



ARROW HEIGHTS ELEMENTARY

School Learning Plan

2024-2025



1

Literacy

2

Numeracy

3

Social/Emotional

Our School Learning Story:

At AHE we place our students at the center and lead with our beliefs that learning is holistic, reflexive and experiential. Central to our school culture are the First People's Principles of Learning. Through quality learning opportunities, our intention is to instill a focus on connectedness to the environment and each other, developing reciprocal relationships with the land and people, while developing a sense of gratitude for our place.

Our goals for the 2024-2025 school year will focus on the following areas:

Literacy: We will nurture a love for literacy while employing a data informed approach to maintain strong outcomes.

Numeracy: We will build a thriving mathematical community of learners who can: Think, Communicate, Problem Solve

Social/Emotional: We will foster a sense of belonging and social awareness in our school community. "A place to feel safe. A safe place to feel" ~ Hannah Beach

AHE has 210 students in 10 divisions from K-7. Guided by our code of conduct, AHE students take comfort in the clear repetition and acknowledgement of our CARES expectations. AHE values the nurturing of individuals who are COOPERATIVE, ACHIEVE their best, RESPECT one another and the environment, have ENTHUSIASM for all that is offered and maintain a SAFE environment.

The AHE school community has come together to support learning for teachers, parents and students on the effects of screen time and social media on our students. We are noticing a decreased attachment to school and trusted adults, as well as a decrease in integral decision making. An interest in using the First People's Principles to guide our approaches and practices this year has helped us to deepen connection and critical thinking across the curriculum.





ARROW HEIGHTS
ELEMENTARY

Cooperation Achievement Respect Enthusiasm Safety

MISSION STATEMENT

IN A SAFE, CARING,
AND SUPPORTIVE
ENVIRONMENT,
THE ARROW HEIGHTS
ELEMENTARY
SCHOOL COMMUNITY
ENCOURAGES ALL
STUDENTS TO
STRIVE FOR
PERSONAL SUCCESS
IN THE PROGRESSION
OF THEIR SOCIAL
RESPONSIBILITY,
INTELLECTUAL
DEVELOPMENT,
AND EMOTIONAL
GROWTH
FOR
LIFE-LONG
LEARNING.

Scanning:

What do we, as staff and community, know about our students - their successes and challenges? What's going on for them?

- Students continue to thrive with consistent expectations at AHE. Students are aware of and regularly follow expectations and take comfort in a constant rhythm of daily school life.
- Students are learning to manage emotions, although we still see worries and anxieties coming through.
- Students have strong literacy skills. We plan to maintain these gains with a data informed approach to teaching to the needs of our students while maintaining the love for literacy we see in our students.
- Our Numeracy outcomes continue to be strong. Staff and students will continue to work on changing our mindsets towards numeracy to build a thriving mathematical community.
- Core Competencies are noticed, named, nurtured. Students are able to tell us what competencies they are developing and we continue to promote self reflection and independent thinking using Circles of Learning.
- We have made progress in the management of social media and the development of digital citizenship with parent/caregiver education and consistent expectations. We will continue to teach students and families to think critically about managing social media and screen time with their elementary aged children.
- While Indigenous educational opportunities are offered frequently, we are challenged with bringing meaningful Truth and Reconciliation into our school community, including working on authentic acknowledgement and connection to place.
- Our students crave connection. Many of our Grade 6 and 7 students seem to be declining in their connection to school and we are challenged with keeping them motivated and connected to this place as they near their transition to RSS. Creating healthy connections to ourselves, each other and our environment is a focus this year as we continue to weave the Indigenous People's Principles into our school culture.
- Our students love spending time in nature and we have a focus on the importance of play and exploration in nature in outdoor classrooms, field study, loose parts play and mud kitchen. Teachers are experimenting with literacy and numeracy techniques in the outdoors.

Question:

Will a focus on belonging, inclusion and social awareness, while integrating the First People's Principles and new professional learning surrounding the importance of play support the building of a Healthy, Thriving, School Community?

Professional Learning:

Summarize areas for professional learning and how we will go about designing strategies and structures that will impact our school community.

