



SCHOOL  
DISTRICT  
**9!**  
NECHAKO  
LAKES



# School Plan to Enhance Student Learning 2022-2023

**WILLIAM KONKIN  
ELEMENTARY SCHOOL:**

**COMMITTED TO SUCCESS  
FOR ALL**





# Context

William Konkin Elementary School (WKE) is nestled in the community of Burns Lake and serves approximately 188 students from Kindergarten to Grade Seven.

We offer Carrier language and culture classes to all learners twice a week, as well as advanced French classes to Grade Seven students who were formerly in French Immersion.

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, and Cheslatta Carrier Nation.

38 students are designated with exceptional needs requiring an IEP.

COVID-19 has been impacting learners since March 2020 including significant attendance gaps and achievement gaps.



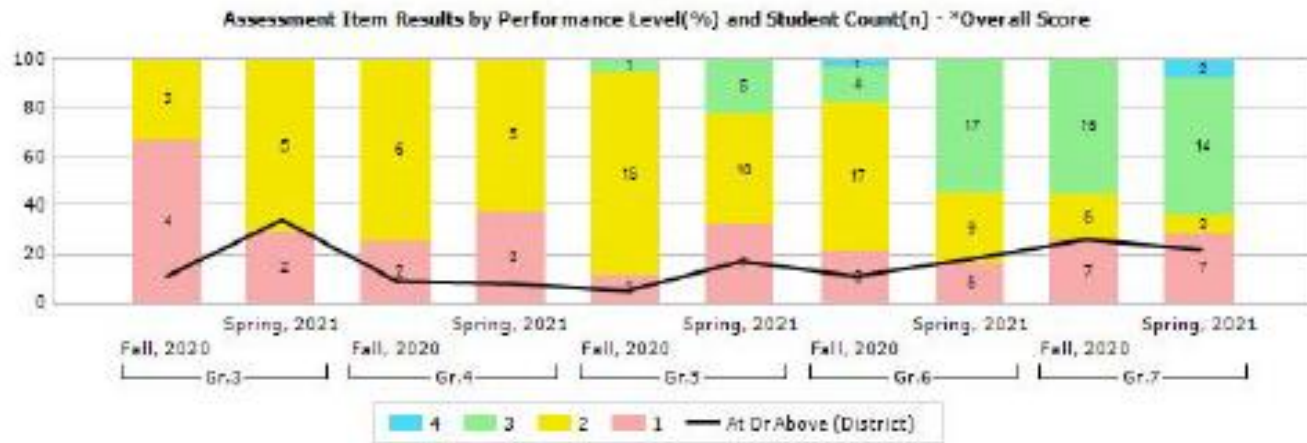
# SD 91 Strategic Education Plan Goal: Create Student Success *Literacy*

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

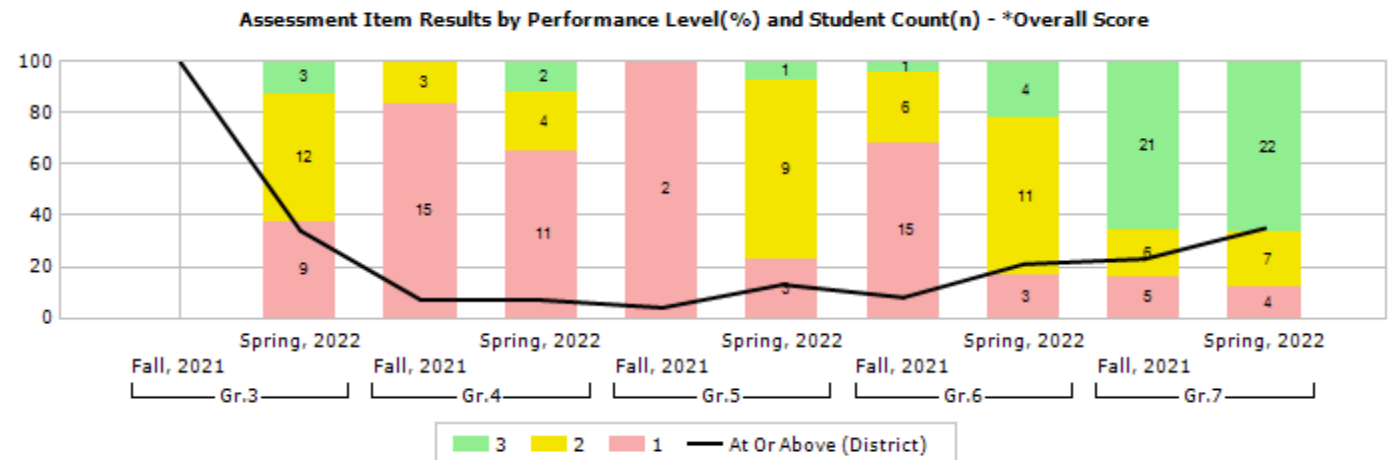
- ▶ Teachers will use literacy data to inform instruction which will result in students demonstrating improvement in literacy by June 2023.
- ▶ Teachers will explicitly teach thinking and learning strategies with the result that students will demonstrate growth in interpreting and understanding information from a variety of sources including print, audio, tactile, and online sources by June 2023.

Additional Goals for 2022-2023:

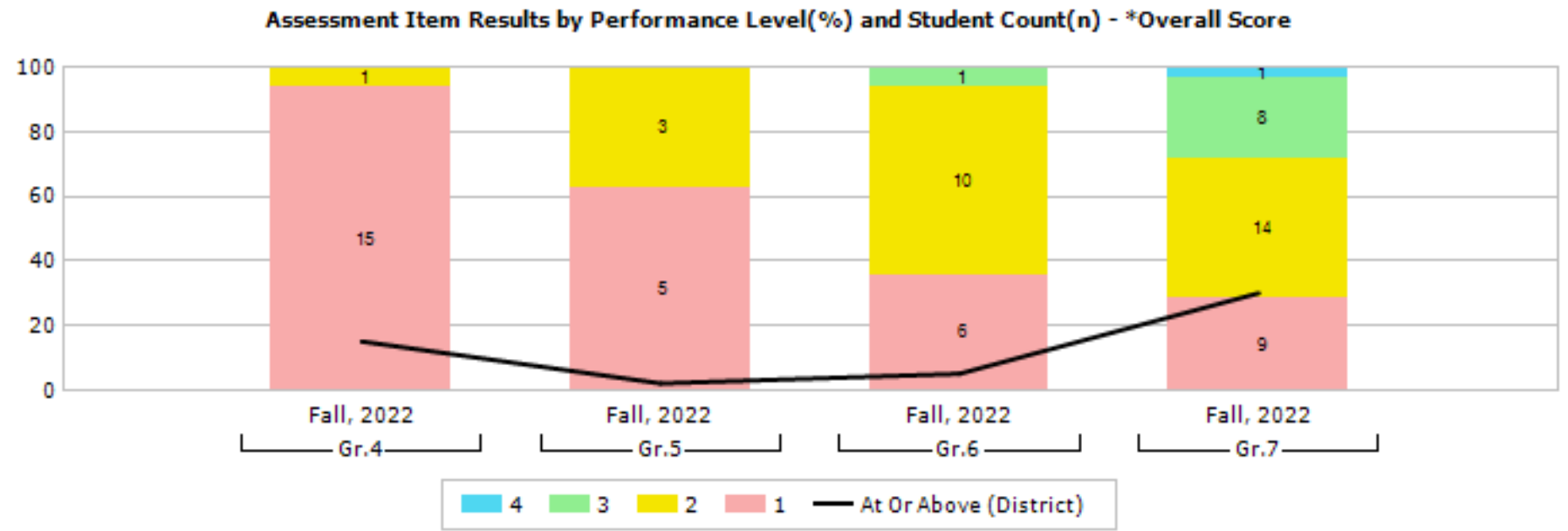
- ▶ Teachers will identify learners with significant learning gaps in literacy and refer them to a literacy intervention team within the school who will develop interventions that facilitate literacy improvement by June 2023.
- ▶ Teachers will differentiate literacy instruction to narrow learner achievement gaps by June 2023.



