



SCHOOL
DISTRICT
9!
NECHAKO
LAKES



School Plan to Enhance Student Learning 2023-2024

**WILLIAM KONKIN
ELEMENTARY SCHOOL:**

**COMMITTED TO SUCCESS
FOR ALL**



Context

William Konkin Elementary School (WKE) is nestled in the community of Burns Lake, bordering Woyenne. It serves approximately 185 students from Kindergarten to Grade Seven.

We offer Carrier language and culture classes to all learners several times a week, as well as Core French instruction for Grades 5-7.

57% of the students at WKE are of Indigenous ancestry comprising 15 First Nations and the Metis Nation and notably includes students from Lake Babine Nation, Ts'il Kaz Koh, Skin Tyee First Nation, Nee Tahi Buhn Band, Wet'suwet'en First Nation, and Cheslatta Carrier Nation.

About 30 students are designated with exceptional needs requiring an IEP.

SD 91 Strategic Education Plan Goal: Create Student Success *Literacy*

WKE 2023-2024 Literacy Goals carried forward from 2021-2022:

- ▶ Teachers will use literacy data to inform instruction which will result in students demonstrating improvement in literacy by June 2024.

Additional Goal carried forward from 2022-2023:

- ▶ Teachers will differentiate literacy instruction to narrow learner achievement gaps by June 2024. This includes the involvement of an intervention specialist teacher with a focus on literacy and numeracy.

New goal for 2023-2024:

- ▶ A committee of teachers and PVP will design a school wide write twice a year that will provide information to teachers about strengths and areas for growth in student writing. These will be added to literacy folders that will be created and maintained for each learner.

Student Learning Survey Reading & Writing Results – Grade 7 Spring 2023

Statement	% Positive WKE	% Positive District
I continue to get better at reading.	82	71
I continue to get better at writing.	68	73



Kindergarten Early Years Evaluation (EYE) Pre-test Fall 2022

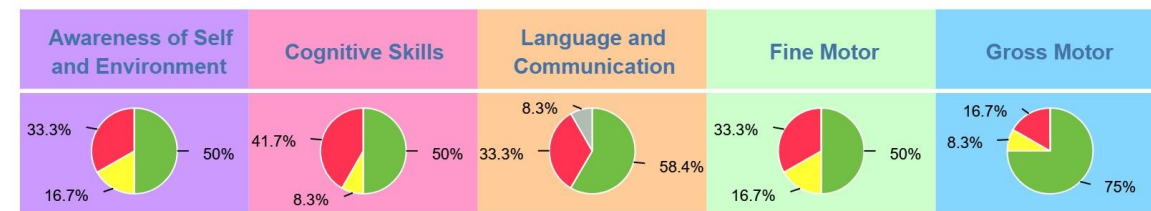
Direct Assessment Overall Domain Results

William Konkin Elementary, Kristine Lamble, K/1 Lamble, as of 12 Sep, 2022 - 4 Nov, 2022

Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'
- Percentage of children whose 'Assessment was not completed'

K/1 Lamble
(n = 12)



Early Years Evaluation

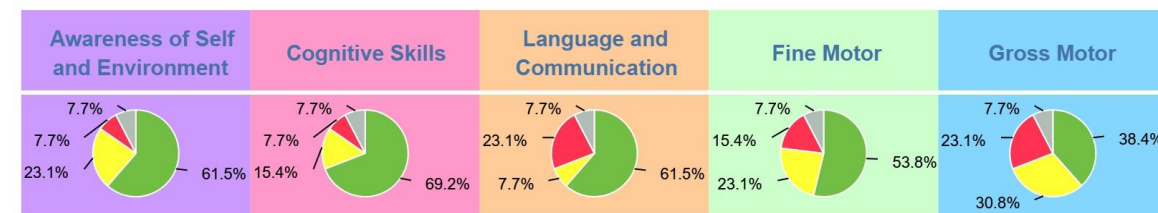
Direct Assessment Overall Domain Results

William Konkin Elementary, Colleen West, K/1 West, as of 12 Sep, 2022 - 4 Nov, 2022

Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'
- Percentage of children whose 'Assessment was not completed'

K/1 West
(n = 13)