NUMERACY: Kendra Jacobs, Cathy Fosnot, Jen Carter, Janice Novakowski, Susan Leslie

LITERACY: Adrienne Gear, Shifting the Balance

ASSESSMENT: SD 19 CSL Document, District -Wide Assessments, Street Data

SOCIAL/EMOTIONAL: Parent/Caregiver Series, Hannah Beach, Zones of Regulation, Wild Schools, Learning in the Primary Years.

INDIGENOUS EDUCATION: Wild Schools, Indigenous Programming, Jade Berrill (Land Acknowledgement).

Checking:

Have we made a difference? How do we know?

READING: PM Benchmarks, Whole Class Reading Assessments, FSA, Heggerty, Kilpatrick

NUMERACY: K-3 Numeracy Assessment, Vancouver Island Numeracy, FSA

WRITING: School-Wide Write using BC Performance Standards, FSA

SOCIAL/EMOTIONAL: MDI,EDI, Student Learning Surveys (gr. 4 & 7), Street Data

LITERACY

WE WILL
NURTURE A
LOVE FOR
LITERACY
WHILE
EMPLOYING A
DATA-
INFORMED
APPROACH TO
MAINTAIN
STRONG
OUTCOMES.



Goal 1: Literacy

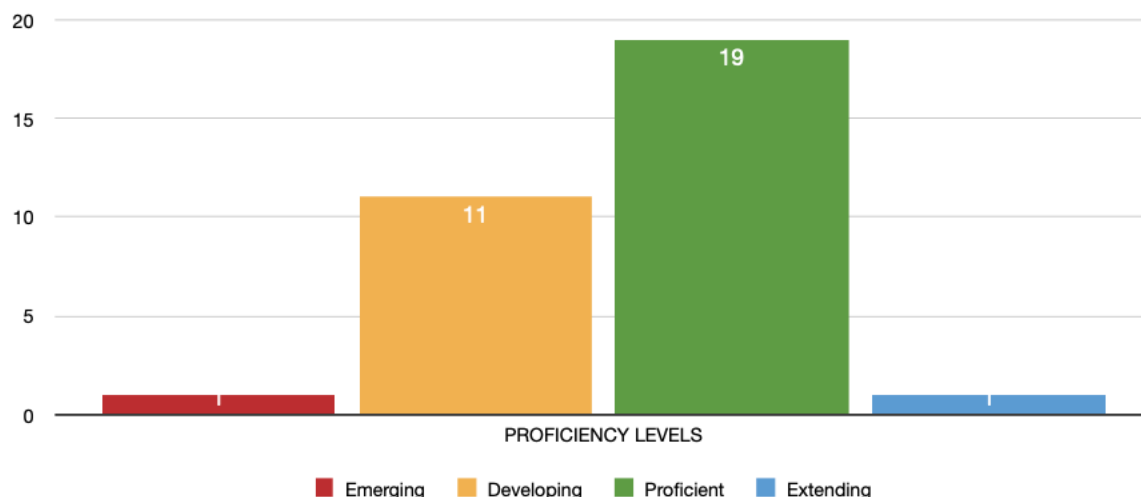
Taking Action:

Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning?

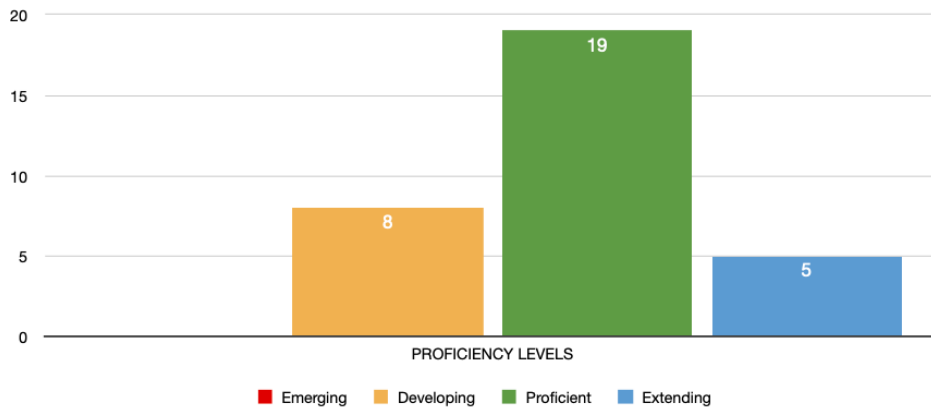
- Our students have strong literacy outcomes, we would like to maintain and stretch these outcomes with an increased focus on connecting, inferring and responding.
- Provide support for adoption of district wide assessments; use assessment data to inform our teaching.
- Monthly collaboration time for teachers to share best practice and develop continuums of skills across the grades.
- Extra-curricular activities, and programming that supports a love for reading: Battle of the Books, BOB Fest, Reading Meets Running Challenge, Library Contests, Dress as Your Favorite Book Character Day, book fairs, easy access to the Library, Young Authors Club,