## RAD 2020-2021



## RAD 2021-2022

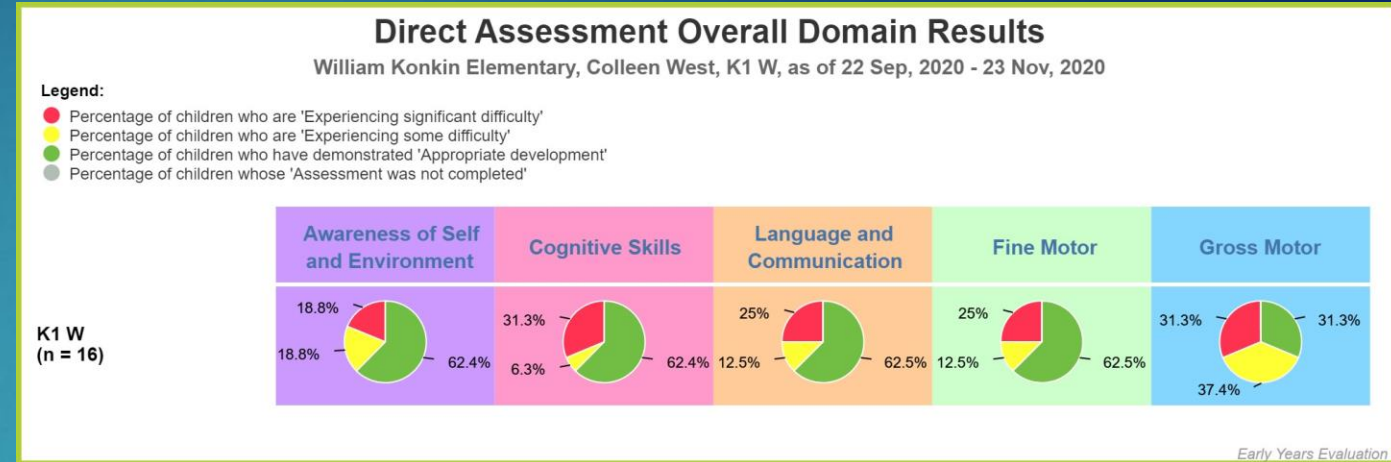


# RAD Data Fall 2022

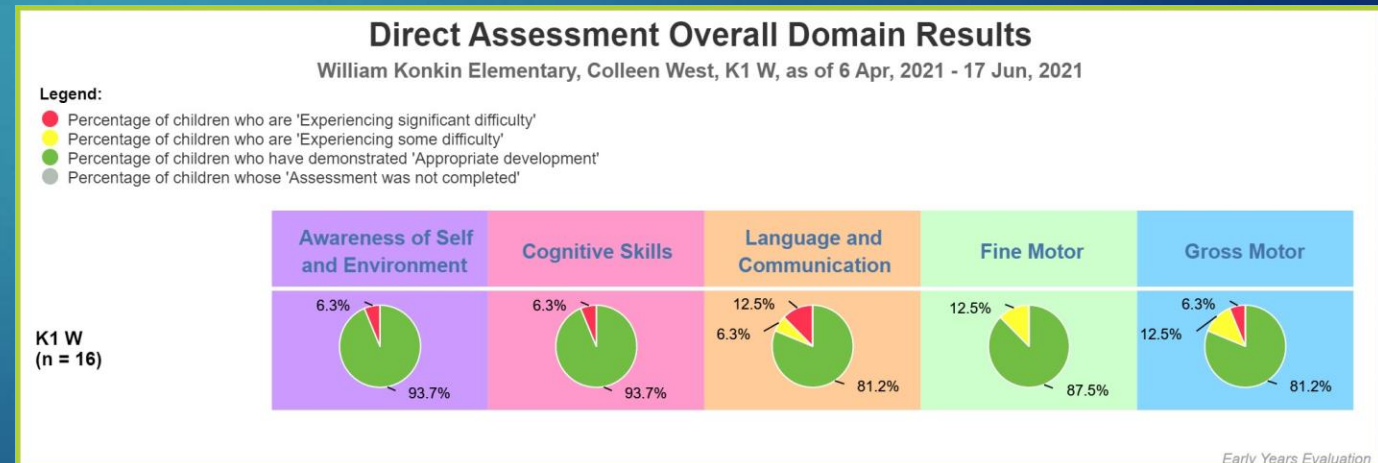




# Kindergarten EYE 2020-2021



Pre-test: September 2020



Post-test: May/June 2021

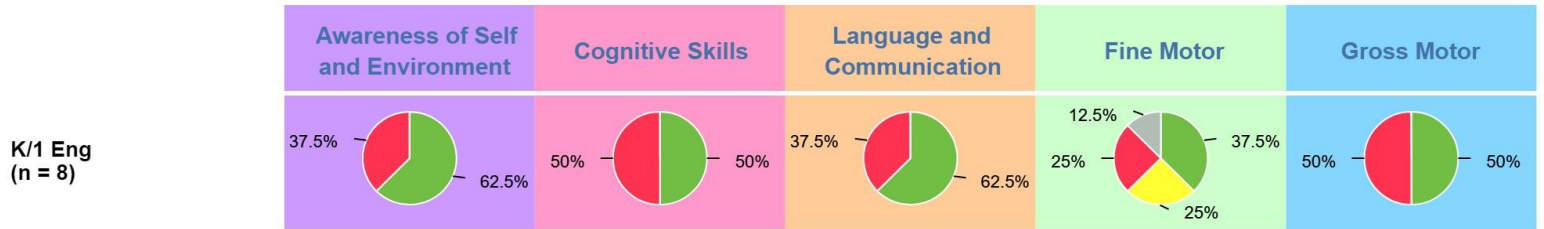
# Kindergarten Early Years Evaluation (EYE) Pre-test Fall 2021

## Direct Assessment Overall Domain Results

William Konkin Elementary, Kristine Lamble, K/1 Eng, as of 20 Sep, 2021 - 19 Oct, 2021

### 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'



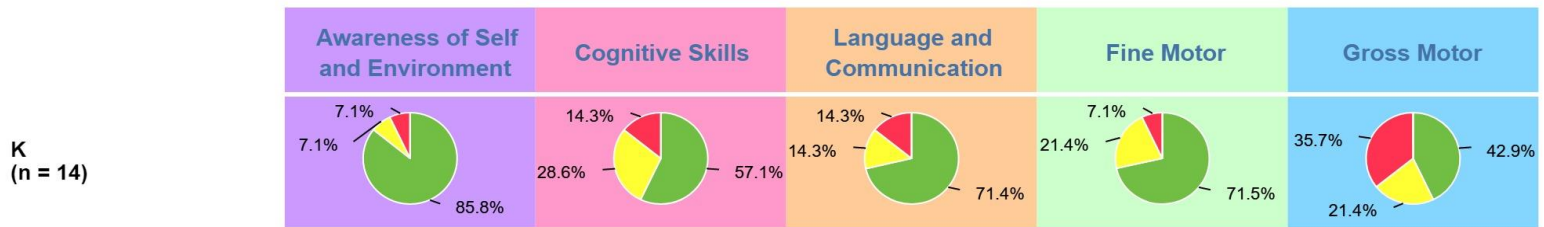
Early Years Evaluation

## Direct Assessment Overall Domain Results

William Konkin Elementary, Colleen West, K, as of 20 Sep, 2021 - 19 Oct, 2021

### 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'



Early Years Evaluation

# Kindergarten Early Years Evaluation (EYE) Post-test Spring 2022

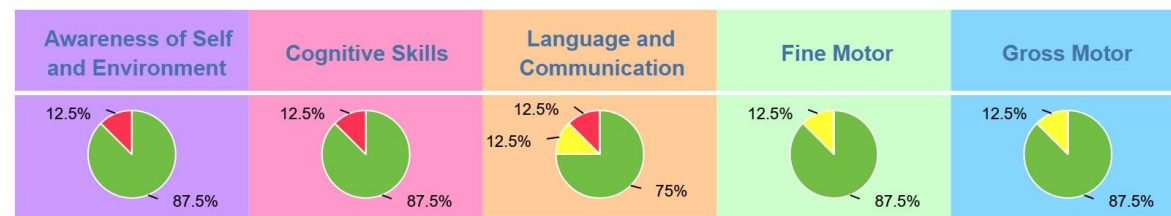
## Direct Assessment Overall Domain Results

William Konklin Elementary, Kristine Lamble, K/1 Eng, as of 1 May, 2022 - 27 Jun, 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 Eng  
(n = 8)



Early Years Evaluation

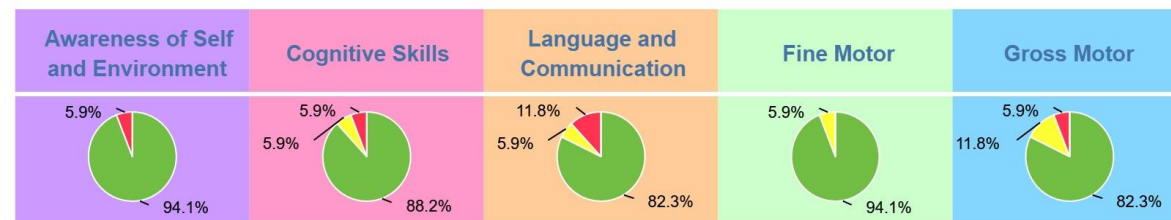
## Direct Assessment Overall Domain Results

William Konklin Elementary, Colleen West, K, as of 1 May, 2022 - 27 Jun, 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  
(n = 17)



Early Years Evaluation



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

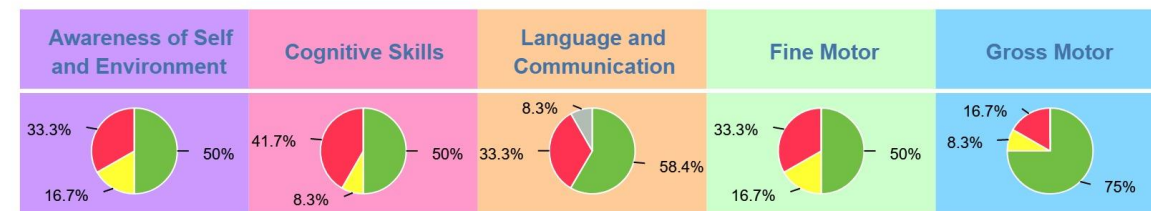
## Direct Assessment Overall Domain Results

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

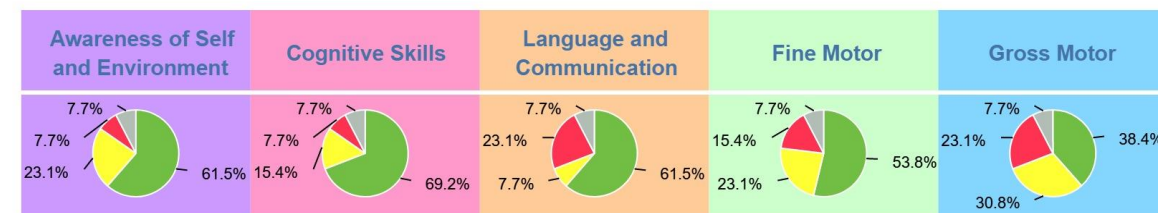
## Direct Assessment Overall Domain Results

