



School Plan to Enhance Student Learning 2024-2025

**WILLIAM KONKIN ELEMENTARY SCHOOL:
COMMITTED TO SUCCESS FOR ALL**

Context

William Konkin Elementary School (WKE) is nestled in the community of Burns Lake, bordering Woyenne. It serves approximately 185 students from Kindergarten to Grade Seven.

We offer Nedut'en language and culture classes to all learners, as well as Core French instruction for Grades 5-7.

About 60% of the students at WKE are of Indigenous ancestry notably includes students from our local Nations: Cheslatta Carrier Nation, Lake Babine Nation, Nee Tahi Buhn Band, Skin Tyee First Nation, Ts'il Kaz Koh, and Wet'suwet'en First Nation.

About 40 students are designated with exceptional needs requiring an IEP.



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.

New goal for 2024-2025:

- Teachers in K-Grade 2/3 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) Pre-test September 2024



Direct Assessment Overall Domain Results

William Konklin Elementary, Colleen West, K West, as of 9 Oct, 2024

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'

K West
(n = 15)



Early Years Evaluation

Direct Assessment Overall Domain Results

William Konklin Elementary, Natalie Profili, K/1 Eng, as of 9 Oct, 2024

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'

K/1 Eng
(n = 3)



Early Years Evaluation

Kindergarten Early Years Evaluation (EYE) Post-test May/June 2025

Direct Assessment Overall Domain Results

William Konklin Elementary, as of 12 Jun, 2025

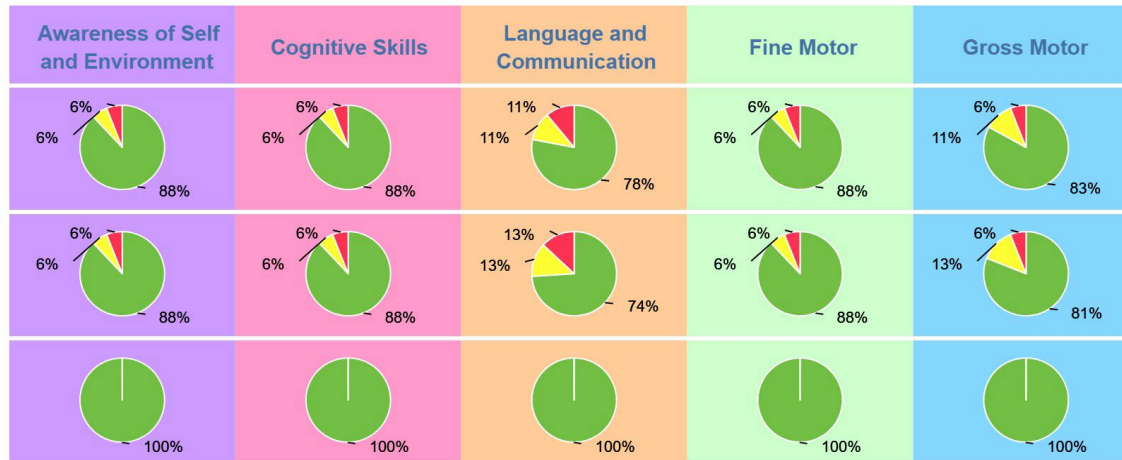
Legend:

- Percentage of children who are 'Experiencing significant difficulty'
- Percentage of children who are 'Experiencing some difficulty'
- Percentage of children who have demonstrated 'Appropriate development'

William Konklin Elementary
(n = 18)

- K West
(n = 16)

- K/1 Eng
(n = 2)



