

# POUCE COUPE ELEMENTARY SCHOOL

P.O. Box 7

POUCE COUPE, B.C. V0C 2C0

PHONE: (250)786-5314

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Mission: To enable personal growth through knowledge and teamwork.

## School Growth Plan

2023-2024

School Culture Statement: At Pouce Coupe we help students thrive by building trusting relationships. We ensure students are ready to learn in order to allow them to develop their skills. We foster academic achievement by creating a safe place where students can exhibit natural curiosity, take risks, and recognize that mistakes are a part of learning. We help students take pride in themselves and their achievements.

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## *Thinking about our school, what does the ideal school look like?*

The core value at Pouce Coupe Elementary is continuous growth and achievement for students and staff. Our core business is quality education for each student through strong relationships between the school, home and supporting professionals. Our ideal school is where we have:

- open communication and collaboration around continuous student achievement.
- a positive learning environment with a focus on developing school community.
- students continually growing in their learning and achievement.
- celebrating growth and success
- students needing enrichment are supported by a team and resources.
- students with challenging behaviours and learning needs are supported by a team and required resources.
- teachers reflecting on continual student learning/achievement, assessments and their own learning needs.
- student diversity honored.
- RBL (Relationship Based Learning) is embedded in our school culture.
- Inclusion of Indigenous content and First People's Principles of Learning into classroom practice.
- the support of district helping teachers, PAC and community.
- Teachers use RTI model (Response To Intervention) with Coach Mentor
- positive relationships between families, school and students.
- students consistently demonstrate individual improvement in their reading, writing, numeracy and social responsibility skills and reach benchmark assessments.
- Students are being prepared for future educational and life experiences
- Students are confident and show resiliency when they transition to the next school

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## **What are the strengths that currently exist to help us build on and achieve this ideal?**

- Staff is collaborative, collegial, supportive and build a positive school community.
- Primary classes participating in the Primary Program.
- A team is dedicated to learning about and implementing Positive Discipline
- Professional learning opportunities including OT/PT, peer teachers, Literacy Resource Teacher, vision teacher, Primary Program, District Elementary Literacy Teacher.
- Parent communication, support, and involvement.
- Staff select an area to focus their personal learning on matching the school goal
- Coach Mentor and teachers collaboratively work together look at data and then identify needs to further facilitate student achievement.
- Teacher leadership & their willingness to take on something new, to learn how to do it well, and to share it with the staff.
- Support from outside agencies.
- Differentiated Instruction for multi-grade classes and teachers learning more as they identify their own learning needs.
- Authentic learning opportunities.
- Clear and consistent expectations.
- Student guided leadership and mentorship opportunities.
- Literacy Resource teacher.
- Targeted supports like Reading Interventions, Literacy support, working memory, Phono groups, Social-Emotional Learning, fine motor, and Breakfast program.