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

POST-TEST DATA WILL BE  
ADDED IN JUNE 2023



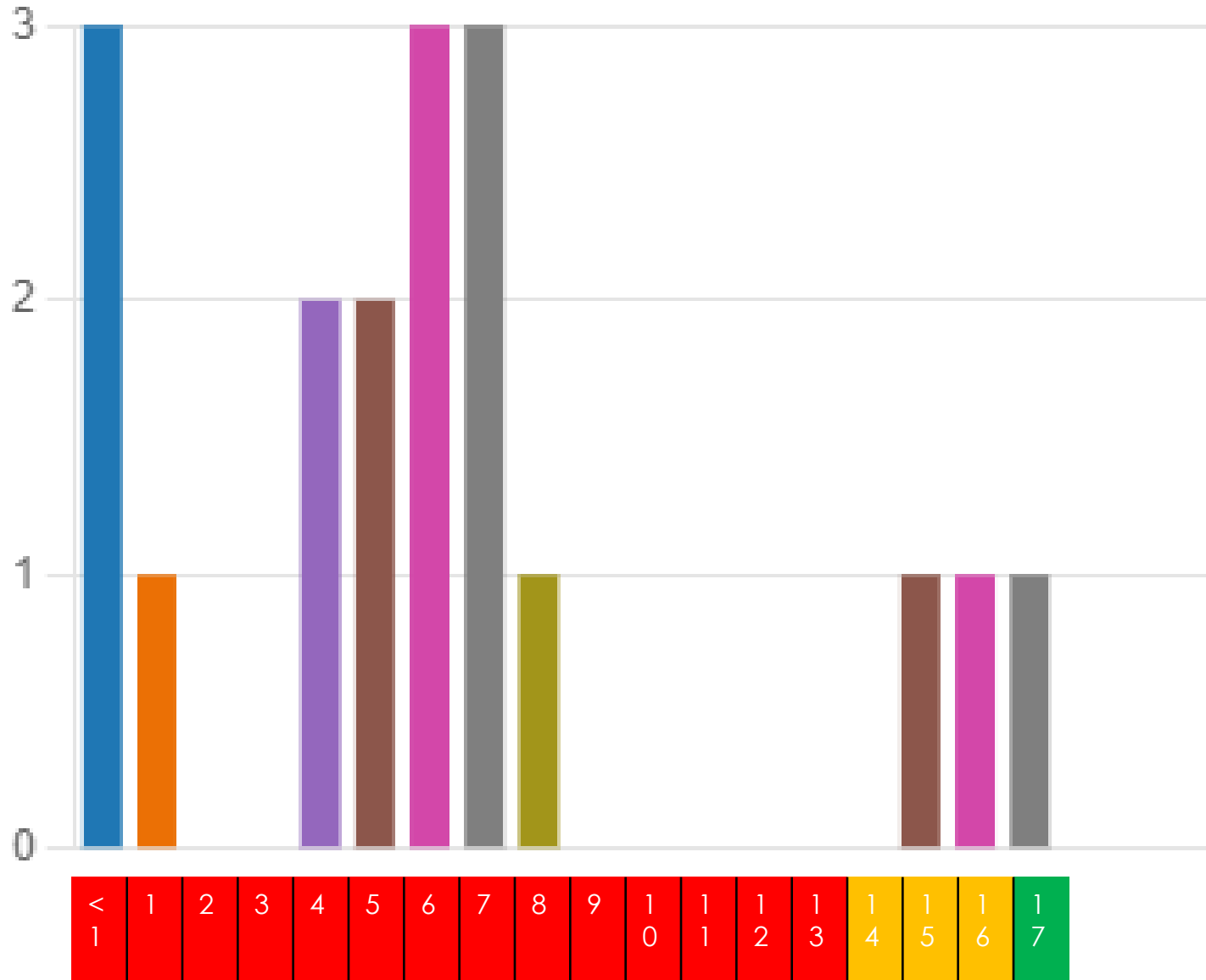
# PM Benchmarks Grade 2

Term 1 2020-21	Term 2 2020-21	Term 3 2020-21	Term 1 2021-22	Term 2 2021-22	Term 3 2021-22	Term 1 2022-23	Term 2 2022-23	Term 3 2022-23
Meeting 19%	Meeting 28%	Meeting 34%	Meeting 42%	Meeting 40%	Meeting 28%	Meeting 16%		
<b>Not Meeting 81% of 21</b>	<b>Not Meeting 72% of 14</b>	<b>Not Meeting 66% of 23</b>	<b>Not Meeting 58% of 7</b>	<b>Not Meeting 60% of 5</b>	<b>Not Meeting 72% of 14</b>	<b>Not Meeting 84% of 16</b>		

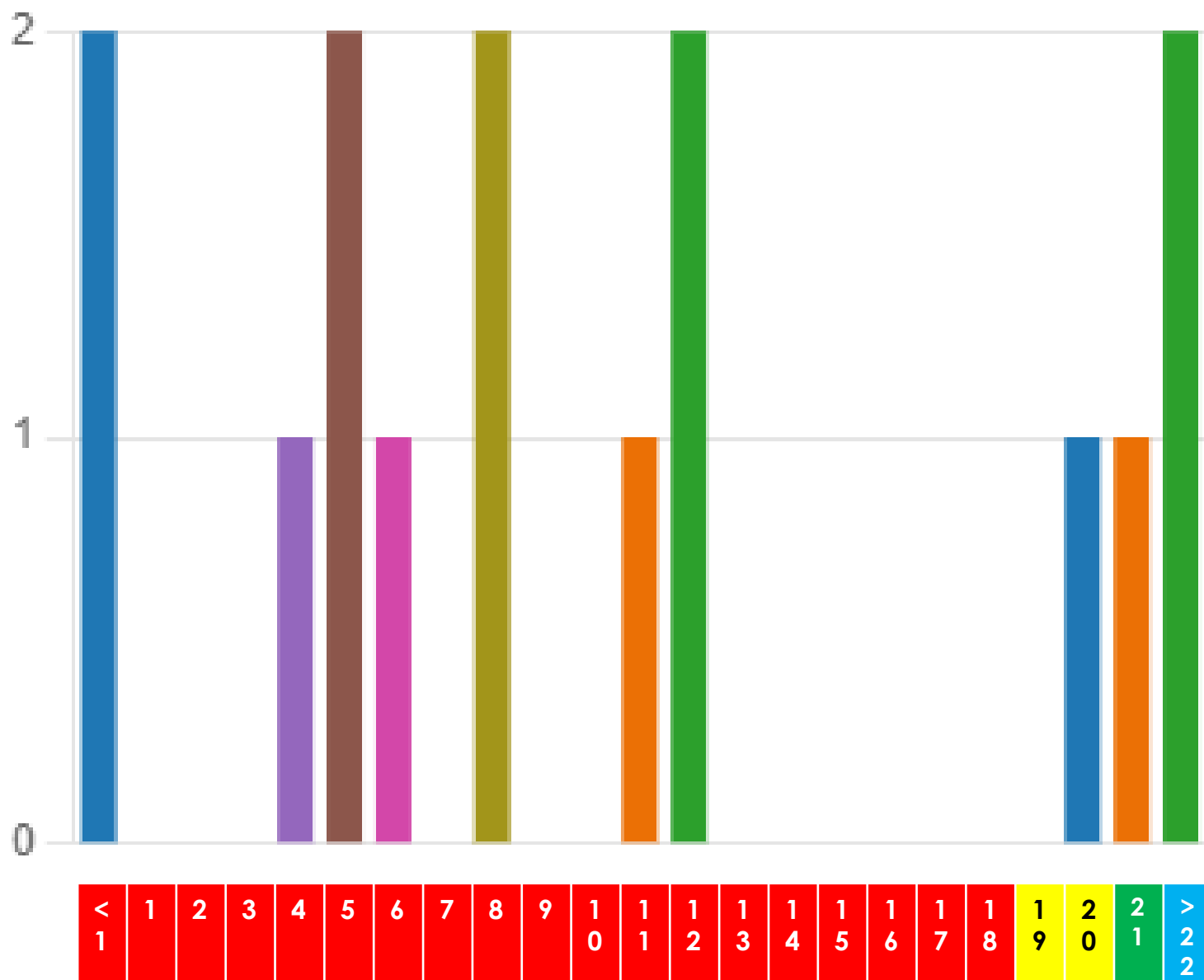
# PM Benchmarks Grade 3

Term 1 2020-21	Term 2 2020-21	Term 3 2020-21	Term 1 2021-22	Term 2 2021-22	Term 3 2021-22	Term 1 2022-23	Term 2 2022-23	Term 3 2022-23
Meeting 37%	Meeting 60%	Meeting 57%	Meeting 37%	Meeting 9%	Meeting 44%	Meeting 26%		
<b>Not Meeting 63% of 16</b>	<b>Not Meeting 40% of 5</b>	<b>Not Meeting 43% of 7</b>	<b>Not Meeting 63% of 24</b>	<b>Not Meeting 91% of 11</b>	<b>Not Meeting 56% of 25</b>	<b>Not Meeting 74% of 15</b>		