Early Years Evaluation

Kindergarten Early Years Evaluation (EYE) Post-test Spring 2023

Direct Assessment Overall Domain Results

William Konkin Elementary, as of 4 May, 2023 - 16 Jun, 2023

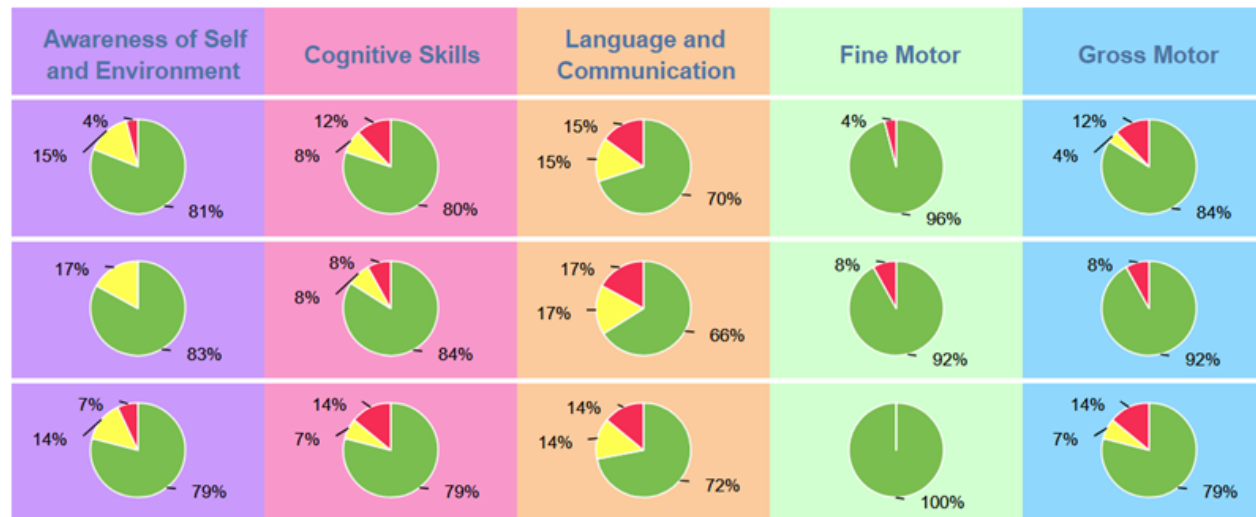
Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'

William Konkin Elementary (n = 26)

- K/1 Lamble (n = 12)

- K/1 West (n = 14)



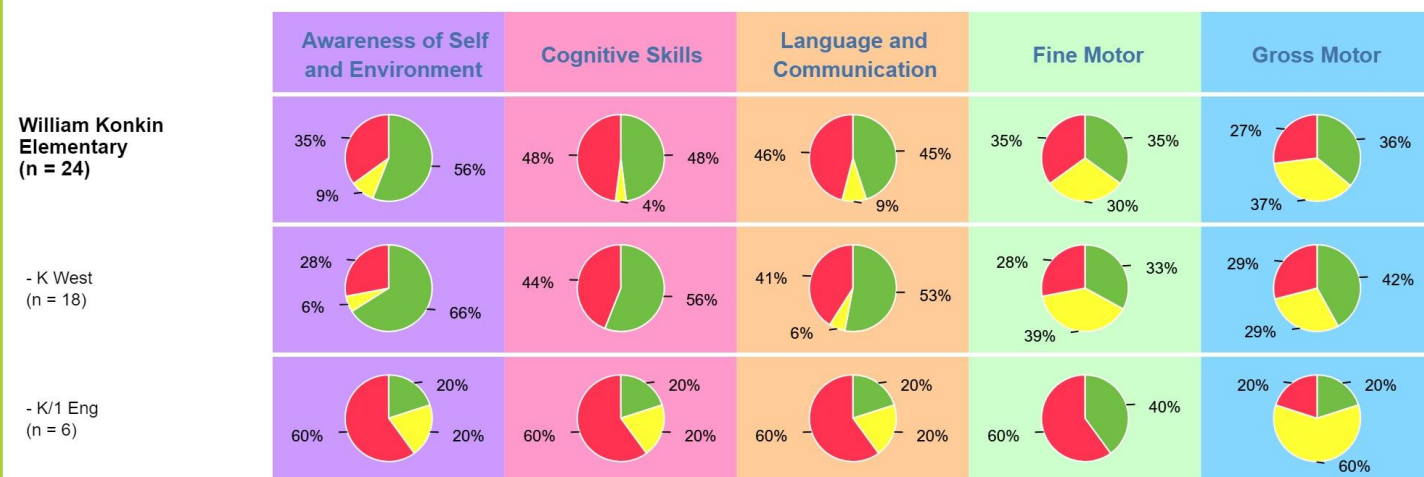
Kindergarten Early Years Evaluation (EYE) Pre-test Fall 2023

