

Gibsons Elementary

GROWTH PLAN



Principal Lynda Brisebois

2024-2025 School Year

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Gibsons Elementary School Growth Plan

School Year: 2024-2025

School Demographics

- 249 students as of September 30, 2024
- 57 Indigenous learners
- K-7; StrongStart, JustB4, Seamless Day, YMCA Day Care (hub for Early Learning); Kids Club afterschool program
- A fluctuating range of socioeconomic status
- 37 ELL students
- Families from Ukraine, Korea, Philippines, India, China, Japan, Vietnam, Greece, Thailand, Iran, Cayman, USA, Morocco, Mexico, Chile, Austria, United Kingdom, South Africa.
- 63 students with IEPs
- 15 Divisions; Literacy & Numeracy Support; Inclusion Support Teacher, Learning Assistance Teacher; Music & Band Program; 10 Education Assistants; Principal

Community Context

- We are located in the town of Gibsons on the traditional, ancestral and unceded lands and waters of the Temíxw of the Skwxwú7mesh Úxwumixw
- Parent and community involvement in the school.
- New PAC this year with a focus to support the growth plan of the school; will be supporting authentic relationships and authentic real-world learning opportunities to build community (eg. Welcome Back BBQ, movie nights, school beautification projects, Winter Market)
- Community School Coordinator: breakfast club, after-school program, summer camps, support for vulnerable families (Backpack Buddies, grocery cards, clothing), school garden
- Local family businesses to support school initiatives
- Family First program

Trends

- Slight decrease in Kindergarten enrollment from last few years
- High cost of housing
- Increase in families with diverse cultural backgrounds
- Increase in chronic absenteeism
- Staff observations of an increasingly more welcoming, inviting, and supportive climate as core competencies continue to become more of a focus



Strengths

- Collaboration is valued and practiced (including Librarian working with classrooms through Indigenous Learning)
- Team has created school-wide activities to support Core Competencies
- Creation of school-wide initiatives (eg. Wolf Pack Howl Outs, monthly assemblies, Significant 72)
- Creative Thinking - giving student voice (Space Corgis video), skill building to communicate their ideas in creative ways
- Positive Personal and Cultural Identity - birthday tree (school community recognition), birthday pencils (individual recognition from principal), name tags on desks and cubbies (personalized spaces), cultural heritage projects (places that students are connected to).
- Sports: Volleyball, Basketball, Running Club, Ultimate, Wrestling
- Reading Buddy: Watson (therapy dog)
- Breakfast Club, snack and lunch trays (prepared by Community School and donations from local churches)
- Leadership opportunities for grade 6/7 students, with mentorship opportunities for grade 5's
- Garden is thriving with the dedication of a teacher and class
- Kindergarten and Grade 7 Transition opportunities
- Buddy classes formed naturally and efficiently at the beginning of the school year and have fostered authentic relationships and social skill-building through all kinds of learning adventures
- our grade 6/7 classes have class sets of Chromebooks; ipads are used by our ELL students; primary classes use ipads for posting Core Competency reflections; students are becoming more versed in using Speech to Text features on technology
- Staff are committed, life-long learners dedicated to engaging students to become life-long learners as well
- Staff head LSAs and belong to a variety of LSAs, including environmental, literacy, numeracy, technology, Indigenous education, inclusive education, sustainability, nature-based learning
- Many staff members are taking the initiative to further their education through different institutions and programs
- Many teachers collaborate and network with outside partnerships

Stretches (Areas for Growth)

- Attendance concerns for some students



- Families wanting more time to connect with other families socially (eg. movie nights, BBQ's)
- Development of ROCKS values
- Resiliency continues to be a focus for many learners

Reflections on Past Initiatives

- Began to explore how to build student resiliency through writing
- Attended Professional Learning session at University of Washington that was developed to support our inquiry; result was school-wide writing activities to build community which enhances sense of belonging

Vision for Growth

We are committed to creating a welcoming environment where lifelong learning is celebrated and encouraged.

Mission

To nurture a vibrant, inspiring learning community where students develop strong communication skills, critical thinking abilities, and a deep sense of personal and social responsibility.