Data Story:

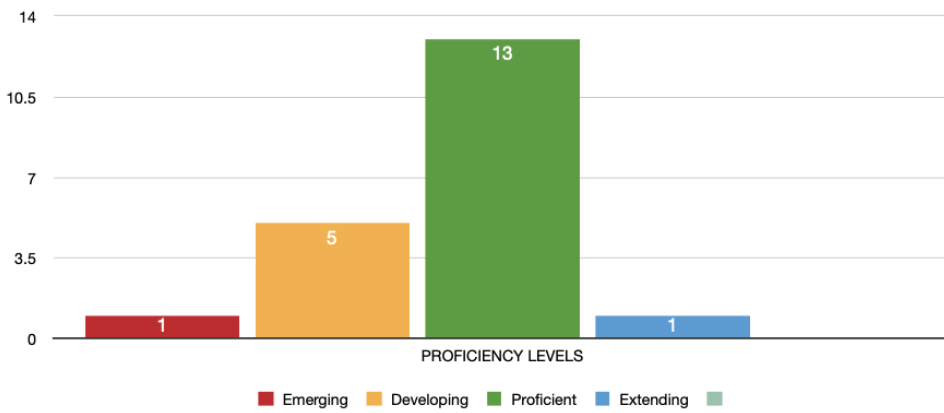
AHE GRADE 4 NON FICTION READING ASSESSMENT- FALL 2023



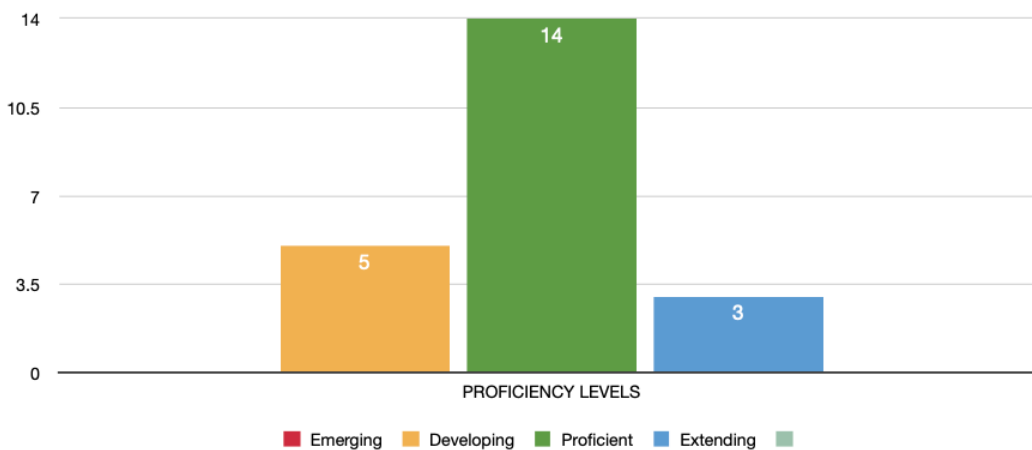
AHE GRADE 5 NON FICTION READING ASSESSMENT- FALL 2023



AHE GRADE 6 NON FICTION READING ASSESSMENT- FALL 2023



AHE GRADE 7 NON FICTION READING ASSESSMENT- FALL 2023





Literacy:

Our data tells a story of continued success in literacy results across the grades with 80-90% of our students proficient or extending on district assessments, and 90% on track in the FSA. Primary classrooms offer a balanced program including whole class instruction of phonological awareness and targetted one on one instruction to those at risk.