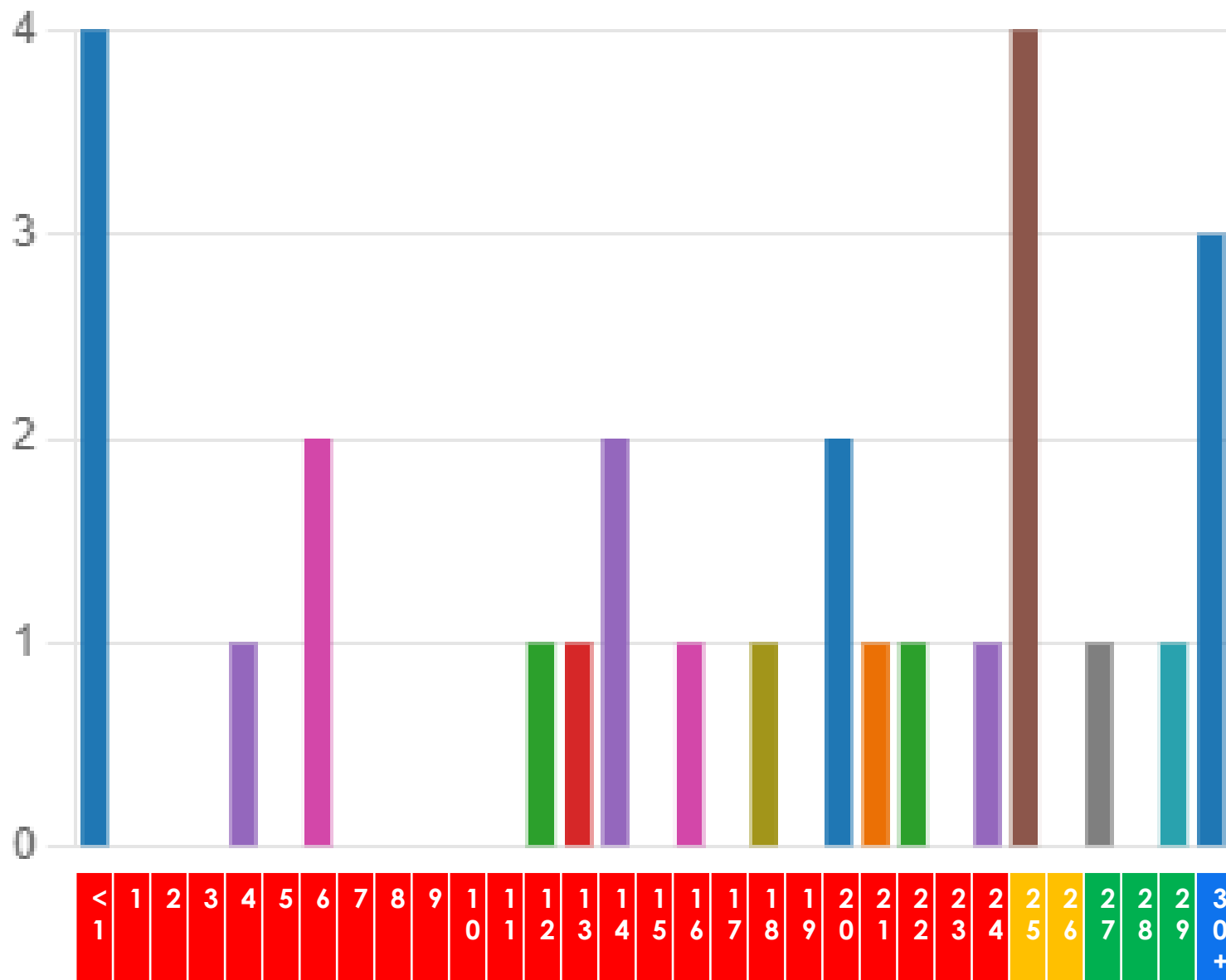


# Grade 2 PM Benchmarks Score Breakdown Term 1 2022-2023

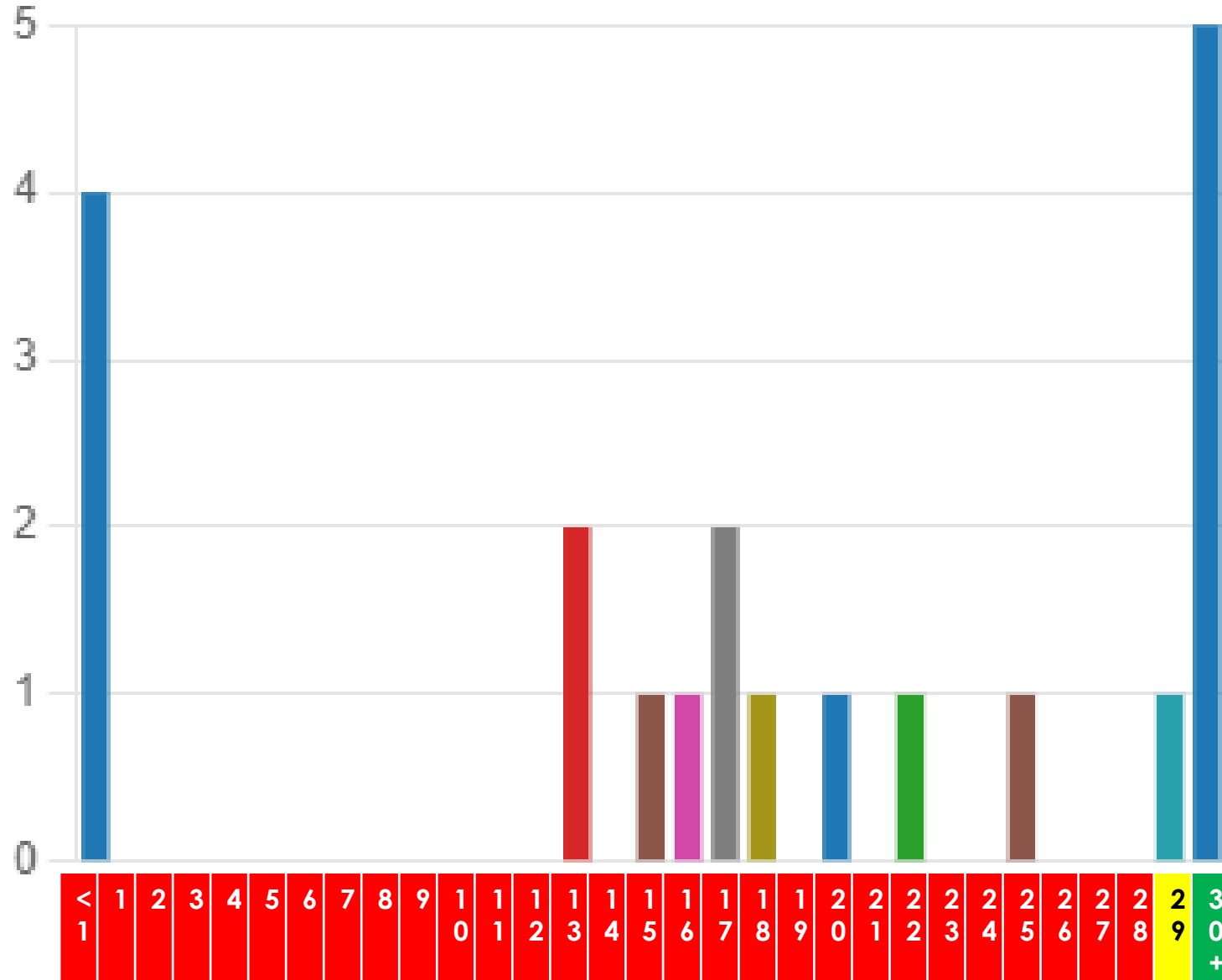


Grade 3 PM  
Benchmarks  
Score  
Breakdown  
Term 1  
2022-2023



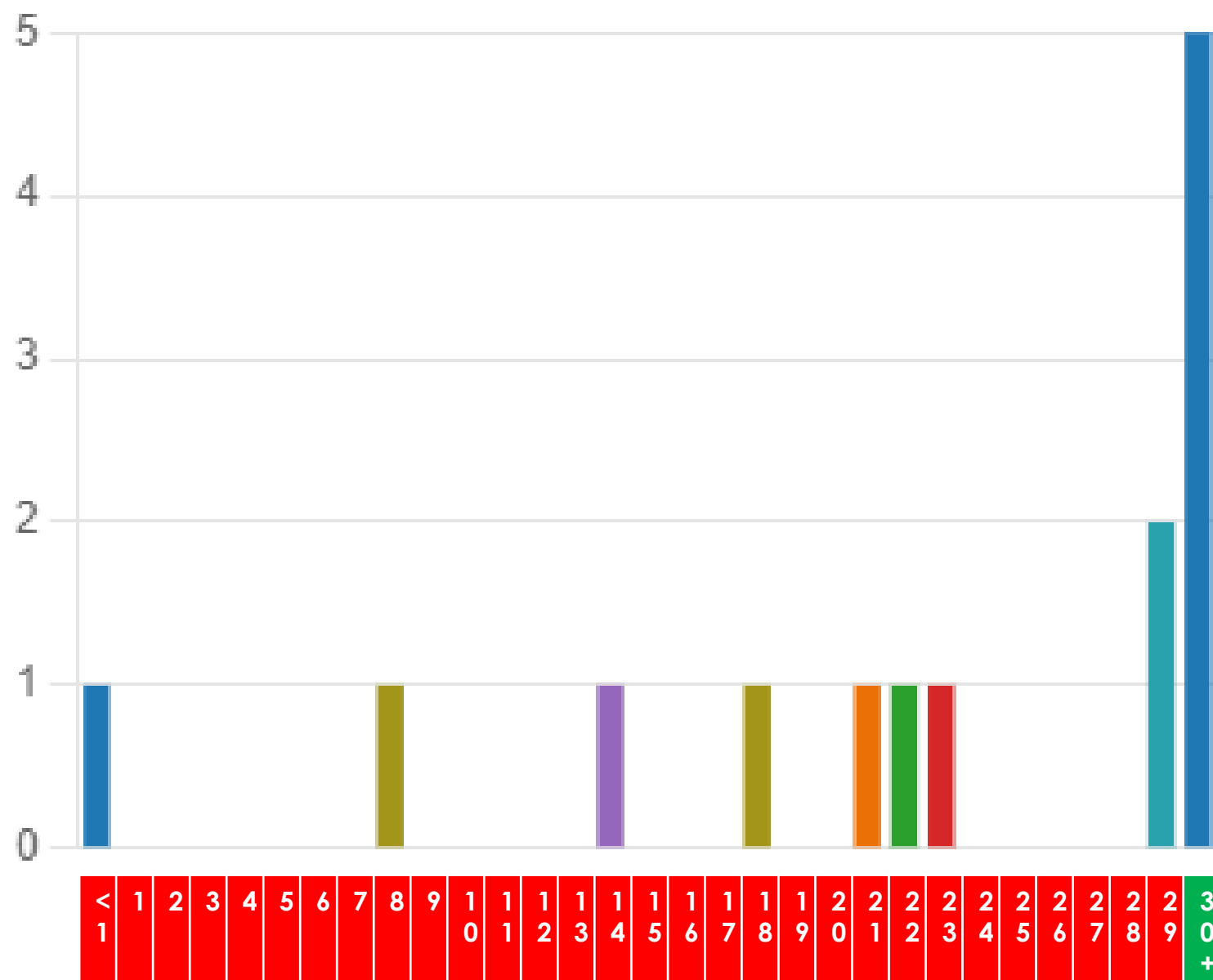


# Grade 4 PM Benchmarks Score Breakdown Term 1 2022-2023

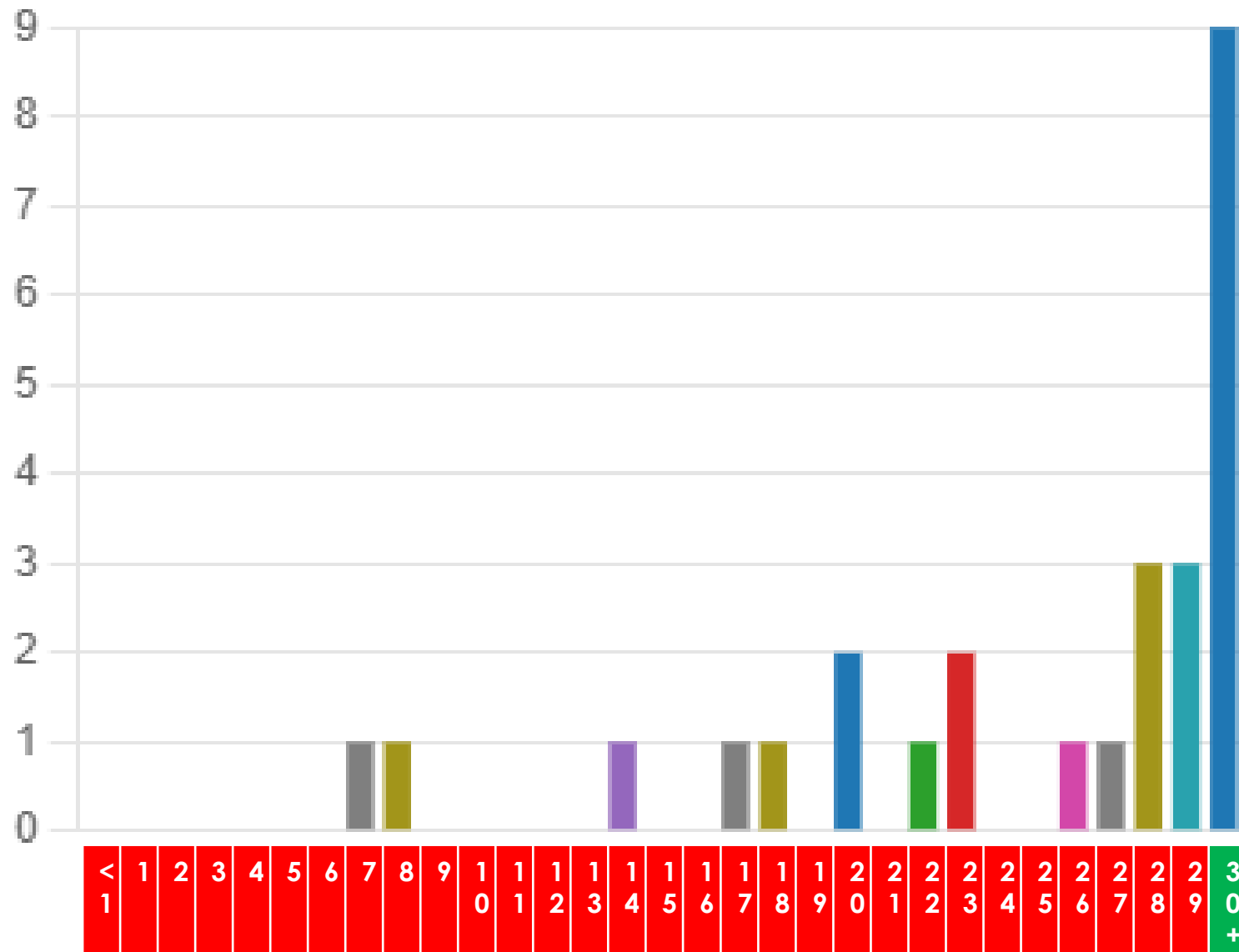


Grade 5  
PM Benchmarks  
Score  
Breakdown  
Term 1  
2022-2023





Grade 6  
PM Benchmarks  
Score  
Breakdown  
Term 1  
2022-2023



# Grade 7 PM Benchmarks Score Breakdown Term 1 2022-2023

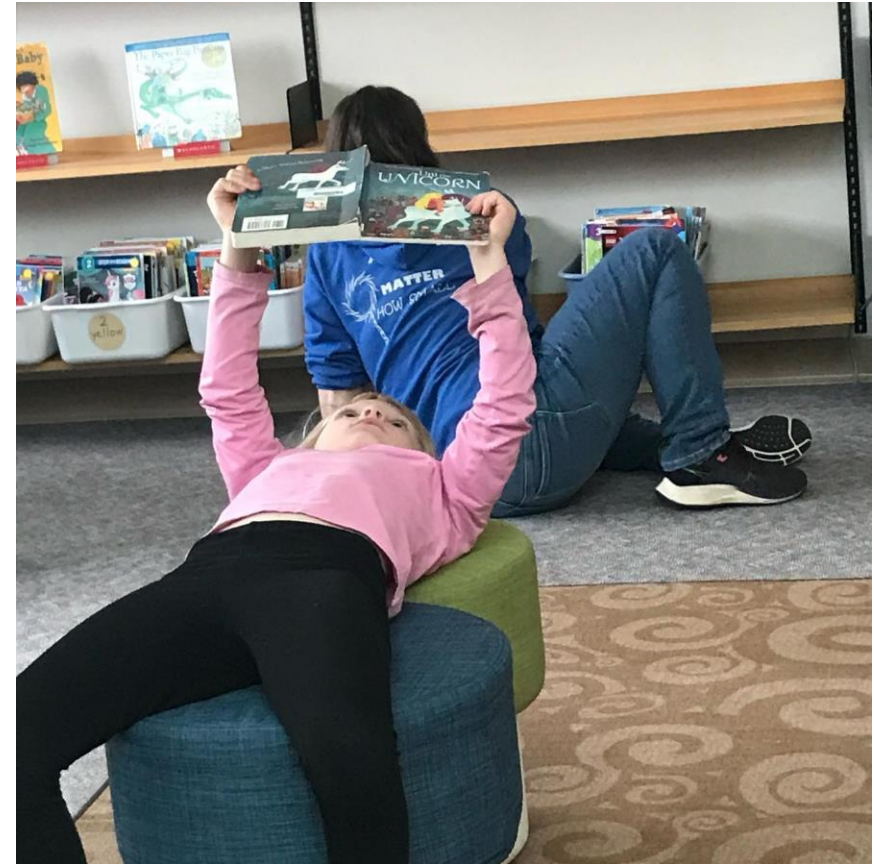
# Student Learning Survey: Literacy

Question	2021 BC + %	2021 WKE + %	2022 BC + %	2022 WKE + %
I continue to get better at reading.	68	90	69	75
I feel I am getting better at reading.	77	60	79	79
I continue to get better at writing.	68	75	71	79
I feel I am getting better at writing.	68	70	69	72
At school, are you learning to be a critical thinker?	52	60	50	43
At school, I am learning to communicate effectively.	58	60	64	58
Is your school helping you to become more media literate?	34	30	32	48
As part of marking your work, are you shown examples of what excellent, good, fair, and poor work look like?	42	50	56	47



# Resources & Strategies

- ▶ Divisional meetings focused on developing literacy interventions, lessons, tasks, and assessments.
- ▶ An hour of teacher collaboration time per month will be dedicated to the study of literacy.
- ▶ PM Benchmark every student in Grade 2+ as well as Grade 1 if ready.
- ▶ Assignment of CUPE staff, prep teacher, resource teacher, Indigenous Education advocates, principal, and vice principal to literacy intervention.
- ▶ Co-teaching literacy with teacher librarian.
- ▶ Faye Brownlee professional learning (Ms. Trottier).
- ▶ Teacher groups meeting with district literacy coach, Michelle Miller-Gauthier and lesson development with Michelle.
- ▶ Small group guided reading and/or word work.
- ▶ Teacher development of engaging and impactful writing tasks and instruction.
- ▶ Intervention pull-out groups and/or differentiated instruction for Grades 3-7 (alphabet blitz, systematic sequential phonics, guided reading).
- ▶ Assistive technology to support diverse needs.
- ▶ Increase in Carrier Language instructional time. Increase in Elders and members of local First Nations to engage in storytelling or knowledge sharing.
- ▶ Collaborative marking.