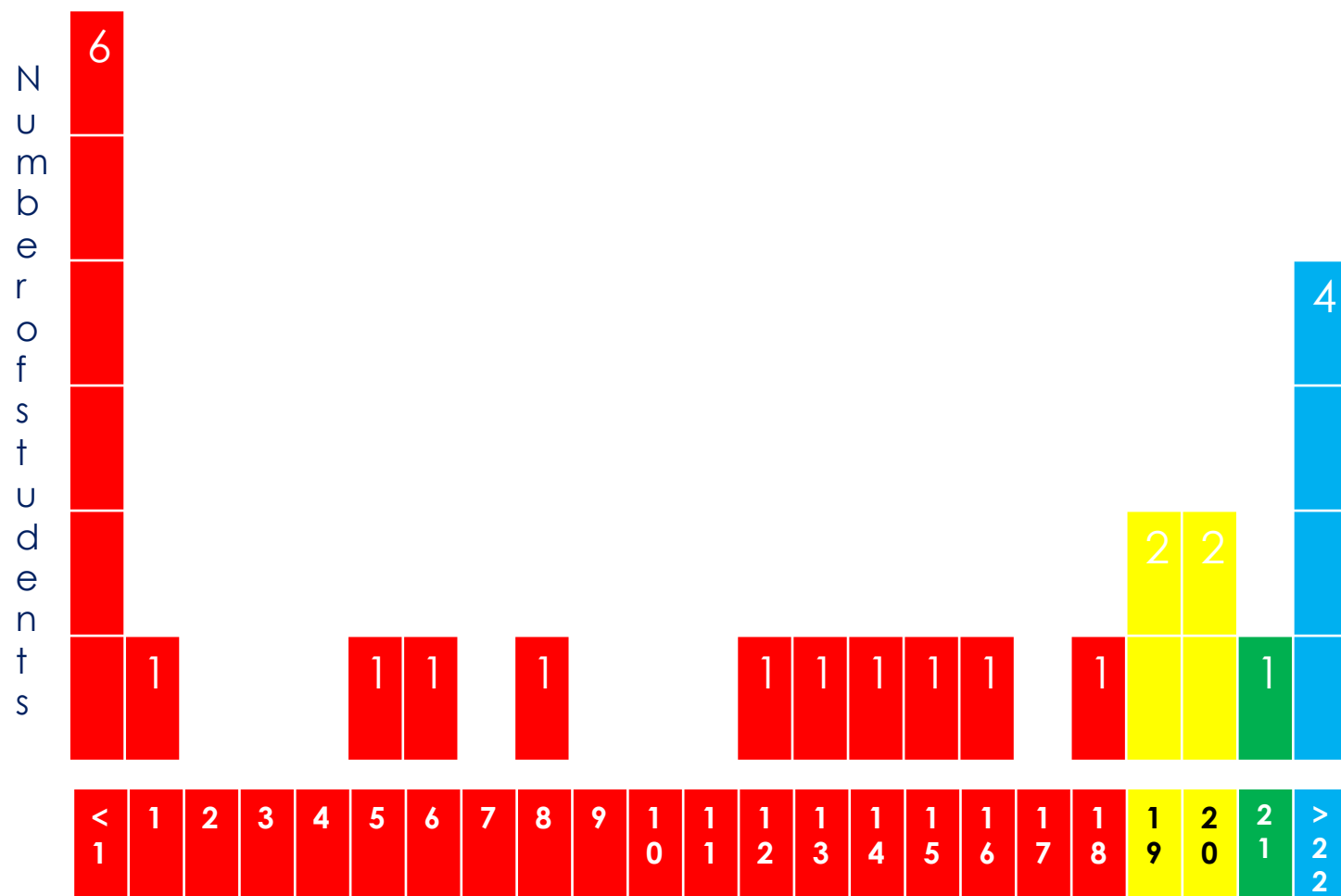
Direct Assessment Overall Domain Results

William Konkin Elementary, as of 28 Aug, 2023 - 2 Oct, 2023

Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'





PM Benchmark Score: Red not meeting, Yellow nearly meeting,
Green at level, Blue above level.