Core Values

GES R.O.C.K.S. (resilient, open-minded, connected, kind, safe)

Resilient means I can do hard things. I don't give up easily when things get hard. I can solve hard problems in school and with friends.

Open-minded means I can explore new ideas and perspectives. I am open to change. I am curious about learning new things.

Connected means I can help bring people and ideas together. I can build relationships with others and try to understand them.

Kind means I can show care and support to the people around me. I can do nice things for others just to make them feel good.

Safe means I can use behaviours that protect myself and others from harm. I can follow the rules in my classroom, school, and community.



Equity Considerations

- Indigenous students: Spiral of Inquiry, tracking attendance, follow-up meetings as necessary, SBT, family navigator support, Indigenous Support Teacher (Gus Guzek)
- Students with disabilities or diverse abilities: IEP check-ins, tracking attendance, SBT, working with district support teams, small group literacy and numeracy support, use of UDL and differentiated learning strategies, social groups with counsellor, friendship groups with Inclusion Support Teacher
- Children and Youth in Care: tracking attendance, SBT, family navigator support, communication with the Ministry and home

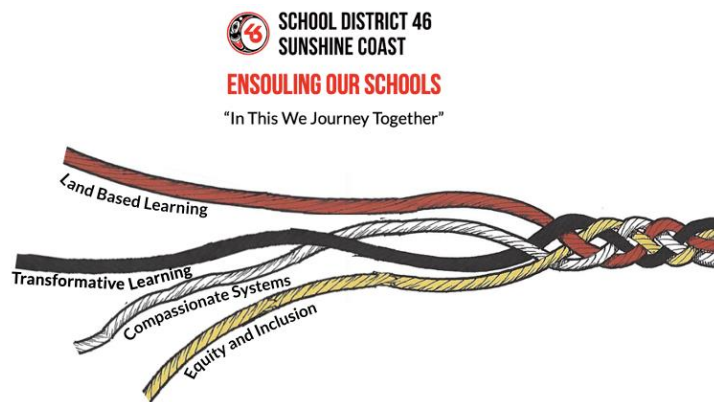
Strategic Goals and Objectives

- Personal and Social: Social Awareness & Responsibility: Building Relationships
- Communication: Communicating: Focusing on intent and purpose

Selected Strands for Core Competency Development

Strands:

- Authentic Relationships
- Personalized Learning
- Nature-Based Learning
- Experiential Hands-On Learning
- Inclusion
- Authentic, Real-World Learning
- First Peoples Principles of Learning
- Transformative Assessment
- Flexible Learning Environments



If we are attuned educators who build connections with joy, passion, and respect, we can design an irresistible future for all learners through weaving the following strands...

1. Authentic Relationships
2. Authentic Real-World Learning

...Then we believe students will authentically connect to and develop their core competencies; thus, nurturing their personal deep engagement, joy, and learning over time.

1. Personal & Social Core Competency Goal

We can take part in opportunities to build and maintain diverse, positive peer and intergenerational relationships.

We are aware and respectful of others' needs and feelings, and we share our own in appropriate ways.

We adjust our words and actions to foster relationships.

2. Evidence Analysis and Interpretation: See appendix A for Data and Evidence

- Direct Evidence: Grade 5 & 6 MDI Data, Grade 4 & 7 Learning Survey
- Indirect Evidence: Attendance

3. Rationale

- Building relationships to create a deeper sense of belonging has been a focus for the past year
- We aspire to have all members of our community feel connected, safe and valued
- Honour and acknowledge inclusion, diversity and equity for all learners

4. Implementation Plan

- September - Significant 72 (beginning of the school year, first 72 hours, school-wide connection activities)
- October - Open House, Fire Safety Visits,
- December - Winter Concert, Pancake Breakfast with Santa, door decorating
- January - Launch of the new values: GES R.O.C.K.S. and on-going reflections in classes; The Joannette's visit,
- Ongoing - PAC involvement: BBQ, family gatherings, Winter Market, offering dinner at meetings to bring out more families at meetings, Spring Market
- Monthly (starting September) - ongoing - birthday tree, wolf pack howouts, and monthly assemblies; Volunteer Readers, Lacrosse Coaching
- May Pro-D - staff weekend pro-d at Squamish Cultural Centre

