the feedback so our subsequent investigations will get better.</p>	
<p>Rationale (Why are we doing this?) (After reviewing literacy, numeracy and student well-being data as a staff/PAC, select and share data related to your Inquiry Question.</p>	<p>This is directly in alignment with district goals and inquiry has been the topic of some of our staff meeting discussions, pro D and district workshops. The staff has general understanding of how impactful teaching through an inquiry approach can be for student engagement and some staff members have done considerable training on this topic. We feel that a whole school demonstration of learning is also a great way to train students to investigate a topic more deeply and explore big ideas across many curricula. It will also give students an authentic way to think critically and creatively and will be a powerful way to communicate learning to others in the community, particularly their families.</p>	
<p>Workflow</p>		<p>Reflections Along The Way</p>
<ul style="list-style-type: none"> • Decide as a staff who will be responsible for leading the first inquiry project, what will be topic, when will it be due, how and where to display learning (September 2022) • Decide whether the first one will be a whole class investigation or whether it will be done in small groups (September 2022) • Decide on budget (Principal) and purchase common resources as needed (Sept 2022) • Staff discuss progress in collab groups along the way (October 2022) • Repeat for inquiry project 2, aiming for the February Parent-Teacher Conference to showcase learning 		<p>Nov 2022</p> <p>Jeremy Wiebe has taken the lead on the first inquiry project (Our name – what does it mean, why was it chosen?)</p> <p>This first project is individual research and reflection, supported by whole group lessons</p> <p>We have not yet determined how/where we will showcase student learning about their names</p>

Impact



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Connections to the Indigenous Enhancement Agreement

- Student success
- Cultural Identity
- Equity and Access for Indigenous Students

We feel that all students will be able to conduct their inquiry projects at their own skill level. This project has the capacity to build greater understanding of cultural and personal identity for all students and allow students to potentially explore the topic from a cultural lens. There will be no planned cost to students and the inquiry investigations will take place during school hours. If families are not able to attend school demonstrations of learning, we will share photos through SeeSaw or other media with parents.

Connections to the Elementary Operational Plan

- Mastery of Literacy & Numeracy
- Deeper Learning Experiences in Core and Curricular Competencies
- Student and Staff Well-being.

Elementary Priorities: The Educated Citizen



This goal aligns with both the first and second of the elementary priorities.

District Priorities

- Equitable access to learning opportunities and outcomes.
- Student Assessment and Reporting
- Purposeful learning partnerships with families.

Expanding use of inquiry and training students how to do an inquiry investigation are district priorities. The results of this process will provide rich data to assess and report out on student learning and engagement and will be a great showcase of learning for families to interact with. Due to the open structure of inquiry, equitable access is embedded in the activity, and we will support all students to achieve the goals.

Goal #3	Build well-being in safe, brave and compassionate communities
Inquiry Questions	How do we proactively engage students in deep conversations involving personal identify, diversity and social relationships? What learning or conversations do the staff need to foster safe, inclusive and compassionate classroom environments in the context of our own students?
Assessment	Staff will take the SEL: Teacher Self-Assessment for their own reflection Student survey (to be developed)

<p>Rationale (Why are we doing this?) (After reviewing literacy, numeracy and student well-being data as a staff/PAC, select and share data related to your Inquiry Question.</p>	<p>Roughly 70% of our students come to Terry Fox as vulnerable learners for a variety of reasons. More than most school staff, we have the imperative to ensure that students feel safe, welcome, and cared for at our school. Through shared ongoing dialogue, personal reflection and study, we believe we can build classroom cultures that are more inclusive, welcoming and harmonious. This critical work must begin with each educator’s personal commitment to being and doing better. We at Terry Fox also pledge to examine our own privileges, values and biases to notice and address the inequities within our educational system and our classrooms.</p>
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Strategies (ideas)	Process (who, how, when)	Reflections
<p>Individual Staff Targets</p> <ul style="list-style-type: none"> ➔ I know who I am in relation to the students that I teach. I can teach and connect to the diversity in the classroom. ➔ I can understand definitions such as privilege, bias, intersectionality and how it relates to the students that I teach ➔ I can contribute positively so that my staff member colleagues feel valued, heard and respected by me 	<p>By:</p> <ul style="list-style-type: none"> • Engaging in examination of my own identity • Being reflective of who I am as a practitioner • Engaging in critical conversations with others – co-construct knowledge that is inclusive and equitable • Being receptive to different ways of knowing and doing – be comfortable being uncomfortable 	<p>Oct 2022 – teaching staff reflected on their understanding of personal bias and privilege. They reflected on their classroom identity and practice.</p>