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

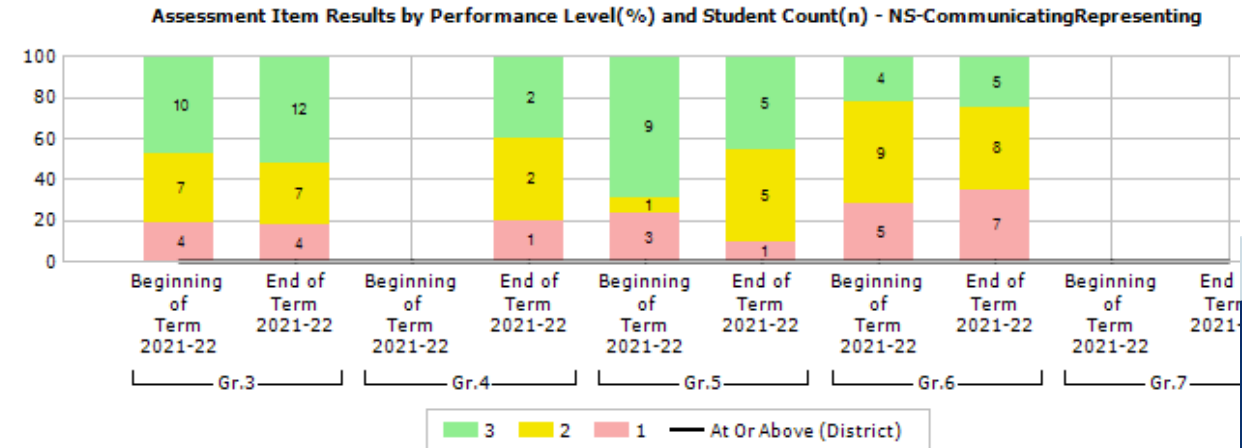
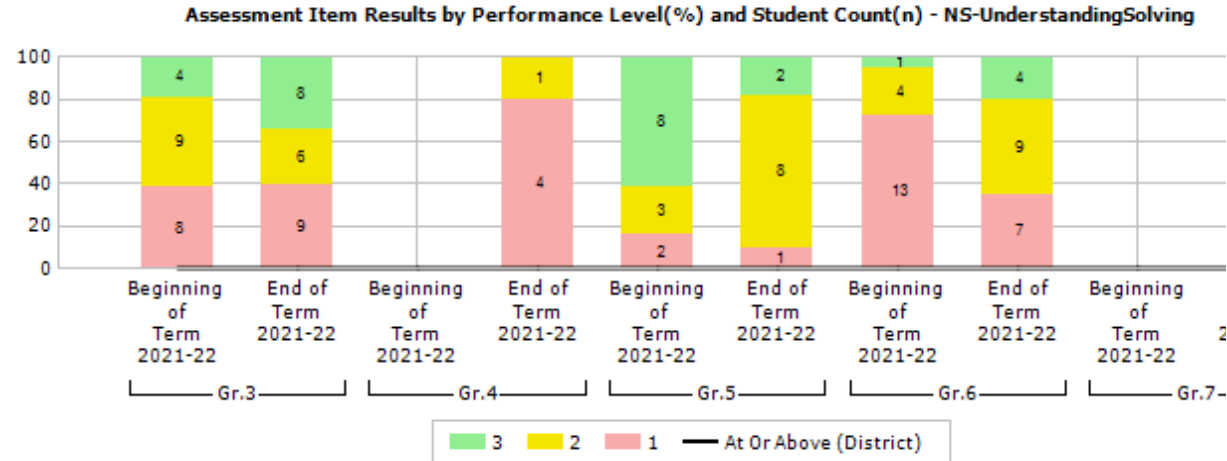
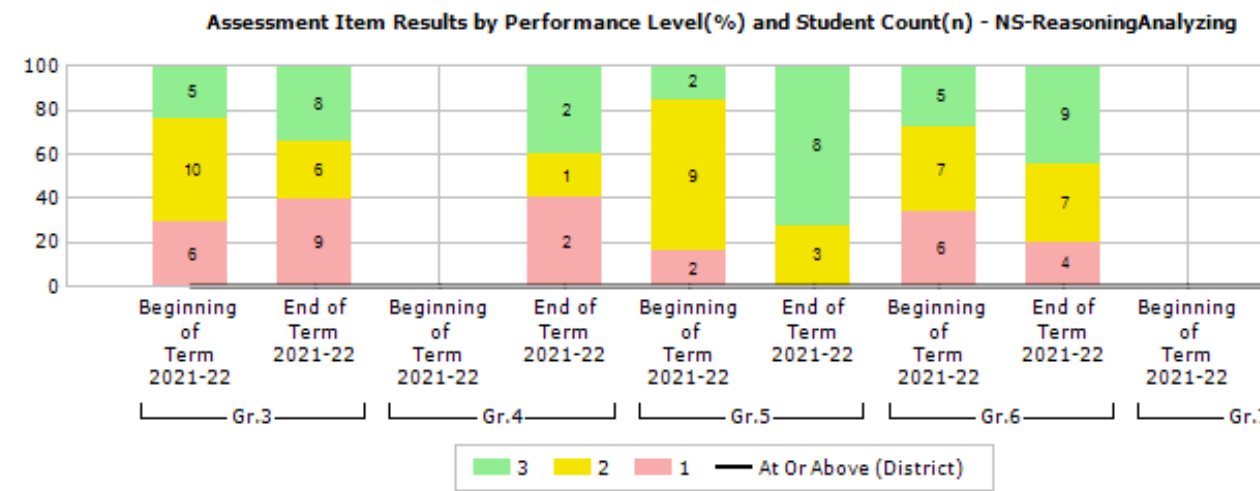
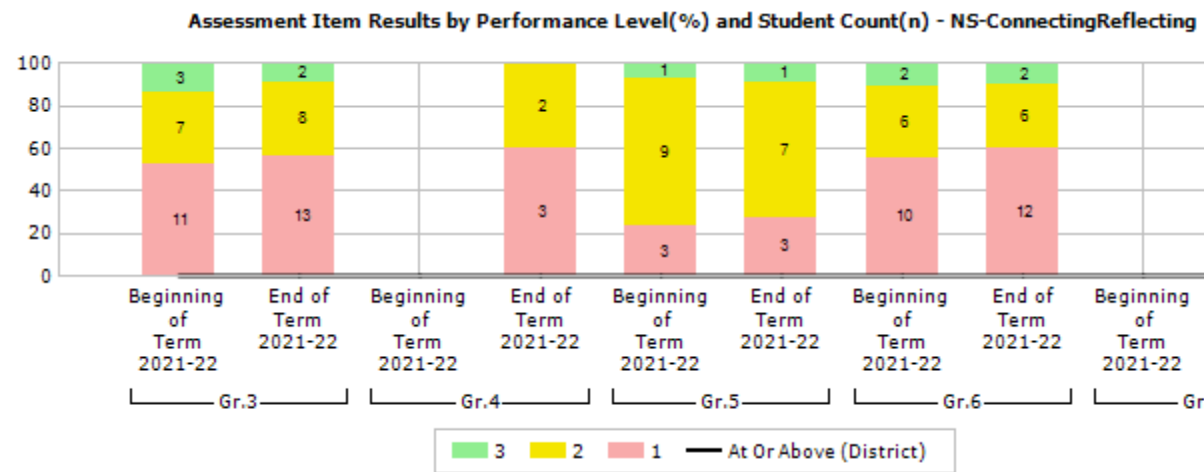
WKE 2022-2023 Numeracy Goals carried forward from 2021-2022:

- ▶ Teachers will use numeracy data to inform instruction which will result in an improvement in students' number sense by June 2023.
- ▶ Teachers will teach thinking strategies with the result that students will demonstrate growth in problem solving by June 2023.

New Goals for 2022-2023:

- ▶ Teachers will identify a common math program that will be implemented school-wide with the support of SD 91 that will engage students and teachers in thinking mathematics and create a common language around numeracy learning.
- ▶ Teachers will identify students with significant numeracy gaps in learning to provide differentiated learning activities and/or pull-out interventions.

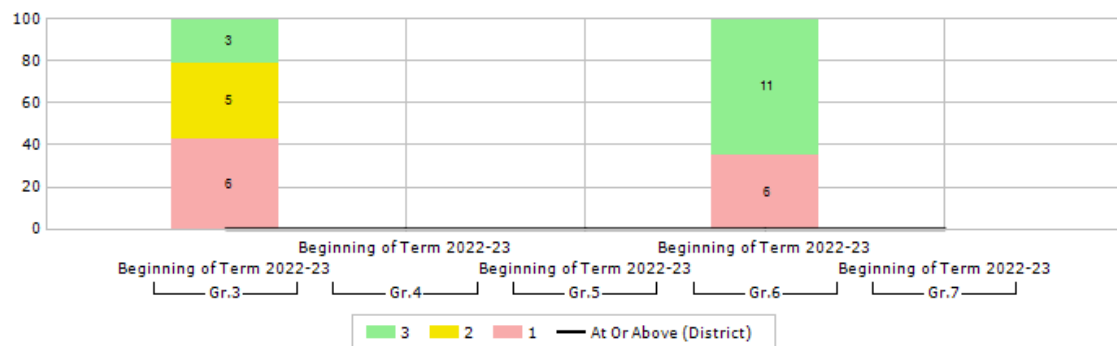




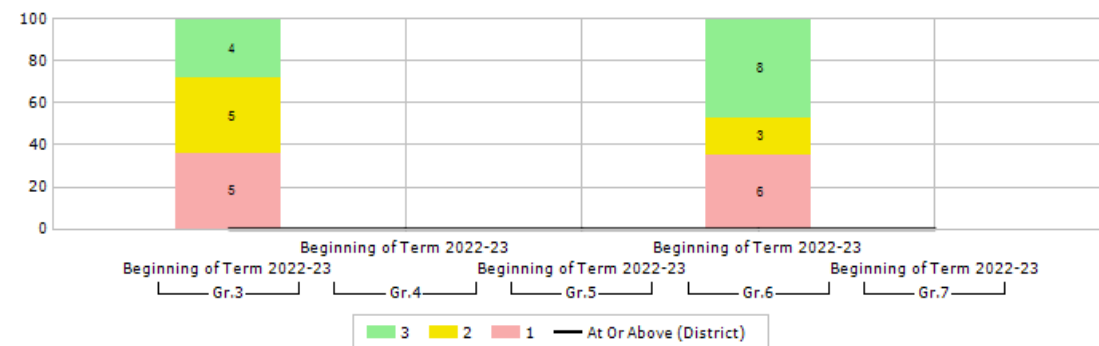
# 2021-2022 SNAP Results All Grades

# Fall 2022-2023 SNAP Grades 3 & 6

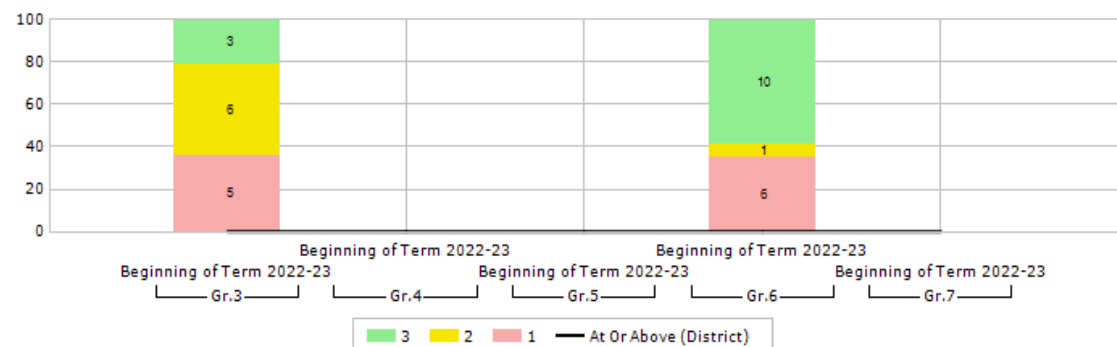
Assessment Item Results by Performance Level(%) and Student Count(n) - NS-ReasoningAnalyzing