- June - Primary Beach Day, Sports Day, Grade 7 Celebrations, Volunteer Tea
- Each staff member contributes to the success; on-going collaboration supports the success of our school

5. Resources Required

- All staff members are essential to the success
- parent and community volunteers
- create large VALUES posters for classrooms and hallways
- PAC provides food for ongoing relationship-building activities such as Open House

6. Success Indicators – consider staff, students and families

- increase in MDI data showing that medium/high number of students feel cared for, that they belong and have 2 or more trusted adults
- increased sense of belonging for our whole school community
- create a school-wide survey (eg. Do you feel safe at school? Do you feel welcome? etc) to be administered in February and June and compare the data

7. Reflection and Evaluation of the Plan: Seasonal Round

- Review survey results at the end of February and end of June
- each classroom will participate in a short survey and Learning Guide Team will analyze results

1. Communication Core Competency Goal:

We can practice developing communication skills through literacy to foster a school environment where we can all grow actively as speakers, listeners, viewers, readers, and writers.

2. Evidence Analysis and Interpretation: See appendix A for Data and Evidence

- Direct Evidence: Grade 4 & 7 FSA,
- Indirect Evidence: Kindergarten Survey, Primary Benchmarks, Staff Comments

3. Rationale

- literacy opens doors to success and growth; we saw a need for students to build resiliency in their literacy skills
- support: creating opportunities for authentic learning through our student-centred, school-wide writing framework (writing on topics of their choosing)
- design process of making changes as needed when learning got challenging (using Going Places as inspiration for communicating learning about critical thinking skills and resiliency)

4. Implementation Plan

December - March - teams of teachers are collaborating to develop a cross-grade, cross-curricular community project (students will communicate their learning about our community in a variety of ways which will then be displayed at the Gibsons Museum)

February - school-wide focus on Critical Thinking and communicating learning through their Core Competency Self-Reflection (posted on Spaces)

TBD: School-wide imaginative writing process where final artifacts will be displayed in the gym for communicating learning

Each staff member contributes to the success; on-going collaboration supports the success of our school

5. Resources Required

- All staff members are essential to the success
- parent and community support
- recyclable building materials
- celebration: food (cake?)

6. Success Indicators – consider staff, students and families

- As part of the Survey in February and June, include questions about connections to literacy (Have you been able to express things the way you wanted to? Do you feel more confidence in your writing? Are you able to tell when there is something wrong in a sentence and correct it yourself?)

7. Reflection and Evaluation of the Plan: Seasonal Round

- Review survey results at the end of February and end of June
 - each classroom will participate in a short survey and Learning Guide Team will analyze results
-

Engagement and Communication Plan

Staff meetings, Learning Guides, Principal Report to PAC, newsletters, classroom communications, monthly assemblies.

Classroom development of Values, school-wide assembly launching GES R.O.C.K.S.

Professional Learning

May 2024—Writing Workshop on Resiliency in Seattle (team of 24 staff travelled to Seattle for a writing workshop tailored to our student needs)

January 2025—Contemplative Viewing and dialogue of Will Richardson’s “BIG QUESTIONS” webinar

May 2025—Staff will be going to the Squamish Cultural Centre (team building, drum making, tour of centre) and bring back learning to build relationships

Budget Considerations

January Webinar--\$450 (cost of prizes, food)

May Pro-D--\$155 per person (24 staff) \$3720

Collaboration Time: \$?

*More to be determined as we move forward with our new plan

Conclusion

At GES, we are dedicated to fostering the growth of each student by nurturing their personal and social development and strengthening their communication skills, empowering them to thrive as confident, compassionate, and effective contributors to our community and the wider world.



Every child is sacred.



