TAYLOR ELEMENTARY SCHOOL FRAMEWORK 2023-2024

Taylor Tigers Song



Mission

The mission of our school community is to *Educate, Inspire and Empower* all students. We do this by providing challenging and enjoyable learning experiences. Together, as educators and parents, we believe that all students will attain their goals and discover the joy of becoming lifelong learners.

Values

We focus on the seven values from the Seven Teachings common in Indigenous Cultures. These are: Love, Respect, Honesty, Courage, Wisdom, Humility and Truth

Communication

Tiger News - https://bit.ly/3zbAVHc

Facebook Page: https://www.facebook.com/sd60taylor

Website: https://taylor.prn.bc.ca/

DOJO & SeeSaw - Classroom teacher and school-wide platform for regular communication with families. DOJO has a school story as well, so messages can be shared with all families.

Taylor Elementary Framework for Enhancing Student Learning 2021-2024

Goal 1: Literacy

- Improve reading comprehension and fluency in Grades K-6.
- Improve writing skills and fluency in Grades K-6

Goal 2: Numeracy

 To improve students' performance in the knowledge, skills and attitudes related to Mathematics and problem solving.

Goal 3: Social and Human Development

Increase Student Social/Emotional Competency

Introduction

Taylor Elementary School is a community-oriented school in the District of Taylor, fourteen kilometers south of Fort St. John. There are about one hundred and eight students attending our school. Our teaching staff consists of 7 teachers, educational assistants, an Indigenous Support worker, and one Early Childhood Educator. Within the school, a Strong Start Program operates, which has become an early learning part of our community and created strong bonds with students before they enter kindergarten here. We are a pilot school for the Ministry's Seamless Day Kindergarten Program and have a BASC and Strongstart Program.

We continue to work hard to provide great learning opportunities for our students. We embrace BC's new curriculum and seek to engage students in their learning everyday, focusing on big ideas and experiential learning. We integrate Indigenous learning into the school, utilizing our Indigenous Support Worker and other resources. We also have a leadership team, which organizes school events throughout the year. Our staff works hard to develop community spirit, as is outlined in our school song (Taylor Tigers/ Eye of the Tiger).

Taylor's unique setting provides outdoor activities that are not found in many schools. Our students have access to a hill that is utilized for tobogganing and hiking throughout the year. The District of Taylor is a strong community partner and allows our students access to the skating rink, swimming pool, river, pickle ball court, campground/park, golf course, community hall and curling rink. With these partnerships students are able to expand their learning beyond the classroom walls and regular classroom setting.

Framework Development Process

Staff met in September on planning day and reviewed the Framework goals from the previous year. Throughout the school year staff continue to work on Framework goals at monthly staff meetings and weekly school based team meetings. Where possible classroom formative and summative data is collected on a regular and ongoing basis and strategies are adjusted throughout the school year.

What the Evidence Tells Us.....

Ongoing strategies and structures need to be in place:

- Whole school collaboration proposal to support Framework planning
 - Teachers provided release time from our Education budget for planning for goal areas.
- Individual or small groups of teachers collaboration or coaching requests.
- Class Review conversations in October and throughout the school year based on needs - up to 3 times a year.
- Framework Updates and work on goals at staff meetings and Weekly School Based Team Meetings
- Framework Timeline & Action Plan for staff.
- Opportunity for teachers to observe each other teach and debrief (Dec.- Mayrelease time provided by FESL fund and administration)

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Focus

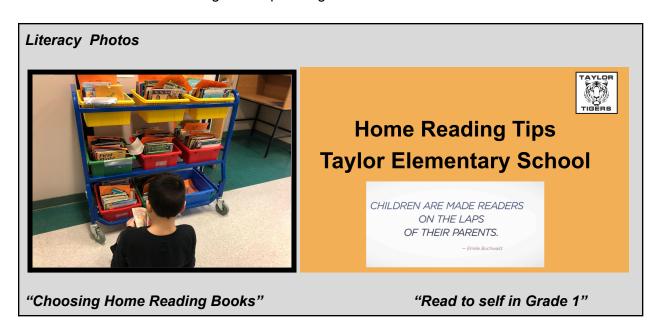
A systemic and collaborative approach to improving student achievement.

Goal 1: Increase Literacy Skills, Reading and Writing.

Objective 1.1: Improve Reading fluency and comprehension success in grades 1-6

Key Strategies

- 0.2 Reading Intervention Teacher focusing on yellow/red readers in Grades 2, 3 & 4.
- Guided Reading Collaboration in Primary classrooms continuous adjustment of guided reading groupings at team meetings.
- Home Reading Program in Kindergarten to Grade 3
- Home Reading Strategies Slideshow & Parent Session https://bit.lv/3J35YtP
- Heggerty Phonemic Awareness Pilot Program Kindergarten/Grade 1 & Grade 1-2 class.
- Research Reading Fluency Program in Intermediate classrooms (6 minute reading solution) that can be administered classwide and or by a teaching assistant.
- Grade 1 Data wall initiated in January and updated throughout the remainder of the school year with school based team input for intervention.
- Data wall for at risk readers in Grades 2, 3& 4, updated formally 4 times a year
- Reading Challenge & Sadie Awards
- Adrienne Gear and SMART reading strategy instruction
- Ongoing professional development in relation to reading data with the school team.
 - Reading Record Practices
 - Observation Survey Marie Clay LA training
 - Prompting and Cueing for Balanced Cueing systems
 - Guided Reading lesson planning