Grade 3 PM Benchmarks Score Breakdown Term 1 2023-2024

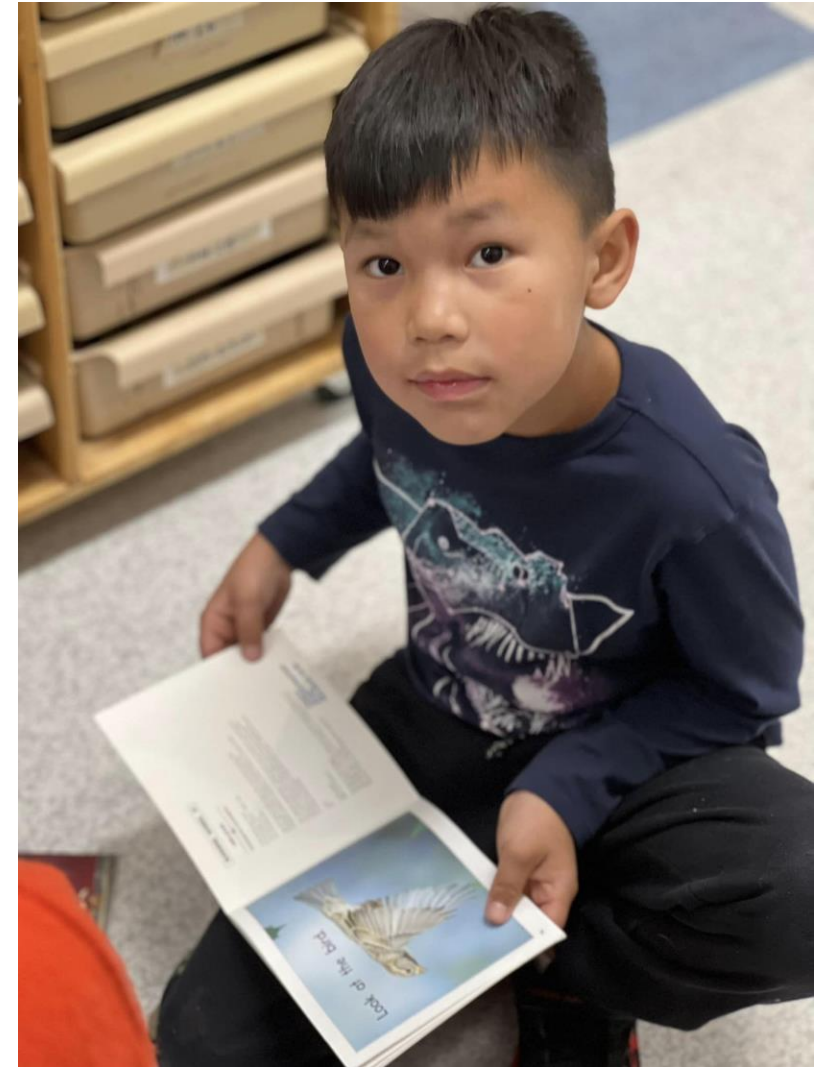
Grade 5 Fall 2023 Cross Curricular Reading Assessment Results

	Main Ideas	Details	Connections	Opinions	Inferences	Word Skills	Comprehension
Extending	0	0	0	0	0	0	0
Proficient	4	3	4	1	3	3	6
Developing	13	12	13	5	12	10	10
Emerging	5	7	5	16	6	8	5

Number of students scoring at each level of proficiency

Resources & Strategies

- ▶ Co-teaching literacy with teacher librarian.
- ▶ Small group reading instruction and/or word work.
- ▶ Teacher development of engaging and impactful writing tasks and instruction.
- ▶ Assistive technology to support diverse needs.
- ▶ Collaborative marking and collaborative reporting sessions for teachers.
- ▶ School-wide writes in November and May.
- ▶ Development of literacy folders.
- ▶ Professional Learning Community (teacher collaboration) with a focus on Early Literacy meeting once/month for one hour.
- ▶ Intervention Specialist teacher working in Grades 2/3, 3/4, 4/5, 5/6, 6/7.
- ▶ Joyful Journey Reading Blitz with 24 learners more than 2 grade levels behind in reading.
- ▶ All primary teachers joined POPEY early literacy professional learning opportunity with Wendy Keleman.
- ▶ Group inquiry related to literacy for Indigenous learners through Network of Inquiry in Indigenous Education (West, Eftodie, Trottier, Burt, Evans).
- ▶ Early intervention time with all Kindergarten learners.
- ▶ Biweekly meetings for each teacher with the principal to strategize.
- ▶ Michelle Miller-Gauthier.



SD 91 Strategic Education Plan Goal: Create Student Success *Numeracy*

WKE 2023-2024 Numeracy Goals carried forward from 2021-2022:

- ▶ Teachers will use numeracy data to inform instruction which will result in an improvement in students' number sense by June 2024.
- ▶ Teachers will teach thinking strategies with the result that students will demonstrate growth in problem solving by June 2024.

