École Frank Ross Elementary

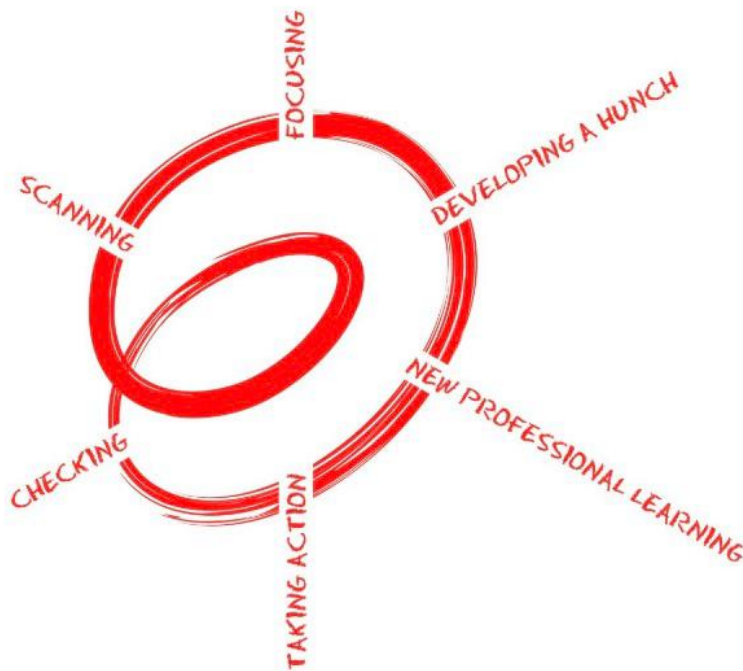1000 – 92nd Avenue
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School Improvement Plan

2022-23

Using the Spiral of Inquiry

Ecole Frank Ross will be working toward deepening the use of the spiral of inquiry as a process to inform practice, take action, and improve outcomes for students.

Spiral of Inquiry

What's going on for our learners?

How do we know?

Why does it matter?

Growth Focus

Core Competencies

Goal: To develop student ability to understand the core competencies of BC's redesigned curriculum and be able to describe their strengths, goals, and growth in the competencies using a variety of tools and opportunities to share their learning.

Action (School): To connect current school-wide culture efforts (Bulldog qualities: Kind, Calm, Determined, Courageous) by using language, visuals, and learning opportunities connected to the competencies.

Action (Classrooms): to find, develop and incorporate consistent Core competencies language and reflection throughout the year shown in consistent student ability to reflect and share where they have strengths and growth in the competencies.

Continued Attention

Social-Emotional Learning

Growing student competency and building teacher capacity in the areas of Social-Emotional Learning (SEL) underpins of the learning at Ecole Frank Ross. Attention and support will remain directed at areas identified in *The Collaborative for Academic, Social, and Emotional Learning (CASEL)* competency frameworks and the needs identified for each classroom and student. Programs such as Everyday Anxiety Strategies for Educators (EASE), Kids in the Know (Personal Safety), the Mental Health Literacy (MHL) and Sexual Orientation and Gender Identity (SOGI) resources will continue to be supported and implemented. The Bulldog pillars of Kind, Calm, Determined, and Courageous will continue to be a focus for daily student engagement. Restorative practices are crucial to problem solving and ensuring dignity for all in conflict resolution; continued growth of staff skill and knowledge will be important for ongoing success and positive school culture.

Literacy/Numeracy

Strong literacy and numeracy development remains the core business at Ecole Frank Ross and we will continue to support student growth in these areas through the collection and use of school and classroom data to inform instruction and intervention, as well as supporting staff professional learning in these areas. Focusing on timely sharing, dialogue, and collaboration around student data will be crucial to ensure effective intervention and action plans for improvement. For both literacy and numeracy, activation of school and district resources to attend to students who may be struggling or to address particular skill gaps observed in a class or grade/school, will be directed as the needs emerge.

Supporting Learning

- Co-creating/researching/implementing core competency resources, reflection tools, assessments.
- Release time provided to teachers to observe, collaborate, implement. ie. Primary Lit PLC, Intermediate PLC (Adriene Gear), SFU/BAFF for French Immersion teachers.
- Building continuity of literacy/numeracy programs through the grades – teacher planning groups.
- Admin supported learning opportunities.
- Developing opportunities for student voice. Collaborative review of satisfaction survey information.
- Development and sharing of assessment tools to look for progress, patterns, and opportunities.
- Connecting assessments and instruction (classroom and school-wide)

Sharing the Learning

- Making resources available to all staff
- 1 Voluntary growth plan meeting per term
- Year-end sharing – where did we get to? Where to next?

Data

- Teacher/student survey – SEL needs/skills
- Teacher/student survey – Core competencies
- Classroom assessment data
- Classroom profile data
- SNAP numeracy assessment
- Basic Facts assessment
- School Wide Write assessments
- Primary Literacy skills (bubble sheets & database)
- Fountas & Pinnell reading data
- Office referral/discipline data