APPENDIX A: GES DATA

Attendance Concerns

January 2025: Missed more than 20 days since beginning of September 2024

| | # of students |
|--------------|---------------|
| Grade 7 | 5 |
| Grade 6 | 7 |
| Grade 5 | 2 |
| Grade 4 | 5 |
| Grade 3 | 6 |
| Grade 2 | 7 |
| Grade 1 | 4 |
| Kindergarten | 4 |

Analysis/Interpretation: This is the first data collection for attendance. We are looking at the number of students who have missed 20 or more days (equivalent to a month of more). We are curious that with consistent attendance, would these students have a greater sense of belonging and attend consistently? We do have several families who go on lengthy vacations (how many are in this data?). Will literacy results improve?

Grade 5 & 6 MDI Data

| Grade 6 | 2023 | 2024 | 2025 |
|--|--------------------------------------|--------------------------------------|------|
| School Climate: The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school." | High: 52% Medium: 33% Low: 15% | High: 51% Medium: 41% Low: 7% | |
| School Belonging: School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school." | High: 46% Medium: 30% Low: 24% | High: 58% Medium: 33% Low: 10% | |
| Adults at School: Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success." | High: 67% Medium: 26% Low: 7% | High: 78% Medium: 20% Low: 3% | |
| Number of important adults at school | Two or more: 60% | Two or more: 55% | |

| | | | |
|--|-----------------------|-----------------------|--|
| | One: 13% None: 28% | One: 13% None: 32% | |
|--|-----------------------|-----------------------|--|

| Grade 5 | 2023 | 2024 | 2025 |
|--|---|---|------|
| School Climate: The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school." | High: 64% Medium: 32% Low: 5% | High: 63% Medium: 23% Low: 15% | |
| School Belonging: School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school." | High: 64% Medium: 20% Low: 16% | High: 60% Medium: 27% Low: 13% | |
| Adults at School: Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success." | High: 67% Medium: 30% Low: 2% | High: 69% Medium: 23% Low: 8% | |
| Number of important adults at school | Two or more: 61% One: 15% None: 24% | Two or more: 44% One: 29% None: 27% | |

Analysis/Interpretation:

From 2023 to 2024, we see:

- a 7% increase in grade 6 students and a 10% decrease in grade 5 who believe the climate of the school is more positive
- a 15% increase in grade 6 students and a 3% increase in grade 5 feel connected and valued
- a 5% increase in grade 6 students and a 5% decrease who have a relationship with adults at school
- a 5% increase in grade 6 students and a 3% decrease in having 1 or more important adults at school

Grade 4 & 7 Learning Survey

Analysis/Interpretation:

Gr. 7 SLS: Do you feel welcome at your school?

- Resident- "all the time" declined from 50% to 29%; most of the time shifted from 30% to 51% (together "all" and "most" add up to 80%... only 2% say "never")
- Indigenous- 17% say "never"; 0% say "all." "Most" and "sometimes" add up to 84%.
- Designated- 80% say "all" and "most" of the time; 7% say "never"

Gr. 4 SLS: Do you feel welcome at your school?

- Resident- “all the time” declined from 51% to 32%
- Indigenous- 20% of kids NEVER feel welcome
- Designated- 15% of kids NEVER feel welcome; 23% don’t know (Q: what does “welcome” feel like to a Gr. 7 kid?)

Gr. 4 SLS: Is school a place where you feel like you belong?

- Resident- “all the time” declined from 24% to 11%; “most” and “sometimes” add up to 72%; 9% say “never”
- Indigenous- “all the time” and “most of the time” both declined to 17% each; 17% say “almost never”
- Designated- “all the time” declined from 22% to 14%; “most” and “sometimes” each rose; 14% say “never”

Gr. 7 SLS: Is school a place where you feel like you belong?

- Resident- “all of the time” and “most” each declined by 6%; “sometimes” doubled to 42% (this is concerning, as there is uncertainty in “sometimes” (Q: when students say “sometimes”, what/when are *those times*? What does “belonging” mean to students? What does it feel like? How do you know you belong?)
- Indigenous- 17% say they “never” feel like they belong. 83% say “all”, “most” and “sometimes”
- Designated- “all” and “most” both declined, while “sometimes” quadrupled (Q: why is “sometimes” so much more prevalent in the most recent year? “Sometimes” seems to indicate uncertainty. “Sometimes” shouldn’t be enough when we are talking about belonging)

Gr. 4 SLS: How many adults do you think care about you at school?