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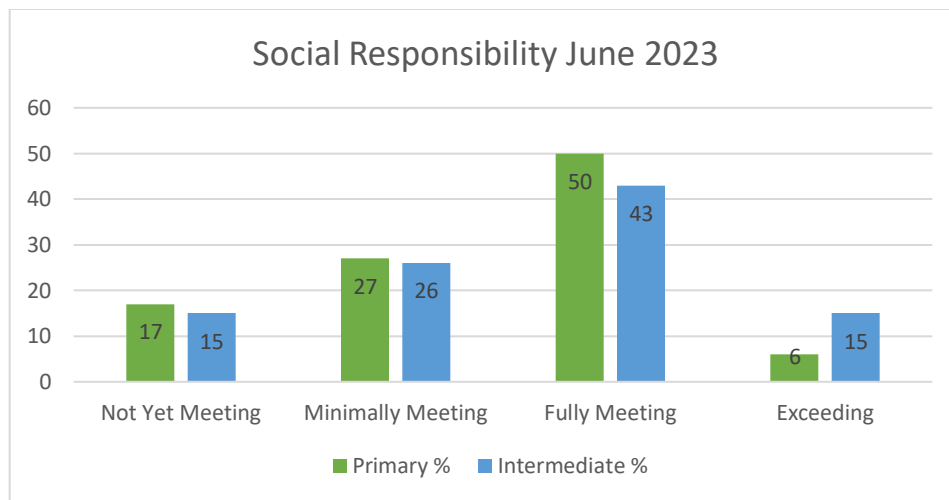
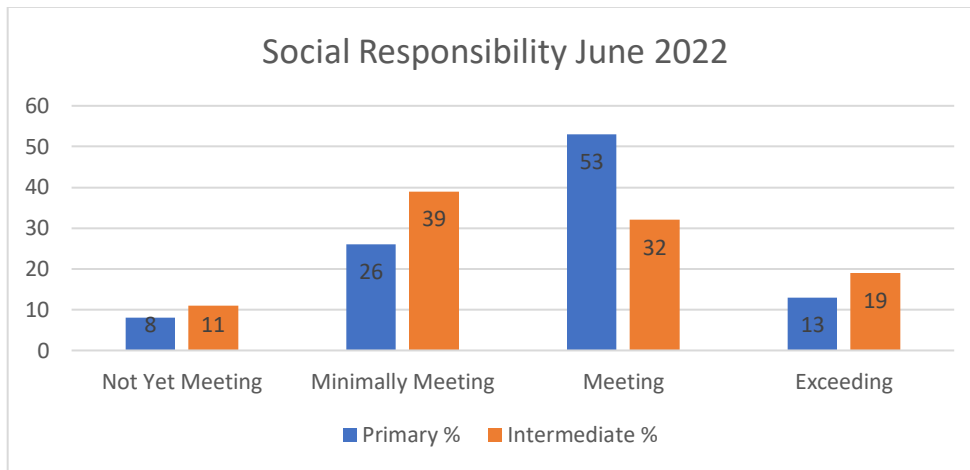
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## Where do we need to grow and improve?

Staff identified needing a social emotional goal due to a changing student population with diverse needs within the community. As research identifies a link between social emotional learning and academic learning, creating a safe and caring community is important in developing a sense of belonging within our school community.

**Goal # 1:** Every student will improve self-regulation and solve problems in peaceful ways while valuing individual diversity as measured on B.C. performance standards, teacher observations, Caring School Community assessments, and student self-evaluations.



## **Action Steps for 2023-2024**

- \* Teachers will use targeted specific lessons and teachings to build self-regulation skills.
- \* Teachers will utilize the Caring School Community program to help
  - Build caring relationships among students and adults
  - Directly teach social skills
  - Integrate SEL and academic learning
  - Use classroom management strategies that create calm, productive learning environments
  - Implement student-centered discipline
- \* Celebrate good attendance
- \* Celebrate students that improve self-regulation and citizenship
- \* Outdoor play workshop
- \* Many teachers are trained in Positive Discipline in the Classroom
- \* Participation in SEL programs
- \* Develop strategies to solve problems in peaceful ways.
- \* Teachers will use targeted lessons and teachings to support students in valuing diversity in others and to help them to build a sense of community.
- \* Through the development and use of consistent language, students will build on their reflective capacity
- \* Competency-based IEPs
- \* UDL training
- \* Explicit teaching of Core Competencies – Core Competency kits available in school

### **Suggested resources:**

- Caring School Community program
- Mind Up (personal safety)
- Erase Bullying Curriculum (staff may need training)
- Positive Discipline (Professional Development within District)
- Poverty Workshop
- Restorative Circles
- CPI Training (level 1)
- Kids In the Know (personal safety)
- Core Competency kits
- EASE BC resources
- Social Emotional Learning toolkit
- Peter Evans (counselling department)