This year there is a continued focus in both primary and intermediate grades on building on students' ability to respond to both fiction and non fiction text with details and personal connection.

School wide resources include Heggerty, Kilpatrick, Adrienne Gear Writing Power and Daily 5/Café.

NUMERACY

**WE WILL BUILD A
THRIVING
MATHEMATICAL
COMMUNITY
OF LEARNERS
WHO CAN:**

- **THINK**
- **COMMUNICATE**
- **PROBLEM
SOLVE**



Goal 2: Numeracy

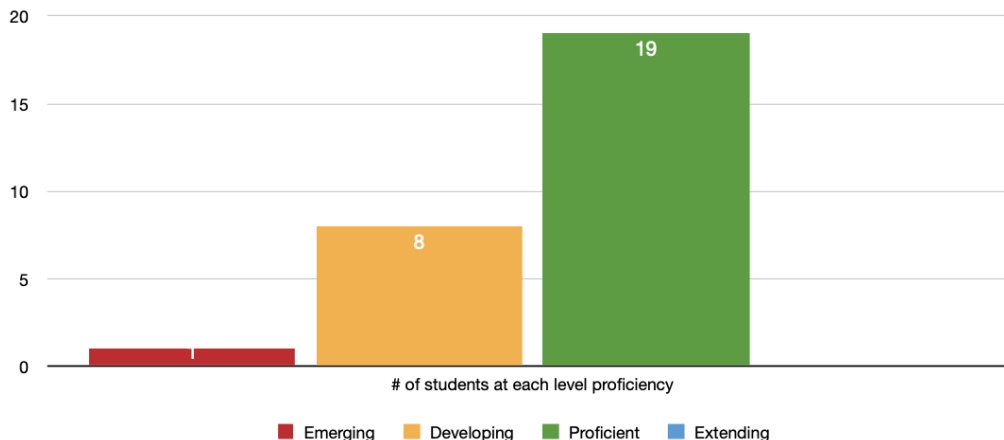
Taking Action:

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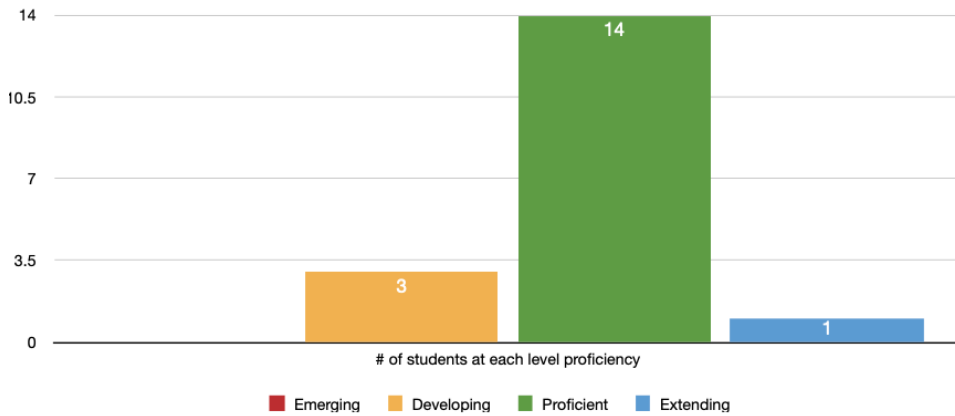
- Our students have strong numeracy outcomes but would benefit from building flexibility and fluency in using their knowledge to solve problems.
- Continued study by staff to work on changing our mindsets towards mathematics.
- Provide support for adoption of district wide assessments; use assessment data to inform our teaching.
- Numeracy highlights in assemblies, newsletters and staff meetings, sharing instructional routines.
- Adding to our numeracy materials to support exploration and hands on activities and new instructional routines.
- Equal time for Literacy and Numeracy across the grades.

