



~Baldonnel Elementary: Framework for Enhancing Student Learning~

Our Baldonnel Community Values:
Respectful, Responsible, Safe and
Caring.

Our Baldonnel community of students, parents, and staff all work together to fulfill this mission and to be part of the educational process. If you have any questions, concerns, or suggestions, please call the school and set up an appointment with the principal, classroom teacher, or other support staff. Together We are Better!

Revised October , 2018.



2018-2019

Baldonnel Elementary School Context

At the heart of Baldonnel Elementary School is the *vision of working together to create a community that awakens a desire for life-long learning*. Students are the focal point of everything we do and decisions are based around the core question “**Is this good for kids?**” All staff work collaboratively and take responsibility for the learning and safety, both physical and emotional, of every member of our school community. We embrace the strengths of each individual and our school-based teams work together to determine a plan of support when this is required to ensure students are successful.

The entire staff at Baldonnel School is extremely dedicated and committed to our students. Literacy and Numeracy are areas of strength for our school and we are committed to continuing to provide current best practices in all areas of instruction and support to students. We subscribe to the philosophy of shared leadership and have individuals working as part of the following groups: Math, ADST/Careers, Fine Arts, and Positive Schools/School Connectedness, Collaboration and Teacher Mentoring. A focus for the staff this year has been working to build a home-school community partnership and connectedness with our community. Baldonnel Elementary has an active Parent Advisory Council (PAC) which seeks to incorporate family-friendly activities to build our sense of community.

This document will be a living document that is reviewed and revised at staff meetings and on the annual School Planning Day.

Our goals for 2018-2019:

- To build Social Responsibility Skills and school connectedness
- To develop Intellectual Development and Student Engagement - Creative and Critical Thinking Skills
- To implement and develop Career and ADST Skills



Our vision: To create a community, which awakens a desire for life-long learning.

Our Dream Statements We believe:

- We are all learners.
- Education is a shared responsibility between home, school, and community. Together we are better!
- Each learner is an individual who is deserving of respect, fairness, and understanding.
- The learner must be nurtured within a safe, respectful, and cooperative environment in order to develop a sense of belonging and self-worth. We strive to build a sense of school connectedness.
- In fostering a love of learning through active engagement in authentic learning experiences.
- Learning will combine process and knowledge to support one's growth as an individual
- In providing opportunities and choice for learners to pursue their individual/group interests and strengths.
- School experiences should provide opportunities for each learner to do his/her best.
- Learning is a life-long experience.
- In taking time to celebrate successes!

Our Core Ethical Values:

- Respect
- Responsibility
- Safety
- Kindness

Motto:

Together We are Better





Goal #1 – Social Responsibility

- **To increase students’ safe, respectful, responsible, and kind behaviour at school.**

Objective A: To strengthen relationships within our school community by promoting a safe, caring, responsible and respectful environment.

Objective B: To build school connectedness where everyone feels safe, valued and heard.

Objective C: To increase student accountability for their actions/behaviours.

Rationale: Our school community has shifted over the past few years. There is a significant increase in the number of students who require a wide variety of supports such as behaviour plans, counselling, speech, and academic support; including Individual Education Plan. As a school community we are continuing to support a diverse community of needs. We believe in building connectedness and promoting supportive and positive behaviours. We are also mindful of the ever-increasing access students have to social media and the role this plays in their choice-making and opportunity to engage in cyber bullying. We are striving to teach students to be safe, mindful and to have a positive mindset. We are striving towards teaching students to be respectful of our school facilities and playground and the need to develop more ownership and pride in our school. We believe an increased focus on our school values and virtues, as well as building a sense of belonging through activities such as Bronco Days, Spirit Days, and continuing to develop home-school communication will build community connectedness that will increase safe, respectful, responsible, and kind choices.

Strategies/Structures:	What:
Implement our behaviour matrix/code of conduct	*Continue the work from last year to focus on teaching our school community and working with the behaviour/code of conduct. (See Appendix D) *Consistently use the 4 guiding principles when discussing student behaviour – Safe-Responsible-Respectful-Kind. Using common language: Is it a Smart Choice? Is it safe, kind, responsible, respectful? *Continue with hallway poster design of the guiding principles
Work on Self Regulation	*We are working on teaching students about zones of regulation, which is a framework to foster self-regulation and emotional control. http://www.zonesofregulation.com/index.html We foster Growth Mindset strategies and positive thinking, progressive muscle relaxation, and breathing techniques. https://positivepsychologyprogram.com/growth-vs-fixed-mindset/
Support Team Provide additional emotional support for	*As a staff we work together to meet the needs of all students in various ways: we build relationships and in particular being aware of any students with particular needs, staff discussions re: progress, planning,