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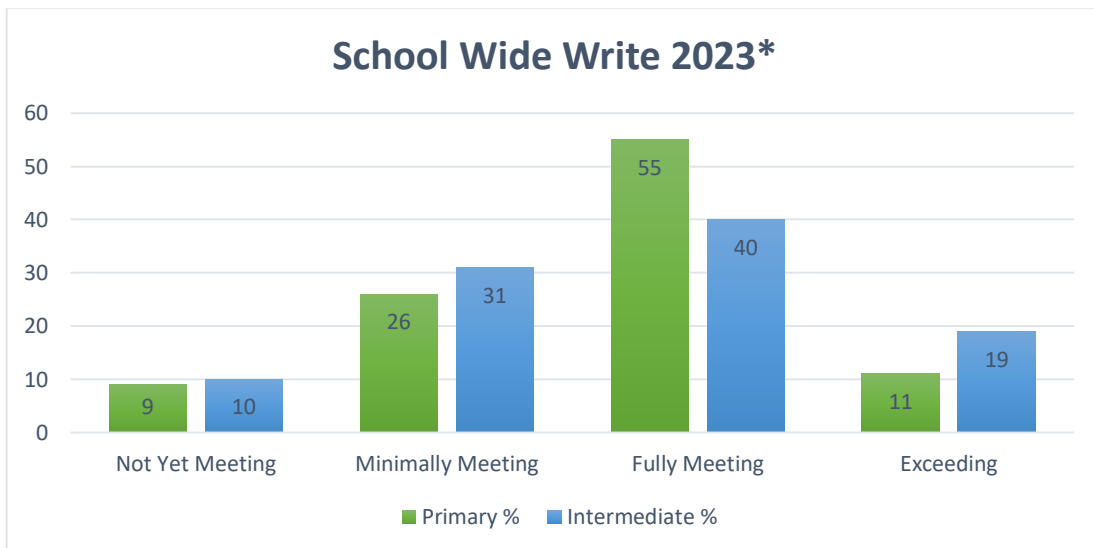
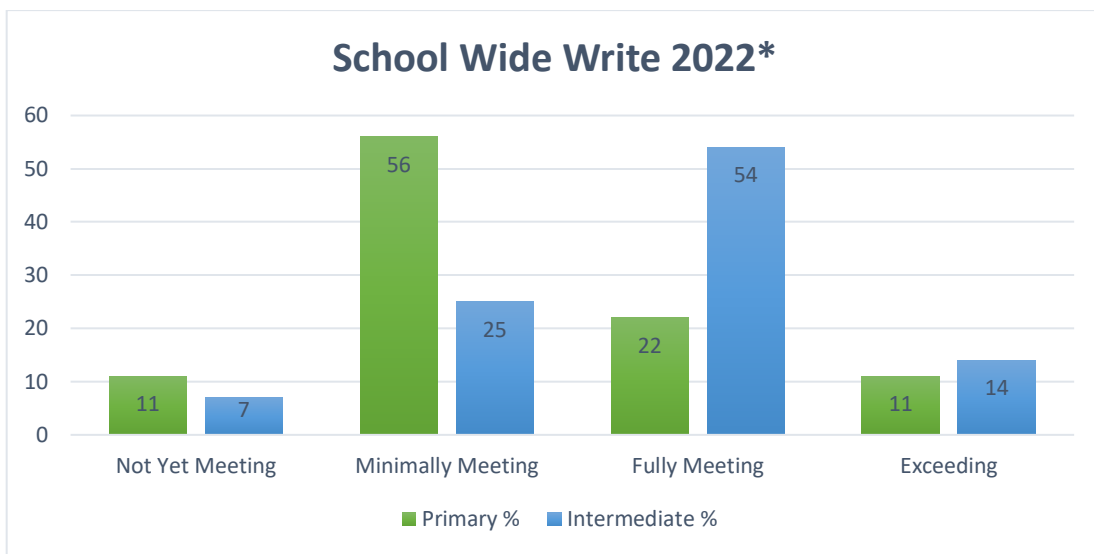
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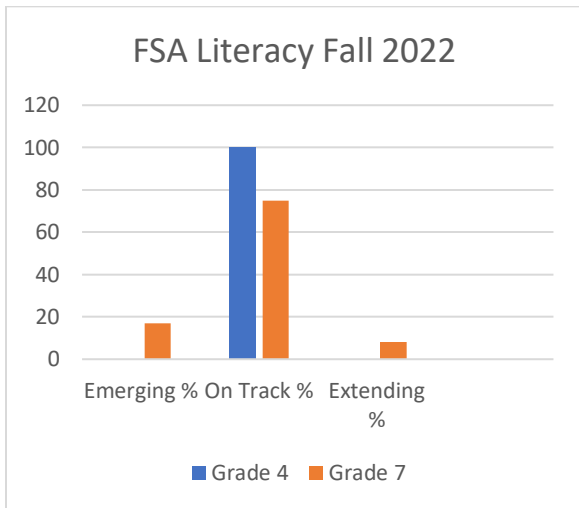
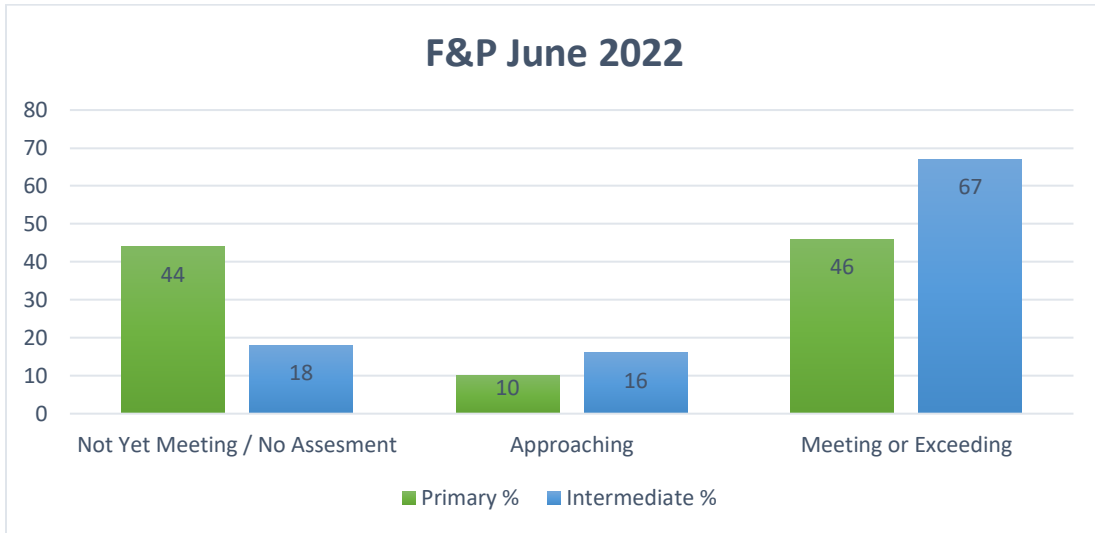