Data Story:

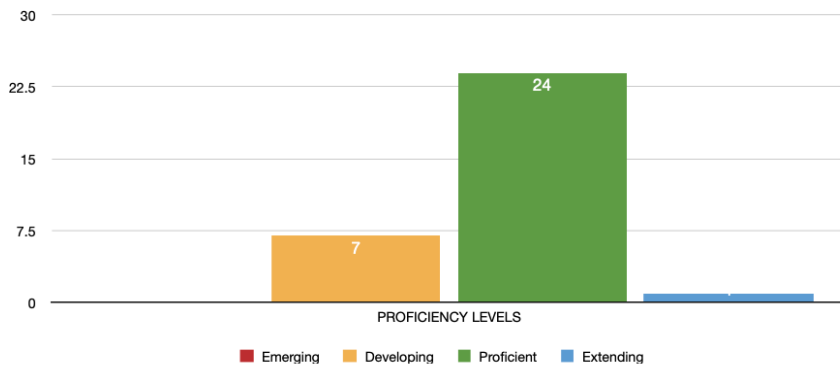
AHE GRADE K EARLY NUMBER SENSE ASSESSMENT- FALL 2023



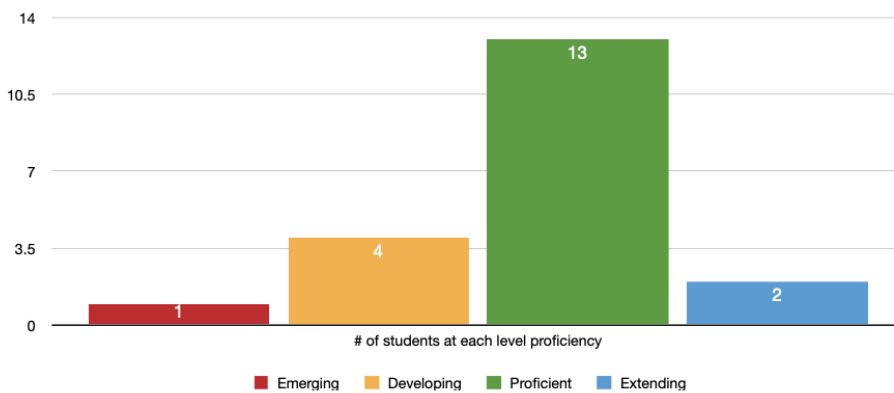
AHE GRADE 1 EARLY NUMBER SENSE ASSESSMENT- FALL 2023



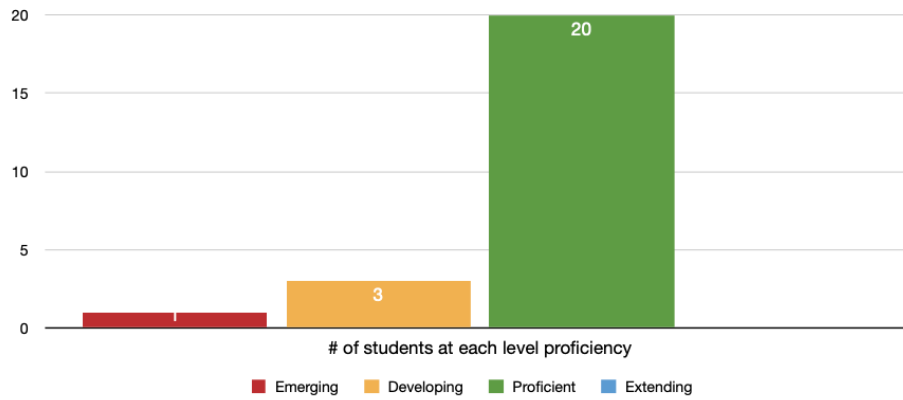
AHE GRADE 4 ISLAND NUMERACY ASSESSMENT- FALL 2023