Numeracy Goals carried forward from 2022-2023:

- ▶ Teachers will identify students with significant numeracy gaps in learning to provide differentiated learning activities.

Student Learning Survey Math Results – Grade 7 Spring 2023

Statement	% Positive WKE	% Positive District
I continue to get better at math.	58	74



Grade 3 & 6 Fall 2023 Snap Math Results

Grade 3	Communicating & Representing	Understanding & Solving	Connecting & Reflecting	Reasoning & Analyzing
Extending	0	0	0	0
Proficient	4	3	1	1
Developing	10	11	3	9
Emerging	9	9	19	11
Grade 6	Communicating & Representing	Understanding & Solving	Connecting & Reflecting	Reasoning & Analyzing
Extending				
Proficient	6	4	3	4
Developing	6	7	11	10
Emerging	4	5	2	2

Number of students scoring at each level of proficiency



Resources & Strategies

- ▶ Peter Liljedahl professional learning being passed on through teacher mentorship.
- ▶ MathUp available school-wide.
- ▶ Mathletics used school-wide.
- ▶ Collaborative marking of district SNAP.
- ▶ Intervention and differentiation for learners.
- ▶ Vaishali Arora doing "Thinking Classrooms" workshops in classes.
- ▶ Roberta Toth.

SD 91 Strategic Education Plan Goals: Create Student Success, Honour Diversity, Enhance Connections, Engage our Workforce

WKE 2023-2024 Social Emotional Goal carried forward from 2021-2022:

- ▶ Teachers and staff will develop and maintain a positive and welcoming school culture so that students report a sense of belonging and can identify trusted adults in the building by June 2024.

Goal carried forward from 2022-2023:

- ▶ Teachers, staff, and students will engage in conscious acts of Reconciliation by June 2024 and beyond.

Resources & Strategies

- ▶ Teachers direct-teach social emotional learning in their classes through a variety of programs (EASE, Kimochis)
- ▶ One Professional Learning Community (teacher collaboration) dedicated to the study of SEL (Kimochis) meeting for one hour once per month.
- ▶ Responsibility and Restoration Room for teaching SEL to small groups.
- ▶ Soar Awards: monthly assembly to acknowledge positive demonstrations of social-emotional and academic learning and to direct-teach: Value Self, Value Others, Value Learning, and Value this Place.
- ▶ School wide events: Open House, Orange Shirt Day, Moosehide Campaign, Pink Shirt Day, Share the Love Day.
- ▶ Clubs honouring student voice such as Rainbow Club and Pokemon/Chess Club.
- ▶ Club for Indigenous girls and advocates in Grades 5, 6 & 7.
- ▶ Indigenous Drummers Club.
- ▶ One Professional Learning Community (teacher collaboration) dedicated to the study of Indigenization of classroom activities meeting for one hour once per month.
- ▶ Grade 7 Leadership including: office helpers, lunch buddies, crosswalk painting, and hosting spirit days.
- ▶ Participation in elementary sports events every season.