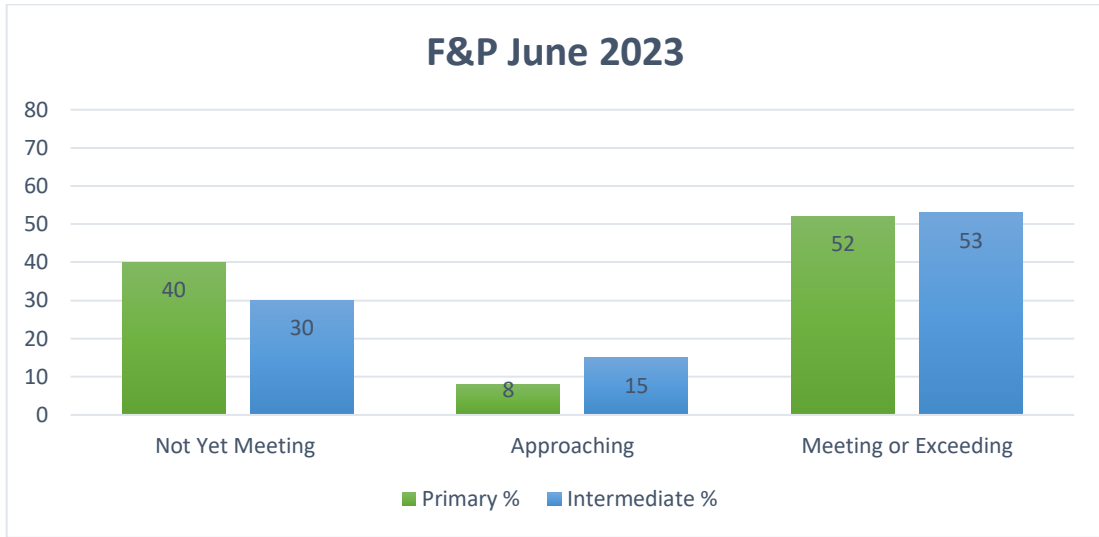
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Staff identified gaps in student achievement in literacy, as measured by School Wide Writes and F&P data. We would like to make literacy a priority again this year.