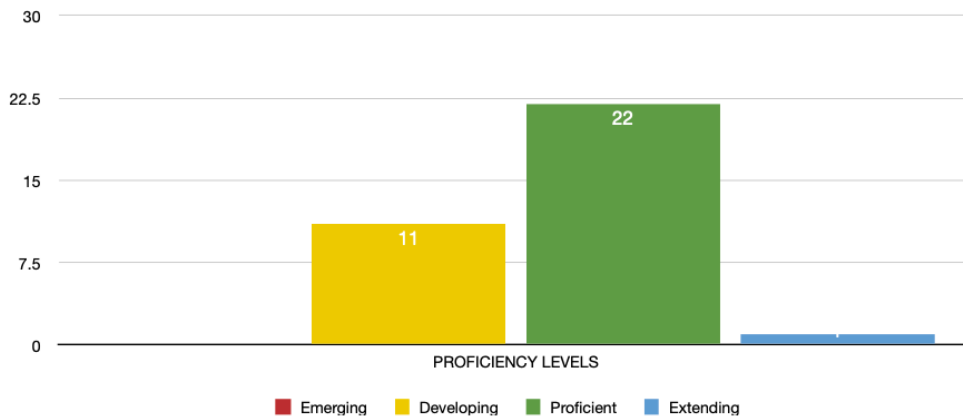
AHE GRADE 2 EARLY NUMBER SENSE ASSESSMENT- FALL 2023



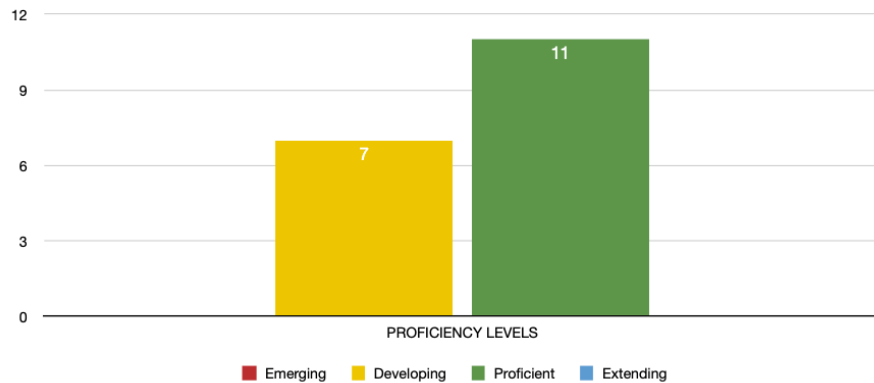
AHE GRADE 3 EARLY NUMBER SENSE ASSESSMENT- FALL 2023



AHE GRADE 5 ISLAND NUMERACY ASSESSMENT- FALL 2023



AHE GRADE 6 ISLAND NUMERACY ASSESSMENT- FALL 2023



Numeracy:

Our data shows strong numeracy results for our students K-5, with continued support needed in our upper intermediate grades. Our goal is to achieve 85-95% of all students in the Proficient and Extending range.

Increased school wide numeracy talks, instructional routines and the development of structures that encourage numerical understanding were implemented last year with school wide exploration during assemblies, buddy activities, and with Problem of the Week.

Teachers are continuing to engage in collaboration, sharing and professional development to change our mindsets as numeracy teachers using resources such as Peter Liljedahl Thinking Classrooms, Math Workshop, Cathy Fosnot resources, Numeracy Circles with Susan Leslie, Kendra Jacobs, Janice Novakowski Learning Bursts and the Coast Metro website.



SOCIAL-EMOTIONAL LEARNING

WE WILL FOSTER
A SENSE OF BELONGING
AND SOCIAL AWARENESS
IN OUR SCHOOL COMMUNITY.

“A PLACE TO FEEL SAFE,
A SAFE PLACE TO FEEL”



Goal 3: Social/Emotional

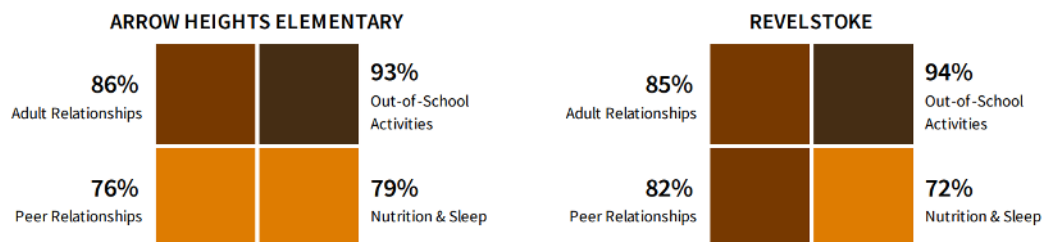
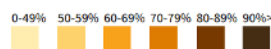
Taking Action:

Describe the actions that we propose to take related to our goals. What will we do more of, less of, or do differently to improve student learning?