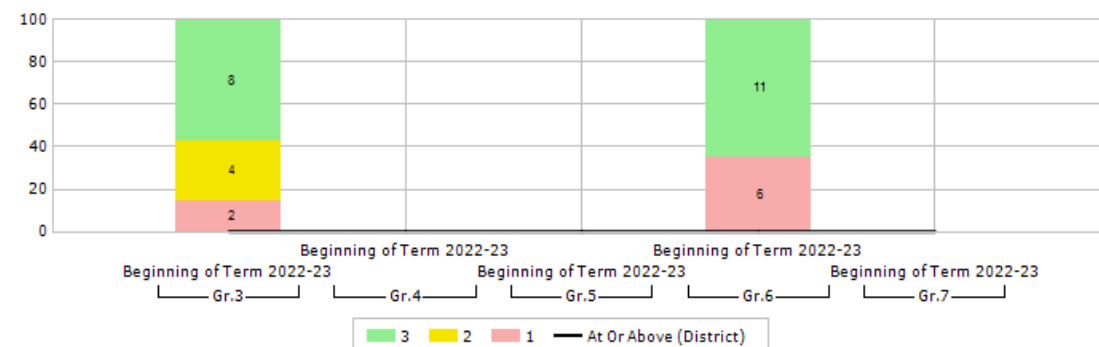
Assessment Item Results by Performance Level(%) and Student Count(n) - NS-ConnectingReflecting



Assessment Item Results by Performance Level(%) and Student Count(n) - NS-UnderstandingSolving



Assessment Item Results by Performance Level(%) and Student Count(n) - NS-CommunicatingRepresenting



# Student Learning Survey: Numeracy

Question	2021 BC + %	2021 WKE + %	2022 BC + %	2022 WKE + %
I continue to get better at mathematics.	60	60	70	65
I feel I am getting better at math.	71	100	72	66
Can you explain to others the way that you solve problems?	51	55	45	37





# Resources & Strategies

- ▶ One teacher collaboration hour per month dedicated to the study of numeracy for every teacher of Math.
- ▶ Peter Liljedahl professional learning.
- ▶ Mathletics used school-wide.
- ▶ Teacher group meeting with district numeracy coach, Roberta Toth, including professional learning to implement MathUp school-wide.
- ▶ One Professional Learning Community of teachers meets once a month to engage in collaboration on numeracy.
- ▶ Collaborative marking of district SNAP.
- ▶ Intervention and differentiation for learners in Grades 3-7 with significant learning gaps.

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

WKE 2022-2023 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 2023.

New Goal for 2022-2023:

- ▶ Teachers, staff, and students will engage in conscious acts of Reconciliation by June 2023 and beyond.



# Resources & Strategies

- ▶ Teachers direct-teach social emotional learning in their classes through a variety of programs.
- ▶ Soar Points: a weekly and monthly student and staff voice initiative to identify and celebrate positive student contributions to the climate and culture of the school.
- ▶ 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.
- ▶ A greeter who is in the foyer from 9:00-9:15 Monday-Friday to welcome students to school for the day who may arrive late.
- ▶ Whole school learning days three Wednesday afternoons per month, cross-grades, hosted by school leaders and Indigenous Education Advocates.
- ▶ Professional Learning Community (PLC) with a focus on reconnection as presented by Dr. Jody Carrington.
- ▶ Increase land and water-based learning time, including a PLC with a focus on the study of *Dirty Teaching* and outdoor learning opportunities.
- ▶ Student teachers from the Carrier Language Program and their professors for 2-week teaching visits.



Carrier & Culture  
Student Teachers



# Resources & Strategies

- ▶ School wide events: Orange Shirt Day, Moosehide Campaign, Pink Shirt Day, Share the Love Day.
- ▶ Clubs that honour diversity such as Rainbow Club.
- ▶ Grade 7 Leadership including: office helpers, lunch buddies, crosswalk painting, and hosting spirit days.
- ▶ Return to pre-pandemic levels of community events and off-site trips, including to First Nations communities.
- ▶ Return to participation in elementary sports events.
- ▶ Return to the practice of a Winter Concert.
- ▶ 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 as a disciplinary strategy whenever possible.
- ▶ 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, and Cheslatta Carrier Nation.
- ▶ Invitations to school-wide events to all community Education Directors and Coordinators as well as to the Trustee.
- ▶ Addition of Carrier & Culture to the WKE Report Card.
- ▶ Update and expand the Land Acknowledgment and use it daily. 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.
- ▶ Co-teaching times for all teachers with the Carrier & Culture teacher to increase staff knowledge and confidence.

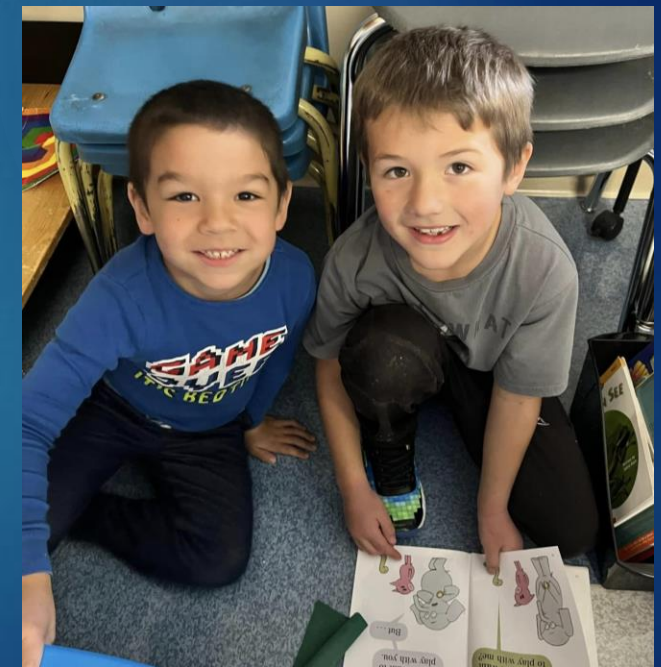






# Student Learning Survey Questions for Reflection

Question	2021 BC + %	2021 WKE + %	2022 BC + %	2022 WKE + %
I would like to go to a different school.	68*	85*	68*	89*
At school, do you respect people who are different from you?	87	100	89	92
At school, do you get to work on things you are interested in as part of your course work?	23	45	31	50
At school, do you participate in any Aboriginal or First Peoples celebrations or activities?	5	30	14	30
At school, are you being taught about local First Nations?	ND	ND	30	44
Are you being taught the local First Nation language?	6	65	10	63
At school, are you being taught about Indigenous peoples in Canada?	39	60	38	72
At school, have you experienced discrimination on the basis of your sexual orientation or gender identity?	ND	ND	77*	74*
At school, rules and expectations for behavior are clear to me.	ND	ND	82	81
Have you ever felt bullied at school?	68*	73*	55*	44*



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

# Student Learning Survey

## Areas for Growth: Spring 2021 vs. Spring 2022

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

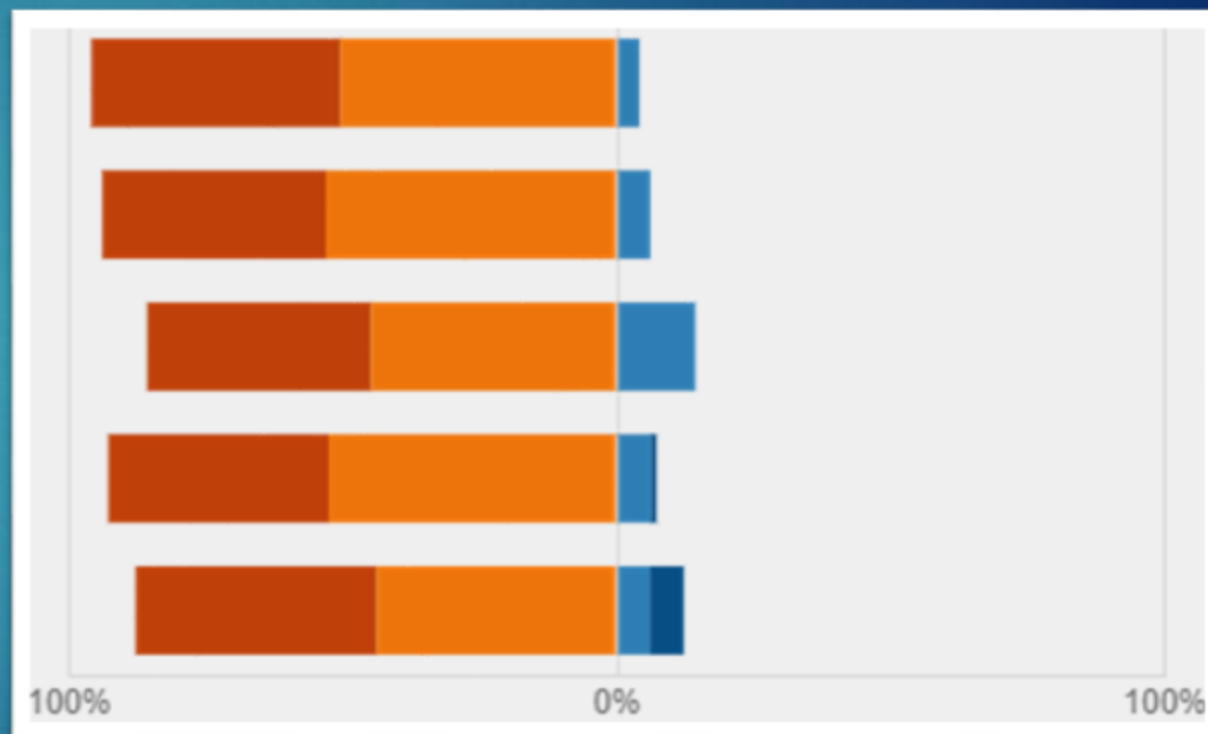
Question	2021 WKE + %	2022 WKE + %
How many adults at your school care about you?*	60*	65*
Are you learning how to care for your mental health?	40	55
At school, I am learning how to care for my mental health.	20	51
When you make a choice, do you think about how it might affect others?	10	43
At school,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