**Goal #2:** Every student will be meeting or exceeding provincial expectations for reading and writing by the end of the year.



\*Kindergarten students marked using Grade 1 Scale

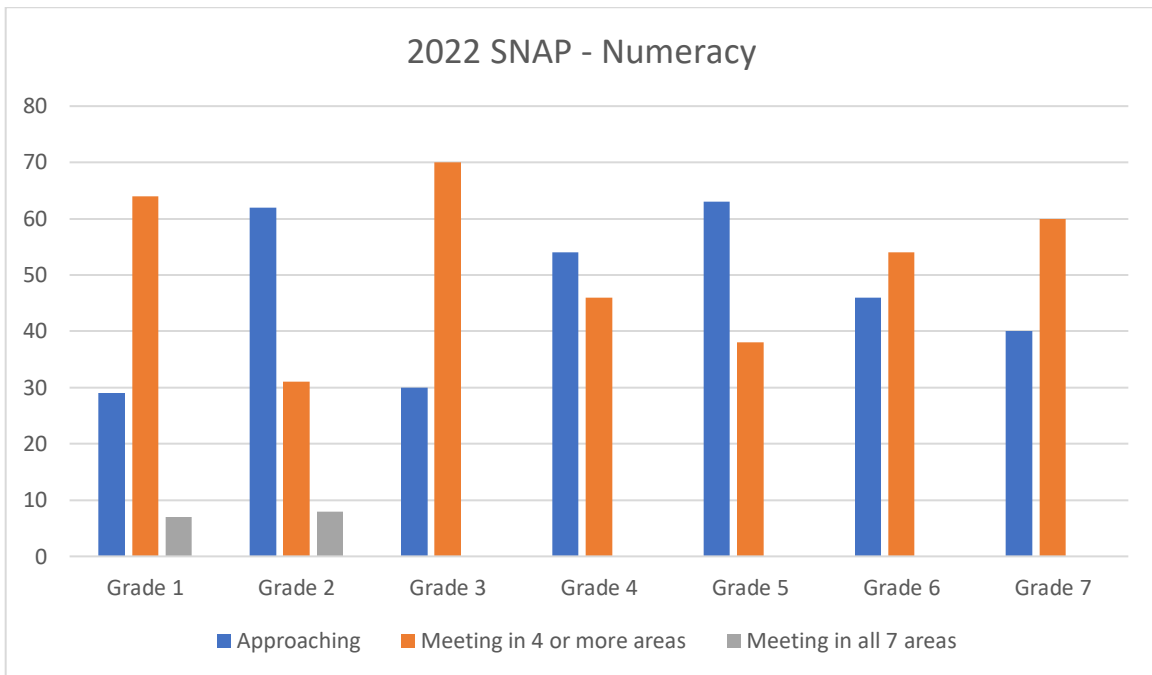


**Action Steps for 2023-2024**

- Conduct School Wide writes two times a year
- F&P testing on district timeline
- Explicit teaching in reading and writing
- Data driven interventions
- Comprehension strategies – look at Adrienne Gear resources

*Due to differing levels of staff training and experience, staff identified gaps in student achievement in this area. The assessment timeline in the spring often feels rushed. In order to decrease student and teacher stress, we will have SNAP practice throughout the year.*