- Participation in the Wild Schools Program, including Professional Development to increase our capacity for outdoor education in the areas of literacy and numeracy, stewardship.
- Embed critical thinking and social responsibility across the curriculum.
- Providing and enforcing clear and consistent cell phone policies.
- Engaging parents in education with the Parent/Caregiver Series.
- Increased focus on Social Awareness to increase sense of belonging (Inclusion, Reconciliation, Connectedness, Stewardship). Wild Schools, direct teaching at Assemblies, buddy activities, Open Parachute, leadership activities for upper grades, student led clubs based on interest, seed packets, Arts Starts Programming.
- Opportunities for cross grade learning and collaboration, intergenerational learning to build connections.
- Staff and parent study of Hannah Beach – Reclaiming our Students. Increased focus on outdoor learning, traditional games.

Data Story:

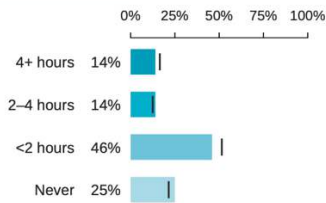
Percentage of children reporting the presence of an asset



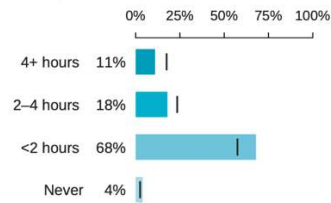
SCREEN TIME

Children were asked how many hours per day they spent doing activities on a screen in a normal week.

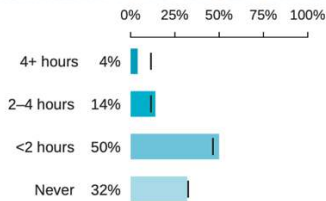
VIDEO OR COMPUTER GAMES



WATCH TV, NETFLIX, YOUTUBE OR SOMETHING ELSE



USE A PHONE OR INTERNET TO TEXT OR CHAT WITH FRIENDS



Arrow Heights Elementary Student Learning Survey

	Grade 4	Grade 7
Safety		
Q22 - Do you feel safe at school?	87.1%	95.2%
Belonging		
NQ10 - I am happy at my school (Gr. 4)	87.1%	-
NQ10 - I would like to go to a different school (Gr. 7)	-	66.7%
NQ16 - Do you feel welcome at your school?	93.5%	90.5%
Q3 - Do you like school?	74.2%	38.1%
S81 - Is school a place where you feel like you belong?	77.4%	85.7%
Other (Gr. 4)		
D1 - Studets in my school treat eachother with repect, even if they are not friends.	74.2%	-
D2 - I think of others when I do something	80.0%	-

HELP-SEEKING FOR EMOTIONAL WELL-BEING

WHO WOULD YOU TALK TO IF YOU WERE FEELING SAD, STRESSED, OR WORRIED?

Examples provided include a teacher, school counselor, parent, grandparent, older sibling or cousin, elder, after-school program staff, doctor, nurse etc. (Children can select all of the options that apply; therefore, percentages may not total 100%.)

An adult at school	48%
A family member	72%
An adult in my community	17%
A health professional	34%
My friend(s)	52%
Don't know who to talk to	7%
Prefer to handle it on my own	24%
Talk to someone else (someone not on this list)	3%

Social/Emotional:

Our MDI data (grade 5) shows that 50% of students spend time on a device as part of their daily routine. Last school year was spent educating our upper intermediate students and parents of the detrimental effects of screen time to both academic and social/emotional success, and developing screen smart habits in our primary students. This year, we will continue with a focus on digital citizenship combined with inclusion, reconciliation and social awareness in order to increase belonging and connection. With more time to connect with adults, peers, community members and the environment as well as focusing on student agency and interest, our belief is that students will develop a deeper connection to school. Our goal is to increase the number of students reporting that there is an adult at school they could talk to when worried, stressed or feeling sad (currently 48%). Additionally, our upper intermediate students tend to decline in their connection to school, with 38% of our grade 7 students last year reporting that they don't like school.

Focusing on a name, notice, nurture practice with the First People's Principles, our staff strives to create positive experiences that will promote our student's confidence, connectedness and sense of ownership and belonging.