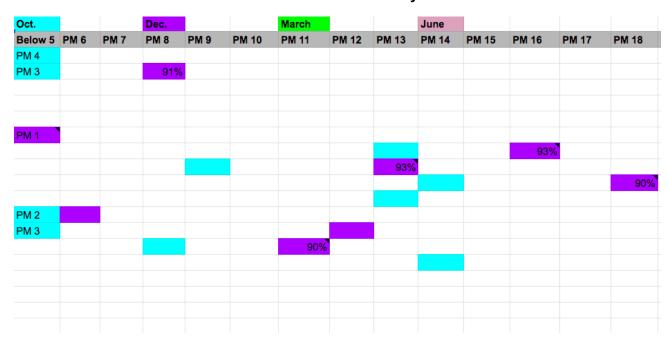


Indicators/Evidence -

- Grade 2, 3 & 4 "At Risk Reader's" Data wall
- Grade 1 Reading Data wall
- Kindergarten Phonological Data
- ASSESS District Reading Data October and June

Targets

- Increase percentage of students meeting expectations for Grades 2 & 3 move red readers to yellow, move yellow readers to green this school year.
- Track students identified as red/yellow in Grade 2 and 3 for the next 3 years.



"Grade 2-3 At Risk Readers Literacy Data Wall"

Alignment of Resource Allocations With This Goal:

- O.2 Reading Intervention Teacher
- Home Reading Resources Update

What's next?

- Concepts about Print data Kindergarten
- Update Home Reading books
- Guided Reading Room Clean and Resource Update

Objective 1.2: Improve writing skills

Key Strategies

- Teacher Collaboration focusing on writing assessment and instruction
 - Staff collaboration sessions funded by school FESL (Education budget)
 - Adrienne Gear and Lori-Jamison Rog Resources for Writing Workshop focusing on common language across the grades (ie. GUM it/Triple Scoop words..)
 - Collaborative sessions focusing on the writing data pulled from the performance standard information from Insight.

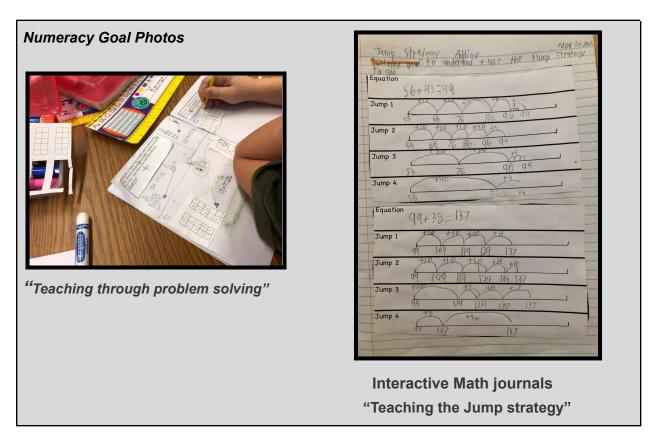


Goal 2: To improve students' performance in the knowledge, skills and attitudes related to Mathematics and problem solving.

Objective 2.1: Improve numeracy skills

Key Strategies

- Math Assessment and Practice (MAP) Grades 4-6 including the "Zoom In" on sections
 of the MAP
- Mathletics online Math program Grades 2-6
- Review math manipulative access in each classroom and update resources where needed - in progress
- Numeracy Night for families Math games
- Mathology Pilot all teachers are participating in the Mathology Pilot
- Stenhouse Fact Fluency Program
- Release time for teachers to observe each other teaching.
- Explore Primary MAPS for assessment and instruction.



Indicators:

- MAPS results Grade 4-6
- FSA Grade 4 results

Alignment of Resource Allocations With This Goal:

- Mathletics Licenses Grades 3-6
- Coaching and Collaboration
- MAP/numeracy support

Math manipulative resource update

Goal 3: Social and Human Development

Focus

A strong foundation in Social Emotional Learning is key to engagement and academic success.

Objective 3.1: Increase School SEL Team's understanding of the CASEL Framework

Key Strategies

- Teacher collaboration for SEL curriculum and strategies.
- Determine SEL inquiry focus student relationships and start on inquiry this year and continue into the 2022-2023 school year.

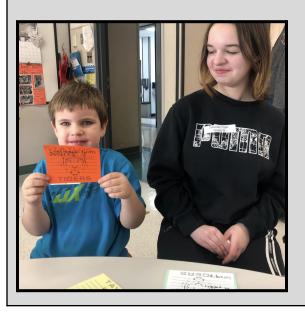
Objective 3.2: Improve student's sense of belonging and leadership skills within the school and larger community

Key Strategies

- Rebuild Tiger Matrix align with Tiger Song
- Review code of conduct update major/minor behaviors with staff
- Yearly Art Residency Puppetry Residency for 2023-2024
- EASE Program Librarian is trained in EASE.
- WITS program taught in classrooms and WITS links/materials shared with families.
- Leadership club to focus on Spirit days and other leadership activities
- School-wide Spirit Activities monthly Tiger Teams (mixed grades)
- Peer Lunch leaders Grades 4-6
- Breakfast & Snack program
- Daily Lunch Program with Mrs. Law (each class has one day every week that they can have lunch with Mrs. Law and participate in crafts and games)
- SEL groups Girl Power Group, Art Club, and SEL Centers.
- Teacher School Home communication platforms DOJO & SeeSaw
- Community partnership events/access to community facilities (rink, golf course..)









"Dance Residency"

Indicators/Evidence

- Insight portal incident documentation
- School Facebook page posts
- SEL survey results and Inquiry question
 - o Focus on Peer relationships across all grades.

Targets

Teaching staff will input incidents on ASSESS on a regular as needed basis.

Alignment of Resource Allocations With This Goal:

Puppetry Residency

- WITS program subscription
- Feeding Futures Fund for food and staffing for our Breakfast and Lunch program.



"Taylor Tiger Staff in our new Spirit Wear with our new logo"



"Taylor Hill Climb"