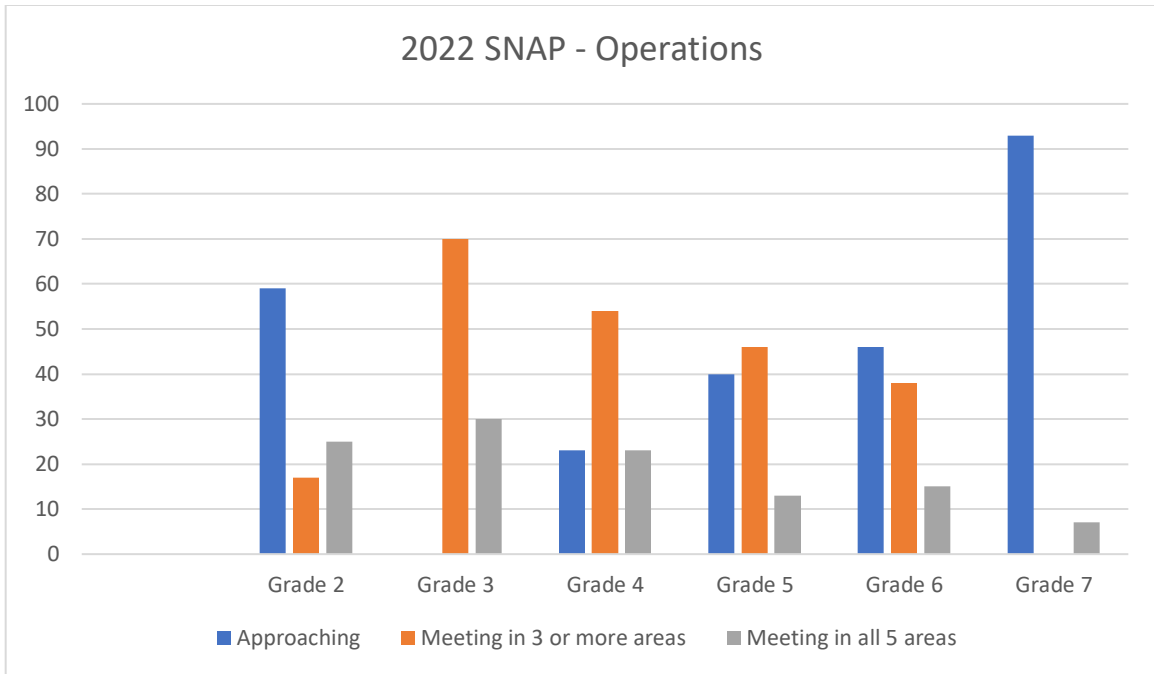
**Goal #3:** Every teacher will provide their class with daily SNAP practice to increase student efficacy in numeracy and understanding of concepts, especially describing a number pattern, equations, and real-life examples for operations.



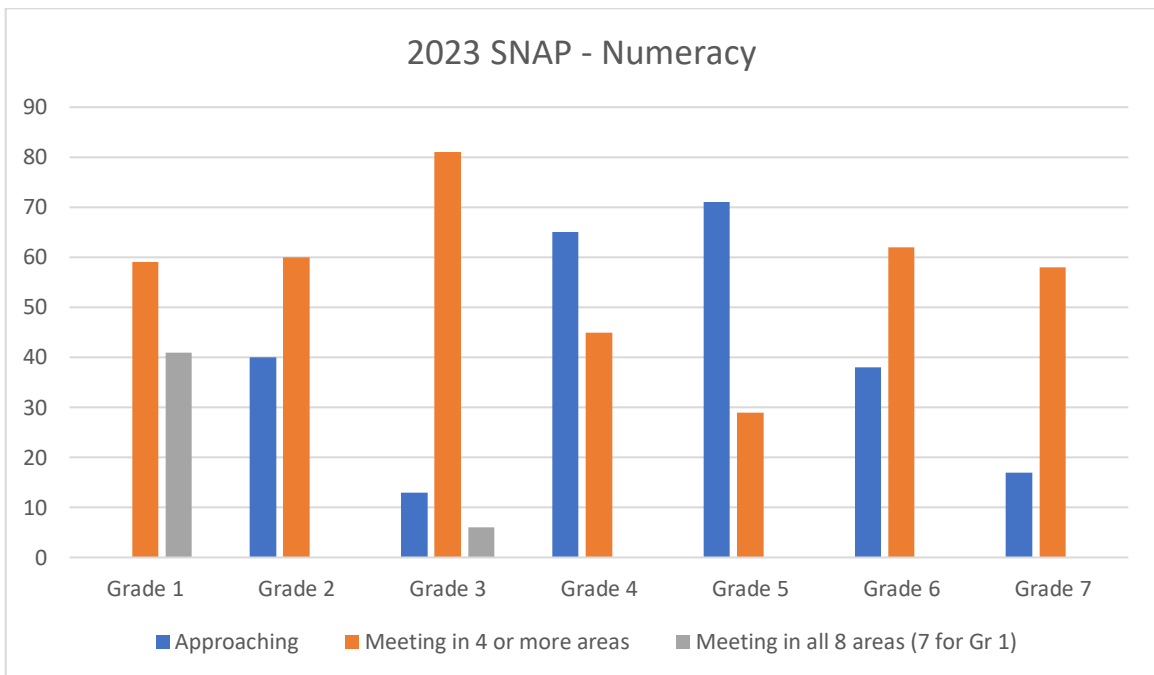
\*Grade 1 class left out real life examples