- Resident- 60% say “4 or more” (high); 29% “don’t know” (Q: what makes kids feel cared about? How do they “not know” if they are cared for? What can adults do to truly show care?)
- Indigenous- 83% say “4 or more”, the highest rating of positive feelings of care
- Designated- 64% say “4 or more”; 7% say “none” for caring adults

Gr. 7 SLS: How many adults do you think care about you at school?

- Resident- “4 or more” declined from 55% to 39%; 27% “don’t know”
- Indigenous- “4 or more” declined from 43% to 17%; 17% say “none” for caring adults (Q: why is this number so distinct from the Indigenous Gr. 4 response about caring adults? Is it connected to student perspective, or is it connected to adult perception and response to Gr. 7 students?)
- Designated- “4 or more” declined from 60% to 33%

Gr. 4 SLS: Do you feel safe at school?

- Resident- 80% generally feel safe (“all”, “most”, “sometimes”); 4% “never” feel safe

Gr. 7 SLS: Do you feel safe at school?

- Resident- 84% generally feel safe (“all”, “most”, “sometimes”), although “all” has declined from 50% to 35%; 2% say “never” (Q: What does “safety” mean to our students? What does it feel like? How can we augment the feeling of safety for all students?)

Fall 2024 Kindergarten Survey Results

13/30 scored 42* or more (out of 100)

*based on district average score

Analysis/Interpretation: At this time, this is the beginning of the data collection from the K survey. Teachers do indicate that students are not as “kindergarten ready” the past few years. More students do not have the readiness skills (eg. Letter identification, printing and recognizing their own name, knowing the alphabet in order)

Primary Benchmarks

| | Spring 2024 | *Spring 2025 |
|--------------|-------------|--------------|
| Level 0-14 | 11 | |
| Level 15-20 | 15 | |
| Level 21-22 | 5 | |
| Level 23-30+ | 4 | |

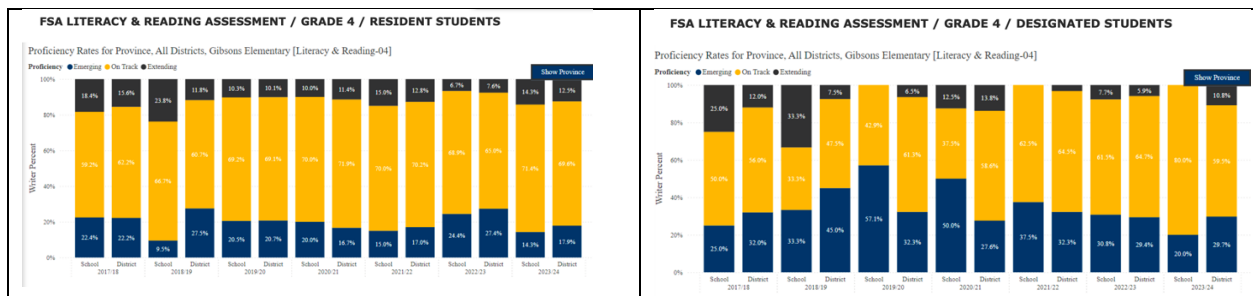
*End of Grade 2

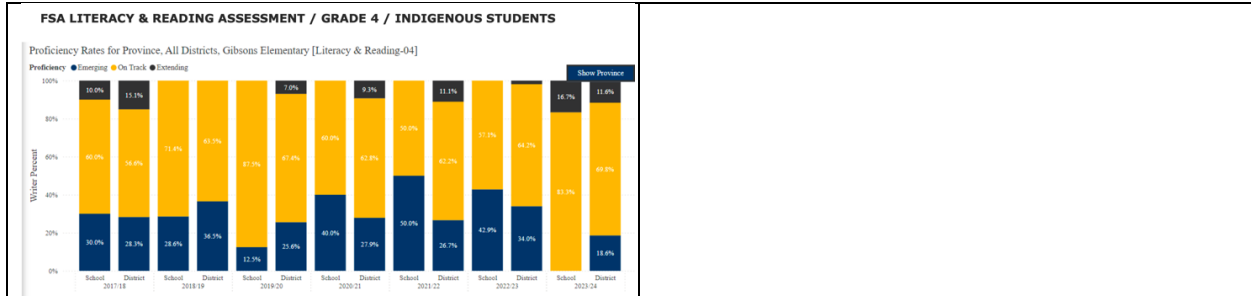
Analysis/Interpretation:

- 24 students are reading at or above grade level by end of grade 1;
- 32 of 34 students have increased their reading fluency and decoding ability between 2023 and 2024.
- A small percentage of students who have made slower reading fluency progress are receiving ELL support and/or behavioural support or have an IEP.
- All students who have received, or are currently receiving literacy support, have increased their reading fluency.
- Between Spring 2023 and Spring 2024, 24 of 34 students have increased their reading fluency by 6 or more benchmarks.

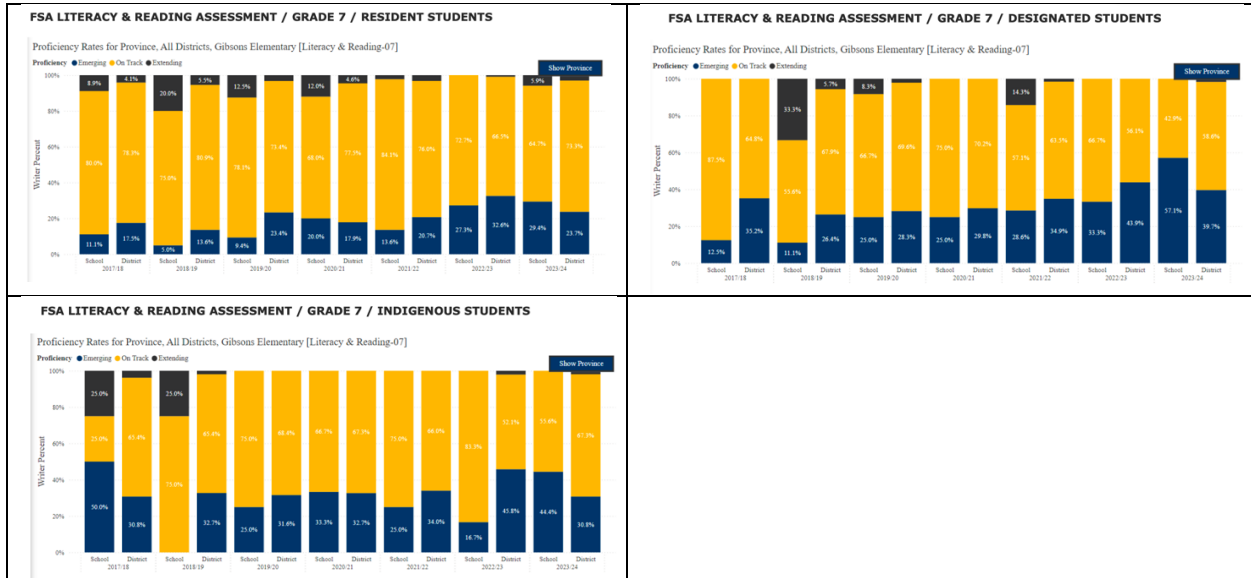
Grade 4 & 7 FSA

Grade 4





Grade 7



Analysis/Interpretation:

Gr. 7 FSA Literacy and Reading-

- Resident- 34% emerging, more than previous years (no extending)
- Indigenous- 43% emerging (no extending)
- Designated- 39% emerging (8% extending)

Gr. 4 FSA Literacy and Reading-

- Resident- fewest extending on record (7%) and higher emerging (25%)
- Indigenous- 43% emerging (no extending)
- Designated- more extending than previous year (8%), fewer emerging (31%)

Staff Comments/Thoughts

“I think more kids feel connected. It feels that way.”

“Our PAC is amazing!”

More to come...

Analysis/Interpretation:

*To be added