students	<p>educational plans.</p> <p>*Aboriginal Student Support Worker – supporting classrooms and individual students.</p> <p>*School Counsellor-working with classrooms teaching lessons using consistent language about self regulation as well as working with individual students.</p> <p>*We work with District Itinerant teachers as part of our team to support speech, reading, behaviour, deaf/hard of hearing, counsellor etc.</p>
Continue with our S.O.S. program	<p>*Individual staff members to provide 1:1 support to students in need based on who has the closest relationship with the student</p> <p>*Discuss students of concern at each staff meeting and provide update about progress</p> <p>*Principal to maintain regular contact with District itinerants, Ministry of Children and Families staff, and/or parents and guardians of identified students</p>
Access itinerant services from the District Learning Services department	<p>*Teacher of the Deaf and Hard of Hearing</p> <p>*Speech-Language Pathologist</p> <p>*Speech Assistant</p> <p>*Reading Support Teacher</p>
Continue with the multi-age House Team system	<p>*Multi-Age Groups are formed and the group create a name and cheer.</p> <p>* We have an assembly where each group had their picture taken, revealed their name and cheer. Each month the groups get together for activities.</p>
Implement one Bronco Afternoon per term	<p>*Each month a spirit day or Bronco Day will occur.</p> <p>*Spirit days: moustache day, Ugly Christmas Sweater Day, Wear Green Day, Heart Day etc.</p> <p>*Bronco Days are special days or half days where students get together in their groups to do an activity or event together.</p>
Virtues	<p>*Each assembly there will be a lesson about the virtue of the month found in the agenda. Each class is responsible for signing up for one month to teach about that virtue. They can present in anyway they choose.</p> <p>*Gotchas are given at each assembly to students that have been demonstrating one of the virtues or our four guiding principles; one student per class. Students receive a book of their choice.</p>

Performance Indicators:

- Decrease in number of office referrals (Assess)
- Parent Satisfaction Survey – Ministry data (Grade 4)
- Student Satisfaction Survey – Ministry data (Grade 4)
- School wide Student Connectedness Survey – school designed
- Personal and Social Core Competency student self evaluation
- Sense of belonging student self evaluation
- Developing a student team around School Connectedness to get a sense of student needs.



Goal #2: Intellectual Development

- To develop creative thinking and critical thinking skills

Rationale: Baldonnel School does an excellent job of supporting learning in the areas of Numeracy, Reading and Writing; as evidenced by the high levels of students meeting or exceeding expectations in their respective grades. We will continue to implement many of the strategies currently in place and continue to take advantage of collaboration opportunities to ensure this high level of success is maintained. This allows us to move our focus on areas of student engagement, creative thinking and critical thinking skills; skills identified as being key in developing life-long learners. Creative and critical thinking skills transcend the boundaries of subject-specific learning and we are currently investigating ways to develop and expand student competency in this area.

Strategies/Structures:	What:
Implement a variety of engaging teaching strategies	<ul style="list-style-type: none"> *Team Teaching – based on new curriculum *Think-Pair-Share *Buddies *STEM Challenges *Speech Contest – School and District *Science Fair / Entrepreneur Fair (Grades 4-6) alternates *Bridge Building competition *Sphero / Coding activities *Building/Construction (Keva Blocks / K'Nex / Tinker Toys) *Centres *Math Games *Project-Based Learning Opportunities (based on student interests) *Goal setting activities *Decision making strategies *creative art activities *Indigenous teachings/cultural activities *Mindfulness *All about me posters *Gifted program
Access itinerant services from the District Learning Services department to support academic needs	<ul style="list-style-type: none"> *Teacher of the Deaf and Hard of Hearing *Speech-Language Pathologist *Speech Assistant *Reading Support Teacher *District Behaviour Support *Gifted Teacher
Continue to provide a wide variety of cultural activities	<ul style="list-style-type: none"> *Goal to have three cultural activities/special presentations *Encourage participation in District Aboriginal Events (Residential Schools Presentation/Métis Presentation/Doig Days/Aboriginal Dancing *Aboriginal Museum on Wheels *Cultural Centre Community Special Presentations (School dance performance, Dr. K/NPSS plays etc.)
Provide opportunities for residencies with	<ul style="list-style-type: none"> *Music Residency

various artists	
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Performance Indicators

- Teacher Observation
- Student Presentations / Finished Product
- Use of Rubrics
- Core Competency Self-evaluation / Self-assessment in Creative and Critical thinking.
- Students teach others what they have learned
- Entrepreneur fair open to the community
- Photographs



Goal #3: Career and Skill Development

- **To implement strategies and lessons about Career and ADST curriculum strands.**

Rationale: The skills identified in the Career and ADST sections of the new curriculum are key to assisting students in reaching their potential as learners, developing the core competencies, and creating an innovation mindset. These skills will be key factors for achieving success in the workforce of the future and creating 21st Century Citizens.