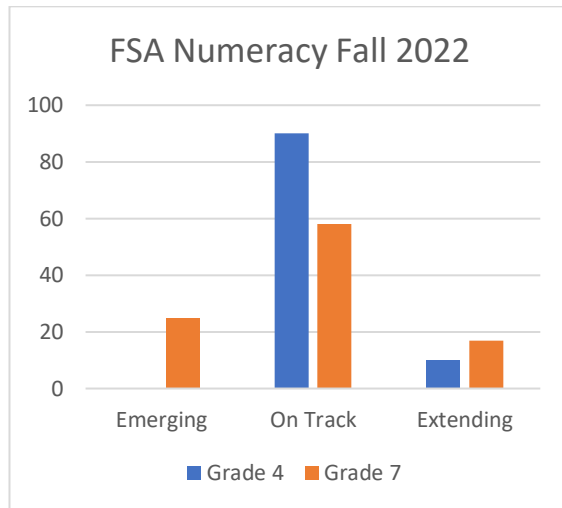
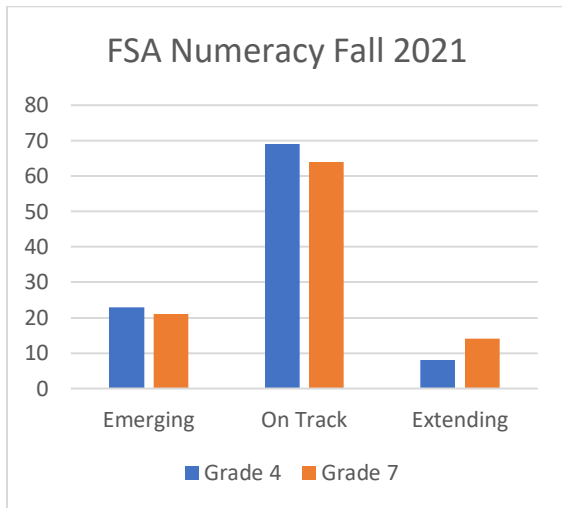
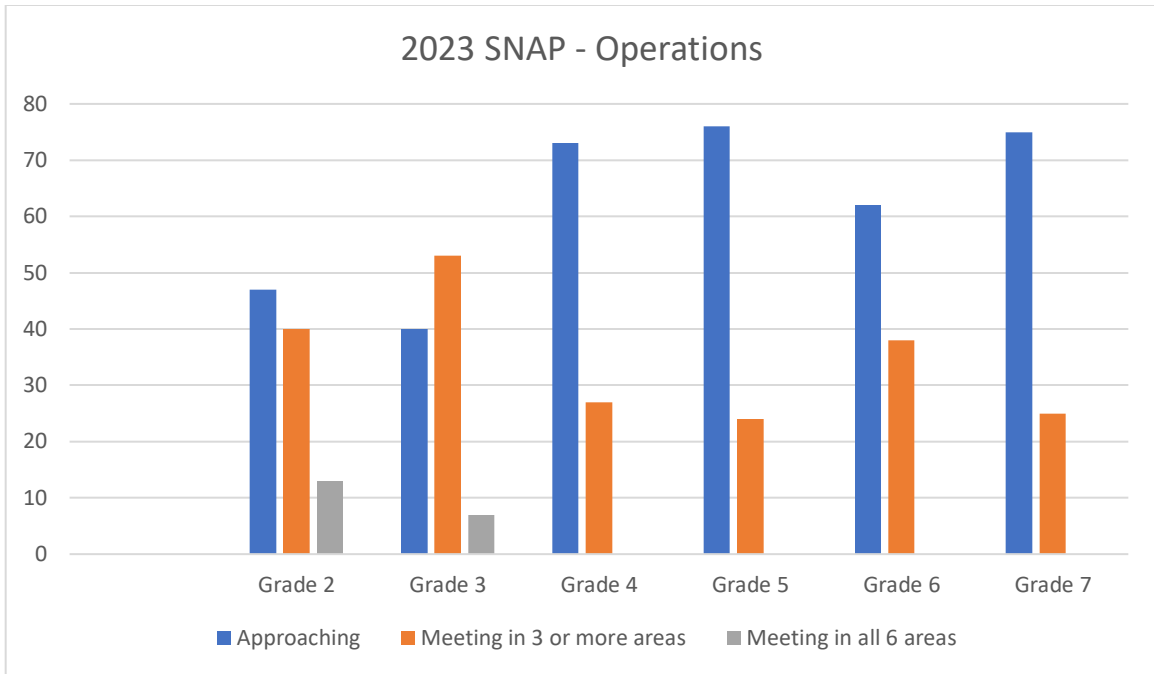
\*Reflection not marked





