

School Plan to Enhance
Student Learning
2025-2026
William Konkin Elementary School



About William Konkin School

- William Konkin Elementary School (WKE) is situated in the community of Burns Lake, bordering Woyenne. This K-7 school welcomes approximately 195 students in 9 divisions.
- About 60% of the students at WKE are of indigenous ancestry,
- Approximately 40 students are designated learners with exceptional needs requiring IEPs.
- The school community is fortunate to have the support of a dedicated and hard-working Parent Advisory Committee (PAC) and school staff. The PAC works actively to support a hot lunch program, fundraise for school activities and organizes and hosts dances and events.



Vision



To align our goals with the districts strategic plan of:

- Creating Student Success
- Honouring Diversity
- Engaging our Workforce
- Enhancing Connections

Under this plan, we are targeting goals in 3 key areas, Literacy, Numeracy & Social Emotional Learning.

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



WKE 2024-2025 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 2025.

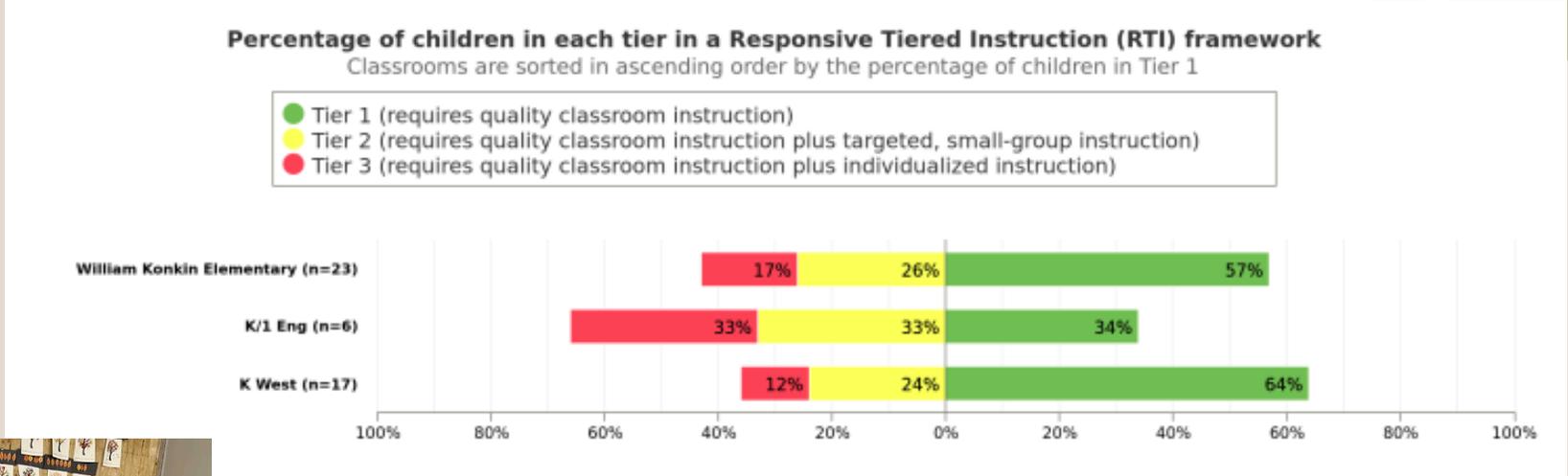
Additional Goal carried forward from 2023-2024:

➤ A working group 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 and will house their reading and writing samples and assessments.

Goal carried forward:

➤ Teachers in K-Grade 3/4 will implement Structured Literacy or UFLI Literacy in their ELA programs and in Literacy Blitz. Teachers will collaborate with one another to understand and integrate their chosen program and to determine its effectiveness in supporting learner gains in reading and writing.

Kindergarten Early Years Evaluation (EYE) Summary Oct. 2025 – Nov. 2025



Grade 3 PM Benchmarks Score Breakdown

Level for Fall Grade 3 - 2025	Number of Learners
Extending	13
Proficient	2
Developing	0
Emerging	7

Level for Fall Grade 3	Number of Learners
Extending	4
Proficient	1
Developing	2
Emerging	15

Term 1 2024-2025

Level for Spring Grade 3	Number of Learners
Extending	12
Proficient	3
Developing	1
Emerging	11

