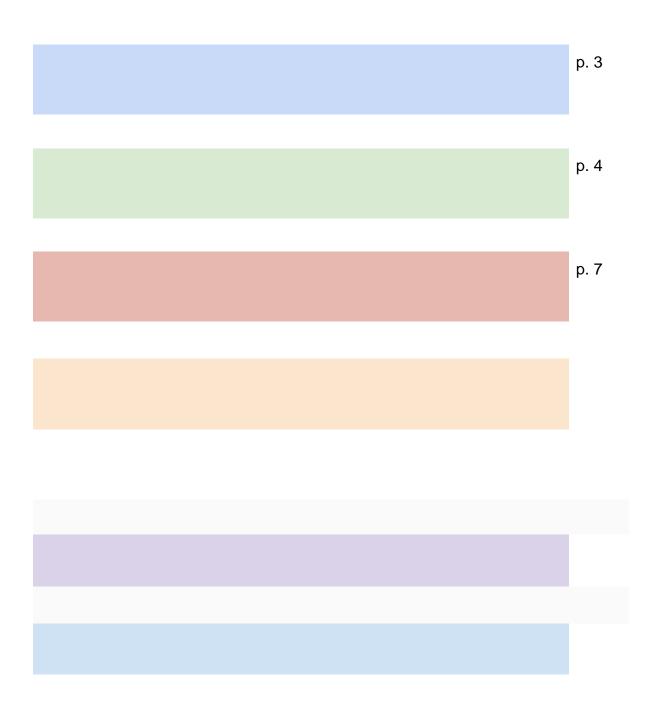


Pacific Way Elementary Annual School Learning Plan 2023-2024





Pacific Way Elementary is a caring and dynamic school community. Built 21 years ago, Pacific Way has become a hub within the growing area of upper Aberdeen, regularly hosting community soccer, playgroups, and sledding. Pacific Way Elementary is a Kindergarten to Grade 7 school with 365 students. Our school population includes 30 aboriginal students and 25 students with diverse needs. These students are supported by 24 teachers, 5 CEAs and 1 Aboriginal Educational Worker. The staff at our school work together as a team to provide a learning environment that is inspiring and need-fulfilling.

This plan has been developed by our teachers and administrators. We have looked at data and have come up with goals and strategies as a group. Teachers have also volunteered to be part of an improvement group in their area of interest. These three learning leadership groups are literacy, numeracy and increasing engagement of reluctant learners/boys. Each group will develop strategies for their area of interest which they will then share with the rest of the staff so we can all apply the learning and see student improvement. Additional consultation will take place throughout the 2022-2023 school year.

We have a strong PAC that is committed to supporting the school. We will present this plan to our PAC annually so they can provide feedback to our plan as it develops.

We are part of the Sahali Secondary and K to 12 family of schools which is made up of Sahali Secondary, Kamloops School of the Arts, @KOOL, and three other elementary schools along with Pacific Way. As a group, we form a dynamic partnership which aims to support educated and resilient citizens who contribute to diverse, inclusive, caring communities.

In a safe, connected and compassionate community, all learners have the opportunity to grow, be valued and belong.

Pacific Way'

| Report cards Numeracy | Grade | EMR | DEV | PRO | Ext |
|-----------------------------|-------|------|-------|-------|-------|
| Jan | Gr 1 | 3/63 | 3/63 | 49/63 | 8/63 |
| June | Gr 1 | 1/66 | 3/66 | 53/66 | 9/66 |
| Jan | Gr 2 | 2/45 | 3/45 | 31/45 | 9/45 |
| June | Gr 2 | 1/47 | 1/47 | 35/47 | 10/47 |
| Jan | Gr 3 | 2/58 | 5/58 | 34/58 | 17/58 |
| June | Gr 3 | 2/59 | 3/59 | 51/59 | 3/59 |
| Jan | Gr 4 | 0/47 | 4/47 | 40/47 | 3/47 |
| June | Gr 4 | 1/49 | 3/49 | 41/49 | 4/49 |
| Jan | Gr 5 | 0/41 | 2/41 | 38/41 | 1/41 |
| June | Gr 5 | 0/43 | 5/43 | 35/43 | 3/43 |
| Jan | Gr 6 | 2/48 | 6/48 | 39/48 | 1/48 |
| June | Gr 6 | 4/48 | 5/48 | 37/48 | 2/48 |
| Jan | Gr 7 | 5/39 | 10/39 | 18/39 | 6/39 |
| June | Gr 7 | 6/41 | 8/41 | 17/41 | 10/41 |

Grade 4 literacy is 13% above the district.

- Grade 7 literacy is 20% above the district.
- Grade 4 diverse students are 6% above the district in literacy.
- Grade 7 Indigenous students are 19% above the district in literacy.
- Grade 7 diverse students are 24% above the district in literacy.
- Grade 4 numeracy is 20% above the district.
- Grade 7 numeracy is 31% above the district.
- Grade 7 Indigenous students are 38% above the district in numeracy.

Grade 7 Diverse students are 49% above the district in numeracy.

Pacific Way Indigenous students are 27% below the district in Grade 4 literacy. Non-diverse students compared to diverse students are 9% below in numeracy. Non-indigenous students compared to indigenous students are 9% below in numeracy.

Non-indigenous students compared to indigenous students are 14% below in literacy.

Non-diverse students compared to diverse students are 19% below in literacy.

Staff development Resources – buy cookie sheets Research resources – decodable books for younger grades, for example Sylla Sense Continue Book Study – Shifting the Balance Implement and use Heggerty for full year Track progress and gains for specific students – Michelle Hill can pull data Implement changes to our professional practices with a focus on decoding/encoding (phonemic awareness, knowledge of grapheme-phoneme correspondences, accuracy and automaticity with reading and spelling words and text) Implement use of Heggarty to support phonological awareness provided resources are available

Collaborate with Librarian to see how we can partner together to do literacy activities during her Wednesday collaborating days

Administration of primary assessment (sometime between September and October 15, again in January and again in June)

Develop intermediate assessment based on the feedback from the primary assessment

Intermediate assessment to be ready to administer in the second term (April - June)

Identify areas of weakness and bring in an expert to present activity (ies) at a professional development or staff meeting



Looking at boys' achievement over time, teachers realized that boys are getting disengaged as the years go on. At the primary level all students are achieving well, but as students get older we can see a discrepancy between boys and girls. We can also see a big discrepancy between boys and girls for office referrals.

We have formed a school learning leadership group to develop some strategies to improve in this area. These groups will meet every staff meeting and report to the rest of the staff every third staff meeting to keep everybody informed.

To decrease office referrals for boys. To increase boys' engagement in classroom activities. Will start the 23-24 school year with Den Groups. Will start the 23-24 school year with a school wide project.

Student Learning Survey

| Question | Grade | School | District |
|-------------------------------------|-------|--------|----------|
| Is school a place where you belong? | 4 | 68% | 65% |
| | 7 | 75% | 56% |
| Do you feel welcome at your school? | 4 | 78% | 75% |
| | 7 | 80% | 68% |
| Do you feel safe at school? | 4 | 88% | 79% |
| | 7 | 86% | 72% |

It was surprising to see our grade 4 students scoring lower than our grade 7 students in feeling that they belong and feeling welcome. Looking at the difference between school and the district, our grade 4 students are on par with the district while our grade 7 students are 19% and 12% above district average.

The raw data shows that 1 student in grade 4 and 1 more student in grade 7 never feel they belong, never feel welcome and never feel safe at school. The biggest problem with this data is that we don't know who those students are. We will review this data in