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**What road signs or benchmarks are we going to pay attention to as we move forward.**

- Consistent use of teacher driven assessments for planning and identifying areas of student need meeting scope and sequence benchmarks.
- Consistent use of intentional teaching of identified skills.
- Real-life learning opportunities to develop number sense skills.

- Consistent teacher use of BC Performance Standards and Fountas & Pinnell
- Numeracy Assessment– SNAP (Student Numeracy Assessment and Practice), Teacher Assessments
- Kindergarten Centers and Screening. (Fall and Spring)
- Primary Program Data.
- School Wide Write. (Fall and Spring)
- Attendance (monitor monthly)
- Class profiles and instructional plans (3 times a year)
- Satisfaction survey results (explore ways to increase participation)
- The Scope and Sequence Math Chart
- Social responsibility Quickscales
- Core competencies

## **Time Line**

### **September**

Sept/Oct Fountas and Pinnell (release time granted for grades 1-7)

Social Responsibility – Develop Staff Wide School goal/plan

Kindergarten Screen – District Helping Teachers

Primary Assessment – K & Primary Teachers

Number Sense – SNAP (Student Numeracy Assessment and Practice) Look into training if needed

Teachers meet with Coach Mentor

Words Their Way Assessments

Social Responsibility Initial Assessment

### **October**

IEP's

Beginning of October Profile Meetings

FSA

SNAP – training offered by District

### **November**

FSA

Math/Literacy Goal Review

School Wide Write & Marking – Grade teams/Teachers

### **December**

Profile Review

**January**

Fountas and Pinnell – intermediate students not meeting expectations

Profile Meetings

Math/Literacy Goal Review

**February**

Fountas and Pinnell – Grade 1 (release time)

**March**

Satisfaction Survey

**April**

Math/Literacy Goal Review

Possible Celebration of Learning – Showcase of student learning and success as a school.

SNAP Number Sense – Final Assessment

Remind staff of all assessments due May/June

**May**

Fountas and Pinnell – Due early to mid-June

School Wide Write & Marking

Data Collection

**June**

Growth Plan for next year based on data collected by teachers and principal.