Term 3 2024-2025

Number of students scoring at each level of proficiency

Grade 5 Fall 2024 Cross Curricular Reading Assessment Results

	Main Ideas	Details	Connections	Opinions	Inferences	Word Skills	Comprehension
Proficient	2	0	2	1	0	1	1
Developing	7	7	6	5	5	2	1
Emerging	0	2	1	3	4	6	7

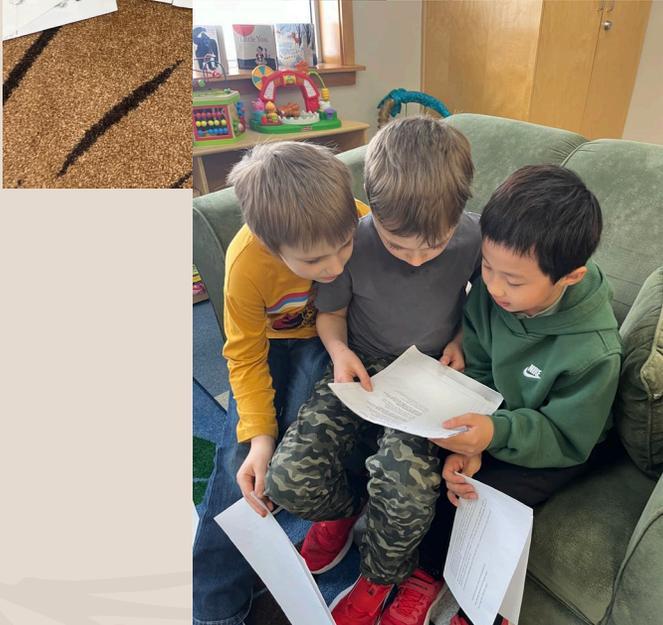
Grade 5 Spring 2025 Cross Curricular Reading Assessment Results

	Main Ideas	Details	Connections	Opinions	Inferences	Word Skills	Comprehension
Extending	0	1	0	1	1	0	0
Proficient	0	5	4	3	2	1	2
Developing	13	4	3	9	9	8	6
Emerging	0	3	6	0	1	4	5

Grade 5 Fall 2025 Cross Curricular Reading Assessment Results

	Main Ideas	Details	Connections	Opinions	Inferences	Word Skills	Comprehension
Proficient	1	0	2	1	0	1	1
Developing		7	6	5	5	2	1
Emerging		2	1	3	4	6	7

Literacy Resources and Strategies



Co-teaching literacy opportunities with teacher librarian.

Small group reading instruction and/or word work.

Assistive technology to support diverse needs.

Collaborative marking and collaborative reporting sessions for teachers.

Development and maintenance of literacy folders/portfolios for each learner.

Professional Learning Community (teacher collaboration) with a focus on UFLI, another for Structured Literacy, and Differentiation for Intermediate Literacy meeting once/month for one hour.

Reading Blitz with learners more than 2 grade levels behind in reading based on the Structured Literacy program run by Teacher Librarian with assistance of non-enrolling teachers and program-trained staff members.

Individual and small group interventions to improve comprehension and foundational skills.

Michelle Miller-Gauthier, District Literacy Teacher & Stephanie Lindstrom, author of Structured Literacy & Educational Psychologist.

University of Florida Literacy Intervention teacher implementation guides for all primary teachers.

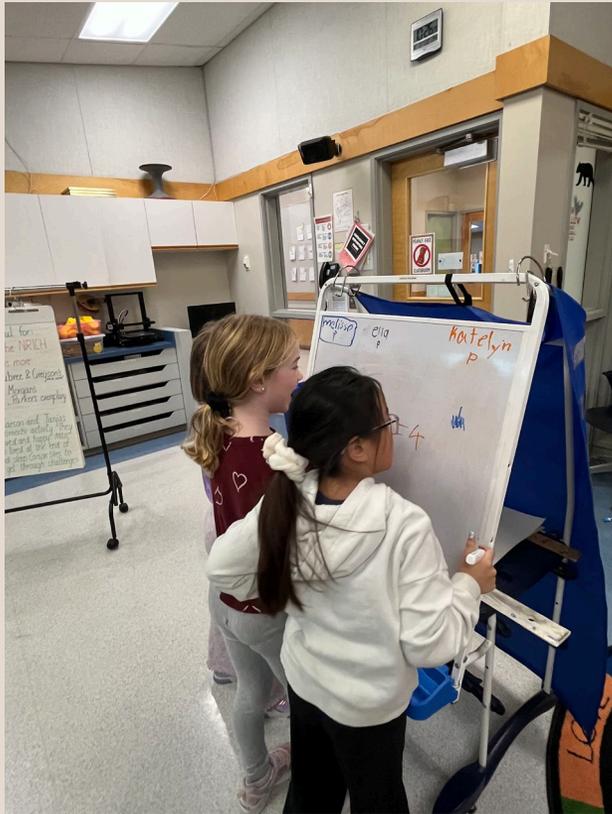
R&R Room run by Indigenous Education Advocates for learners to get extra support.