Early Years Evaluation



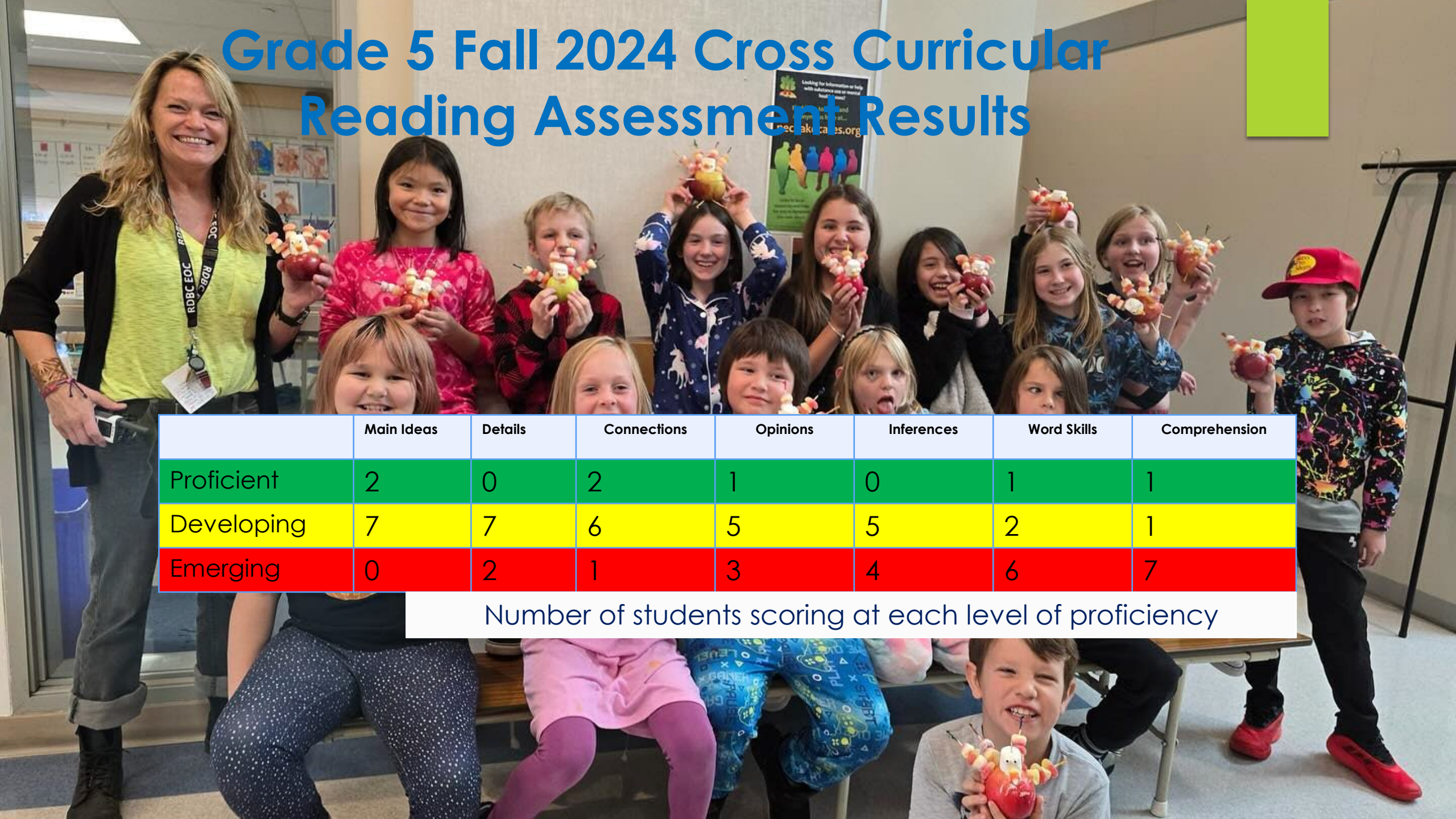
Grade 3 PM Benchmarks Score Breakdown Term 1 2024-2025