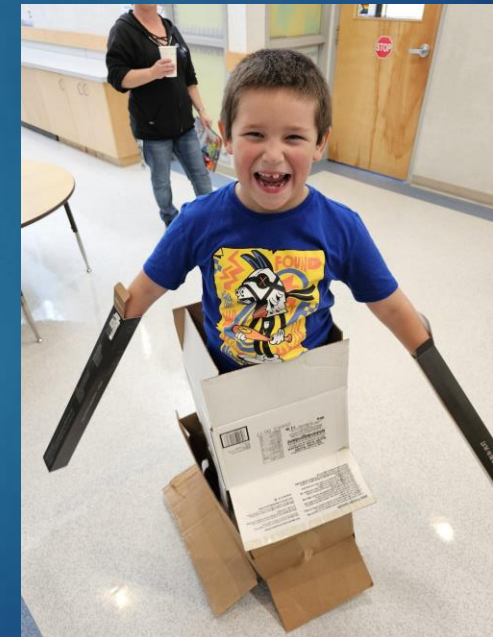
Carrier & Culture
Student Teachers

Resources & Strategies

- ▶ Create and/or maintain: Facebook, Instagram, YouTube channel, school web site to demonstrate evidence of learning visibly and engage staff, teachers, students, parents, other caregivers, and the community.
- ▶ Working with district counsellors to support learner SEL in school individually and for groups/classes.
- ▶ Practicing restorative justice and responsibility-based discipline as a disciplinary strategy.
- ▶ Redesign of the School Code of Conduct to match current practice.
- ▶ Monthly friendly coffee meetings with all community Education Directors and Coordinators from Ts'il Kaz Koh, Lake Babine Nation, Skin Tyee First Nation, Nee Tahi Buhn Band, Wet'suwet'en First Nation, and Cheslatta Carrier Nation.
- ▶ Invitations to school-wide events to all community Education Directors and Coordinators as well as to the Trustee.
- ▶ Use land acknowledgment regularly. Have all staff become comfortable sharing it. Teach students how to use it and have them provide land acknowledgement at events and during morning announcements.
- ▶ Increase CUPE staff voice and contributions as educators by inviting them to all meetings when possible, increasing social functions that include everyone, asking for their input as experienced and valued educators.
- ▶ One Professional Learning Community (teacher collaboration) dedicated to the study of Learning Outdoors for one hour once per month.

Student Learning Survey Questions of Note

Question	2021 + %	2022 + %	2023 + %
I would like to go to a different school. (Grade 7)	85*	89*	83*
At school, do you respect people who are different from you? (Grade 7)	100	92	85
At school, do you get to work on things you are interested in as part of your course work?	45	50	73
At school, do you participate in any Aboriginal or First Peoples celebrations or activities?	30	30	65
At school, are you being taught about local First Nations?	ND	44	82
Are you being taught the local First Nation language?	65	63	86
At school, are you being taught about Indigenous peoples in Canada?	60	72	84
At school, have you experienced discrimination on the basis of your sexual orientation or gender identity?	ND	74*	62*
At school, rules and expectations for behavior are clear to me.	ND	81	86
Have you ever felt bullied at school?	73*	44*	61*



*A POSITIVE RESPONSE TO THIS QUESTION WAS "NEVER/ALMOST NEVER".

Student Learning Survey

Areas for Growth: Spring 2021 vs. Spring 2023

As a staff we identified areas we wished to improve and here are results worthy of celebration.

Question	2021 WKE + %	2022 WKE + %	2023 WKE +%
How many adults do you think care about you at your school?*	60*	65*	69*
Are you learning how to care for your mental health? (Grade 4)	40	55	69
At school, I am learning how to care for my mental health. (Grade 7)	20	51	79
When you make a choice, do you think about how it might affect others?	10	43	75
At school, do you get to work together on projects with your classmates?	30	85	86

*2 or more

Appendix A: Student Learning Survey: District Focus Questions

Question/ Statement	Gr 4 2021*	Gr 4 2022*	Gr 4 2023*	Question/ Statement	Gr 7 2021*	Gr 7 2022*	Gr 7 2023*
How many adults do you think care about you at your school?	60^	45^	80^	At your school, how many adults care about you?	60^	61^	60^
I am happy at my school.	60	52	71	Is school a place where you feel like you belong?	50	54	33
Do you feel safe at school?	80	58	65	Do you feel safe at school?	70	74	69
When you make a choice, do you think about how it might affect others?	10	17	37	When you make a choice, do you think about how it might affect others?	45	58	40
Do you feel good about yourself?	70	52	42	Do you feel good about yourself?	55	47	50

* Percent "Positive" responses (neutral left out)
^ Two or more

Note: Appendix B is only applicable to high schools and is therefore not included.

Stakeholder Input

- ▶ PAC by email: November 12, 2023
- ▶ Education partners: Philine West fr. Ts'il Kaz Koh, Beatrice Michell & Gina Louis fr. Lake Babine Nation, Pam Herman fr. Cheslatta Carrier Nation, Stephen Patrick fr. Skin Tyee First Nation, Heather Nooski fr. Wet'suwet'en First Nation Pat Mortenson fr. Nee Tahi Buhn Band.
- ▶ Students:
- ▶ VP: Miriah Donnelly
- ▶ Shared with all WKE staff and teachers on OneDrive for feedback: November 12th.
- ▶ District leaders: Claire McKay



APPENDIX C

School Plan - A Living Document

The WKE school growth plan was developed accounting for the SD91 plan, teacher and staff input including large and small groups as well as individuals, input from Indigenous communities, parents, caregivers, PAC, and students. It is posted in the school, on our school web site and is referred to regularly at staff meetings.

Strategies and goal achievement are shared at PAC and through social media and sometimes school messenger. Teachers and staff progress on goals in PLCs, at staff meetings, and in school assemblies and events.