Reading and Writing tasks embedded across the curriculum to build skills and stamina

Poetry Club

SD 91 Strategic Education Plan Goal: Create Student Success

Numeracy



WKE 2024-2025 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 2025.

Teachers will teach thinking strategies with the result that students will demonstrate growth in problem solving by June 2025.

Grade 3 & 6 Fall 2024 Snap Math Results

Grade 3	Communicating & Representing	Understanding & Solving	Connecting & Reflecting	Reasoning & Analyzing
Proficient	3	5	1	2
Developing	12	8	12	10
Emerging	7	9	9	10
Grade 6	Communicating & Representing	Understanding & Solving	Connecting & Reflecting	Reasoning & Analyzing
Proficient	22	2	0	6
Developing	4	16	24	19
Emerging	2	10	4	3

Number of students scoring at each level of proficiency

Grade 3 & 6 Spring 2025 Snap Math Results

Grade 3	Communicating & Representing	Understanding & Solving	Connecting & Reflecting	Reasoning & Analyzing
Proficient	15	3	3	6
Developing	5	17	11	10
Emerging	2	2	8	6
Grade 6	Communicating & Representing	Understanding & Solving	Connecting & Reflecting	Reasoning & Analyzing
Proficient	8	1	5	4
Developing	15	14	15	15
Emerging	4	12	7	8

Number of students scoring at each level of proficiency

Numeracy Resources & Strategies



Peter Iijedahl professional learning being passed on through teacher mentorship and collaboration time.

Mathup available.

Trial of matific ai software.

Mathletics used school-wide.

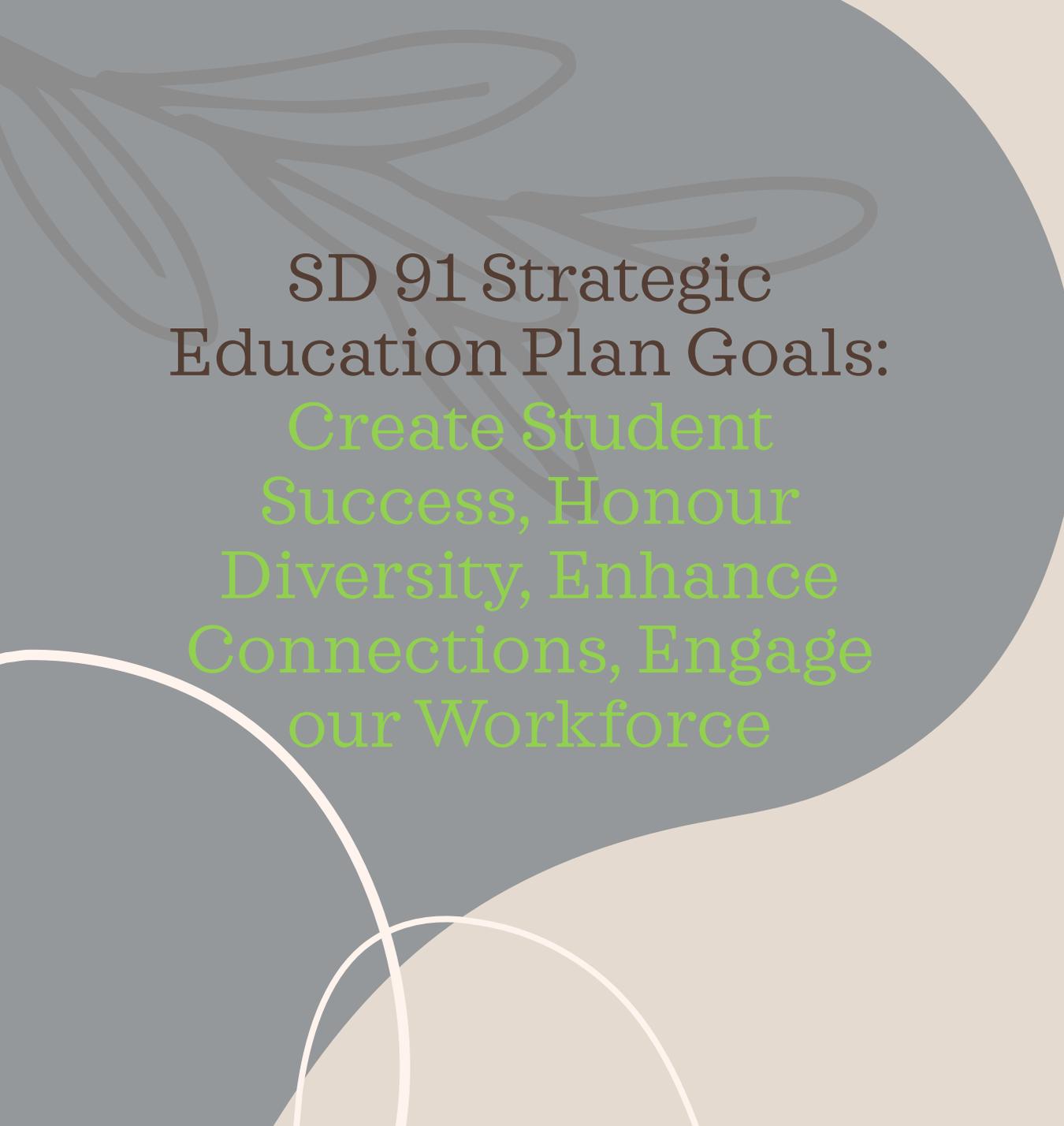
Math place math resources for grades 1-3.