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

Grade 3 PM Benchmarks Score Breakdown Term 3 2024-2025

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

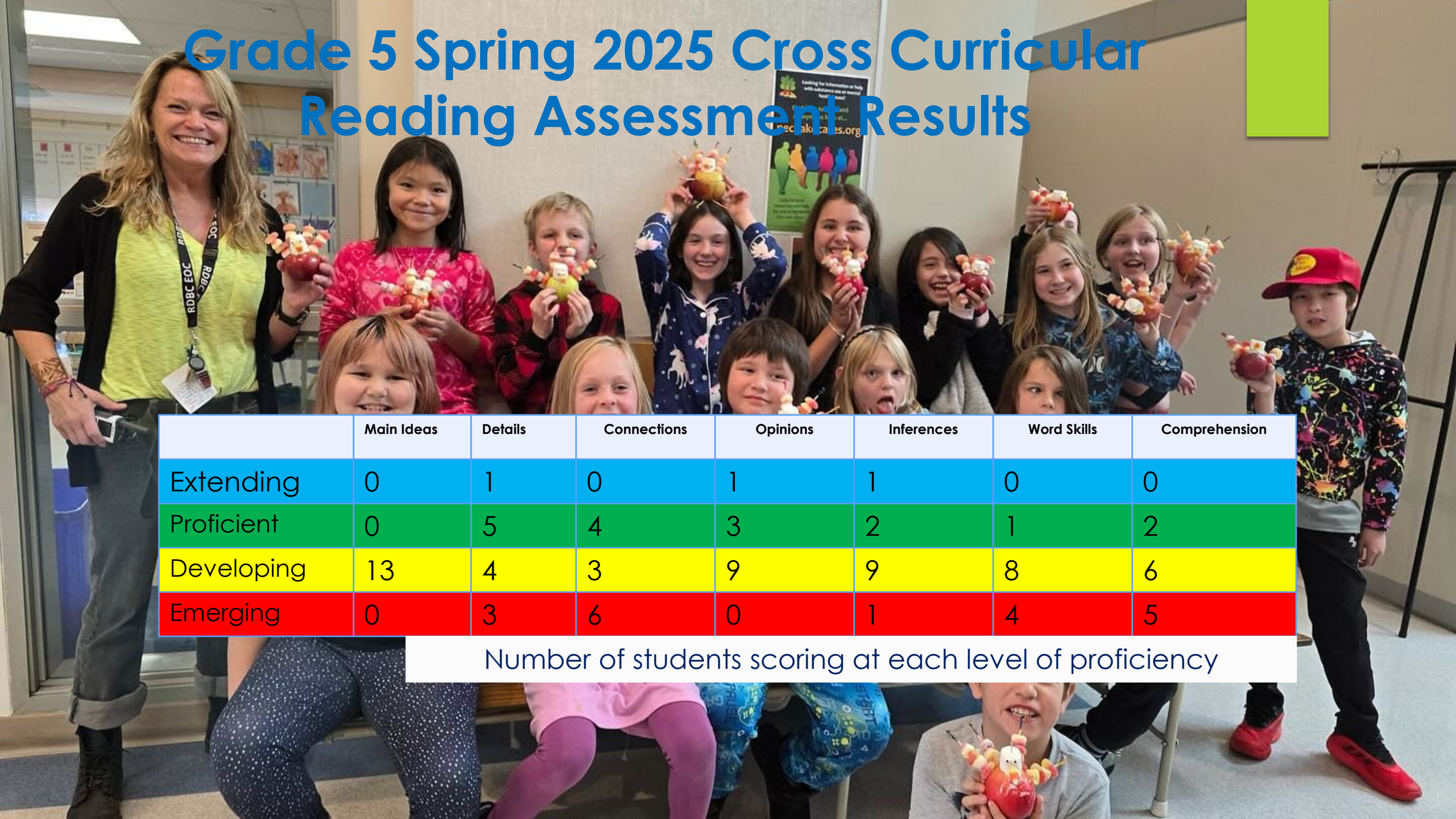
Grade 5 Fall 2024 Cross Curricular Reading Assessment Results



	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

Number of students scoring at each level of proficiency

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

Number of students scoring at each level of proficiency



Resources & 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.
- ▶ School-wide writes in November and May.
- ▶ 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.
- ▶ POPEY early literacy professional learning opportunities.
- ▶ 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.

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

Resources & Strategies



- ▶ Peter Liljedahl 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.
- ▶ Teacher collaboration group studying and implementing "Building Thinking Classrooms in Mathematics" workshops in classes.
- ▶ Judy Larsen lesson modelling October 21 & 22.
- ▶ Lena Miller, District Numeracy Teacher.

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 from 2022-2023:

- ▶ Teachers, staff, and students will engage in conscious acts of Reconciliation by June 2025 and beyond.

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 Pokemon/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.



Stakeholder Input

- ▶ PAC by email and at PAC meeting
- ▶ Teacher editors: Judy Thompson, Shawnese Trottier
- ▶ School Trustee: Rick Pooley
- ▶ Education partners: Ts'il Kaz Koh, Lake Babine Nation, Cheslatta Carrier Nation, Skin Tyee First Nation, Wet'suwet'en First Nation, Nee Tahi Buhn Band.
- ▶ Students: Grade 6/7
- ▶ Shared with all WKE staff and teachers on OneDrive for feedback:
- ▶ District leaders: Claire McKay

APPENDIX C

School Plan - A Living Document

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 as well as in day-to-day teaching, learning, and being together.