	<ul style="list-style-type: none"> • Participating in a book study on <u>Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom</u> (Pete Hall and Kristin Souers) 	<p>As a staff we routinely reflect on our values and our impact</p>
<p>Pedagogy Targets</p> <ul style="list-style-type: none"> ➔ I can provide voice and choice to all students I work with ➔ I can create an environment where my students feel cared for, safe, valued, heard by me and by their classmates ➔ I create systems that are responsive to student physical and social-emotional needs 	<p>There is much expertise on staff with these topics and we have held some rich conversations about soft starts, diversity books, assessment design, planning from student interest, Tier 1 interventions, PBIS approaches, the EASE curriculum, ways to create school spirit and more. Collab and staff presentations have been great ways to showcase successful practices and we will continue to review effective techniques and programs in our large and small meeting groups.</p> <p>This year we will be expanding our understanding of trauma informed practices and build some common resources together (ex. Task bins, Indigenous and multi-cultural content). We will do another whole school Fox clothing order and the Principal will buy all staff Fox t-shirts.</p> <p>From a culturally responsive equity lens, we are also examining what holidays and special events are celebrated in the school and how will we do this in a way that is inclusive and respectful. We have already asked students in classes what events do they celebrate in their homes – and we will be looking at finding meaningful ways to incorporate this into what we do at school, recognizing that our diversity is an asset to us all.</p> <p>This year the Noon Hour Supervisors will also be engaged in a new district pilot project to provide them grounding in the neuroscience of behaviour and PBIS strategies</p>	

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Impact

We designed a survey that we gave to parents who came out for the Meet the Teacher event early in September.

#1 My child believes the adults at school care about them	#2 My child has at least 1 friend they can play with at school	#3 My child enjoys learning at Terry Fox	#4 My child is happy at school	#5 My child feels welcome and accepted in their classroom	#6 My child knows how to get help if they have a problem	#7 My family feels welcome to talk to the teacher anytime
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Question 1: 100% yes

Question 2: 99% yes (1% no)

Question 3: 97% yes (1% no, 2% sometimes)

Question 4: 91% yes, 9% sometimes

Question 5: 100% yes

Question 6: 97% yes, 3% no

Question 7: 100% yes

We are also looking forward to receiving the results of the MDI survey later in the year.



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<p>Connections to the Indigenous Enhancement Agreement</p> <ul style="list-style-type: none"> • Student success • Cultural Identity • Equity and Access for Indigenous Students 	<p>Anti-racist self and student education will result in more inclusive programming, classroom environment improvements, enhanced equity and access for indigenous students. Our plans encompass ensuring that FNMI learning is embedded deeply into the curriculum and the conversations of the classroom.</p>
<p>Connections to the Elementary Operational Plan</p> <ul style="list-style-type: none"> • Mastery of Literacy & Numeracy • Deeper Learning Experiences in Core and Curricular Competencies • Student and Staff Well-being. 	<p>This goal directly relates to the 3rd area of the operational plan, but also has connections to meaningful exploration of big ideas and competencies. It is the goal that inquiry processes will be used by students to gain a broader understanding of their personal and social identity and how they can contribute to making a brighter better Canada.</p> <p>We also have measured our thinking in relation to the Elementary strategic plan and periodically go back to the plan to assess. Elementary Strategic Plan Personal Assessment.docx</p>
<p>District Priorities</p> <ul style="list-style-type: none"> • Equitable access to learning opportunities and outcomes. • Student Assessment and Reporting • Purposeful learning partnerships with families. 	<p>This goal meets each of these priorities</p>