Strategies/Structures:	What:
Genius hour, expanding to primary level (to be re-established in over the next few years)	<ul style="list-style-type: none"> * Professional development and collaboration time will be encouraged. *Apply for a collaboration grant to allow for a solid implementation plan for Genius Hour. *Include regular updates as part of staff meeting agenda. *Librarian/LAT available to support classroom teachers and students. *Order resources as necessary to assist teachers in planning/presenting the genius hour concept to students. *Determine on presentation format of Genius Hour projects. *exploring mindfulness learning, multiple intelligences, Careers and interests etc.
Maker Spaces	<ul style="list-style-type: none"> *Staff will investigate opportunities for professional development / professional growth to deepen their understanding of Maker Spaces and how these could enhance their current teaching practice. *Participation in district challenges *Participation in Global Cardboard Challenge *Portable: Maker Space/Art Room/Creativity Room. *Provide resources/materials at the school level to support the creation of maker spaces. We have acquired some tools to start building up our resources (hammers, measuring tapes, drills, carving set, screwdriver sets, etc.) *Set up a process/timetable for booking the Maker Space.
Introduce coding to the entire school population	<ul style="list-style-type: none"> *Each class will complete a minimum of one hour of code. The intermediate classes participate in coding classes much more than one hour. *Grade 5/6 class will do some coding with the primary students. *Grade 5/6 teacher will introduce coding as part of the WWP program using Sphero. *Build our coding resources. *Coding lessons: special lesson provided by Tech Services
Entrepreneur Fair / Science Fair	<ul style="list-style-type: none"> *Design a two-year rotation alternating the Entrepreneur Fair with the Science Fair. (2019 will be a Entrepreneur Fair year) *Encourage collaboration among teachers to ensure consistent information is sent home to parents with respect to expectations and requirements. *Open up the Entrepreneur fair to the community.
Continue Gardening Projects	<ul style="list-style-type: none"> *Continue to work with N.E.A.T. to develop our garden space and provide lessons in sustainable food production. *Develop an understanding in students that many careers can be

	<p>associated with gardening and sustainable food production.</p> <p>*Look for alternate opportunities to replace the project-based learning activities.</p>
<p>Participate in the District Challenges, Maker Days, Community, and or Global Challenges</p>	<p>*Various staff to work with students identified by classroom teachers for participation in the competition. Will involve school wide if possible</p> <p>*Host a demonstration trial of the bridge building contest at Baldonnel School.</p> <p>*Send a team of Grade 4-6 students to the District elementary Skills event.</p> <p>*Participate in Energy Literacy.</p> <p>*School working on reaching another level with the Green School Environmental program.</p>
<p>Continue to encourage use of "building"/construction materials</p>	<p>*Provide opportunities for all students to explore and create with the Keva Blocks, Lego, and K'Nex materials.</p> <p>*Collaboration time to facilitate the sharing of lesson plans or develop new ideas for incorporating these materials in a meaningful manner.</p> <p>*Encourage buddy classes to work together using construction materials.</p> <p>*School Wide ADST day</p>
<p>To begin using curriculum and core competencies to develop projects</p>	<p>*Investigate opportunities for professional development/professional growth as well as staff development to encourage teachers to implement more project-based learning activities in their teaching practice.</p> <p>*Use staff meeting time to allow for staff to dialogue with each other about what is happening in each classroom and to share ideas.</p>

Performance Indicators:

- Percentage of school population who participated in Hour of Code.
- Percentage of Intermediate students who participated in either Science Fair or Entrepreneur Fair (depending on year).
- Track success of students at Regional Science Fair
- Survey teachers (school developed) to gauge comfort level of implementing Career and ADST curriculum strands.
- Percentage of Participation genius hour, maker space, stem projects, hour of code, deconstruction projects, 3-D printing, Tinker Trays.



Communication Plan

The Framework for Enhancing Student Learning document will be available on our school website, our Facebook page and on a designated bulletin board in the front foyer. During the Fall Open House, the Framework is available for parents. We will keep our front bulletin boards updated with our progress. The framework will be emailed to each family.

A pamphlet outlining the specifics of our school plan has been created and was electronically delivered to each family in the fall. This pamphlet will also be reviewed and updated annually .

In each school newsletter an aspect of the framework, code of conduct, virtue teachings, new curriculum, digital literacy and SOGI will be included. There will be postings about each of the goals on the Face book page explaining the Framework.

In addition to the website and regular communication from classroom teachers, school information is also shared out to the parent community via the outdoor sign, regular emails, newsletters, and posts to both the school and PAC Face Book pages.