\*2 or more



# Autumn 2021 WKE Self-Survey

- ▶ I belong at WKE. 91%\*
- ▶ I belong in my classroom. 94%\*
- ▶ I feel happy to come to school. 86%\*
- ▶ One or more adults at WKE care about me. 93%\*^
- ▶ I have one or more safe adults at WKE who I can talk to if I have a problem. 79%\*

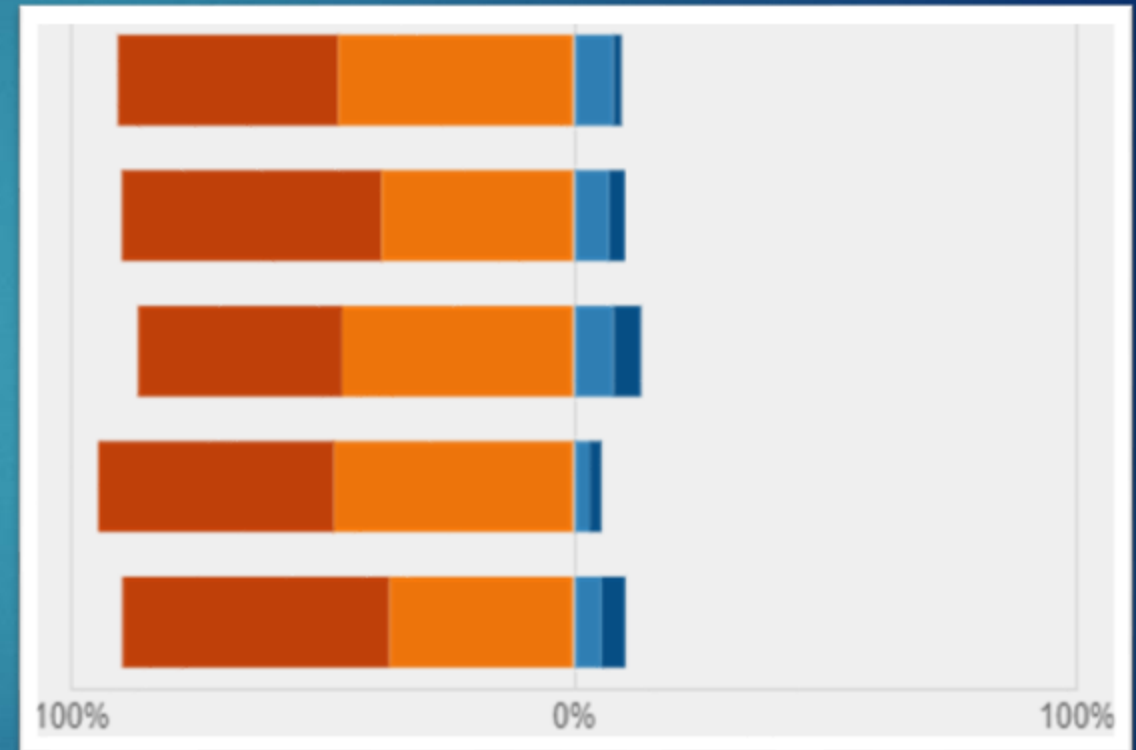


Total responses: 98 learners K-7

\* % positive response: strongly agree/agree  
^ students listed the caring people by name

# Spring 2022 WKE Self-Survey

- ▶ I belong at WKE. 91%\*
- ▶ I belong in my classroom. 90%\*
- ▶ I feel happy to come to school. 87%\*
- ▶ One or more adults at WKE care about me. 94%\*^
- ▶ I have one or more safe adults at WKE who I can talk to if I have a problem. 90%\*



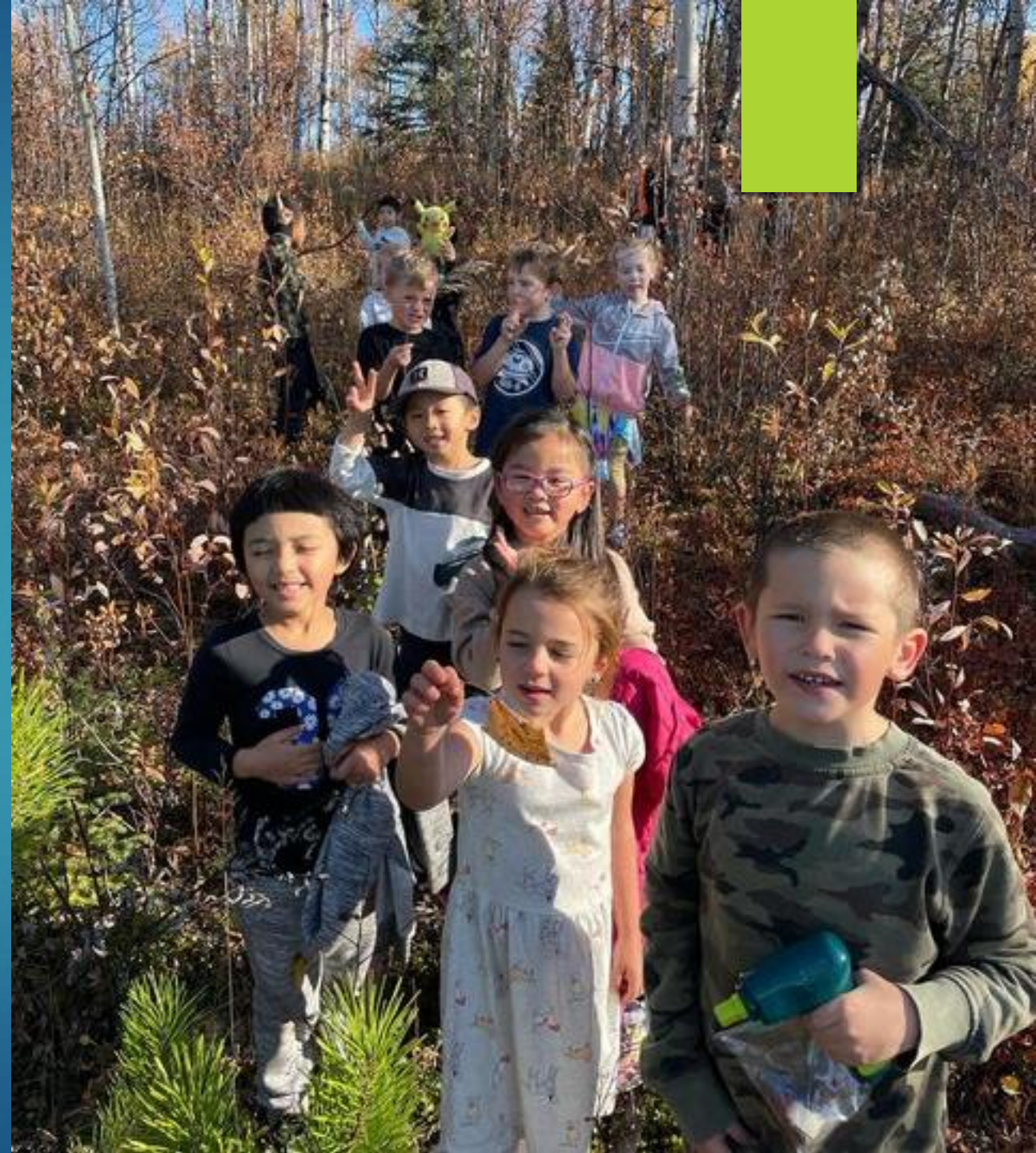
Total responses: 128 learners K-7

\* % positive response: strongly agree/agree  
^ students listed the caring people by name



# Stakeholder Input

- ▶ PAC: November 16, 2022 & December 7, 2022
- ▶ Education partners: Rhea Brown fr. Ts'il Kaz Koh, Beatrice Michell fr. Lake Babine Nation, Lynda Maertz fr. Cheslatta Carrier Nation, Stephen Patrick fr. Skin Tyee First Nation, Heather Nooski fr. Wet'suwet'en First Nation (Nee Tahi Buhn Band does not currently have an Education Director/Coordinator).
- ▶ Students: posted in the Intermediate wing for teachers to review with students and shared on OneDrive.
- ▶ VP: Miriah Donnelly
- ▶ Teachers: Kristine Lamble, Teresa Benedict, Brad Germaine, Michelle Burt, Patty Bursey, Shawnese Trottier, Judy Thompson, Suzanne Effodie, Katy Burkholder, Carmen Woode, Kris MacCulloch on November 21, 2022
- ▶ Shared with all WKE staff and teachers on OneDrive for additional feedback: November 23, 2022
- ▶ CUPE: Susan Abels, Alex England, Avery Donnelly, Jessica Shively, Kristina Winkler, Cheryl Pangerl, Rhoda Abraham, Ruth Pfister, Nelia Vieira on November 21, 2022.
- ▶ Michelle Miller-Gauthier & Roberta Toth
- ▶ District leaders: Claire McKay



# Appendix A: Student Learning Survey: District Focus Questions

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


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

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



# **APPENDIX C**

## **School Plan - A Living Document**

A group of people, including students and staff, are seated at long wooden tables in a bright, modern school library. They are engaged in a meeting or discussion, with some looking at documents and others talking. The room has large windows and bookshelves in the background.

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.