Collaborative marking of district snap.

Intervention and differentiation for learners.

Creative math activities and games to increase fluency and engage students.

Lena Miller, district numeracy teacher.

The graphic features a large, dark grey circle on the left side of the page. Inside this circle, the text 'SD 91 Strategic Education Plan Goals:' is written in a dark brown font. Below this, the four goals are listed in a light green font: 'Create Student Success, Honour Diversity, Enhance Connections, Engage our Workforce'. The background of the slide is a light beige color with faint, stylized leaf patterns in the upper left and bottom left corners.

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

WKE 2024-2025 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 2025.

Goal carried forward :

Teachers, staff, and students will engage in conscious acts of reconciliation.

Resources & Strategies



Responsibility and restoration room for teaching SEL to small groups.

Mindfulness practice for teachers and staff at staff meetings and optional additional sessions once/day.

Soar awards: monthly assembly to acknowledge positive demonstrations of social-emotional and academic learning and to direct-teach core competencies.

School wide events: open house, orange shirt week, moosehide campaign, pink shirt day, share the love day.

Clubs honouring student voice such as leadership club, rainbow club and Pokémon/chess club.

Club for indigenous girls and advocates in grades 5, 6 & 7.

Outdoor free play for learners during plc.

Participation in elementary sports events every season.

Resources & Strategies



Maintain: facebook and 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.

Invitations for regular meetings with 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.

School events are family-friendly for caregivers and learners and their strong start-aged children.

Appendix A: Student Learning Survey: District Focus Questions

Question/ Statement	Gr 4 2022*	Gr 4 2023*	Gr 4 2024*	Question/ Statement	Gr 7 2022*	Gr 7 2023*	Gr 7 2024*
How many adults do you think care about you at your school?	45 [^]	80 [^]	52 [^]	How many adults do you think care about you at your school?	61 [^]	60 [^]	52 [^]
I am happy at my school.	52	71	87	Is school a place where you feel like you belong?	55	33	60
Do you feel safe at school?	58	65	46	Do you feel safe at school?	74	69	86
When you make a choice, do you think about how it might affect others?	17	37	58	When you make a choice, do you think about how it might affect others?	58	40	60
Do you feel good about yourself?	52	42	46	Do you feel good about yourself?	47	50	66

* Percent "Positive" responses (neutral left out)

[^] Two or more

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

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Acknowledgement

This 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 the community, parents, caregivers, PAC, and students. W.K.E. Would like to thank everyone who made contributions to this document.

This school plan is a living document that gets updated at least three times per year.

The most recent version can be found posted on our school website. Strategies and goal achievement are shared at PAC meetings. Teachers and staff make progress on goals during collaboration, at staff meetings, and in school assemblies and events.

