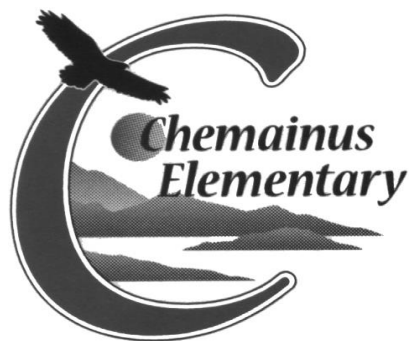




Framework for Enhancing Student Learning School Plan



Our Story

Chemainus Elementary School is located on the traditional, unceded territory of the Coast Salish People; specifically the Stzuminus, Halalt and Penelakut First Nations. We are located in the town of Chemainus, which has a long history as a logging town, and more recently becoming known as “The little town that did”, by becoming a destination for both world famous murals, and the Chemainus Theater. We are a Kindergarten to grade six school, that includes Thetis Island Elementary School (TIES) which functions as a one-room satellite school that has children in grades K -7.

There is a pre-school, after-school care program, and Strongstart run through Chemainus Community School Association.

For the 2021-2022 school year, we have approximately 290 students and 14 divisions. The majority of families live in and around the town of Chemainus, including students from our First Nations communities of Stzuminus, Halalt and Penelakut. Our families come from diverse socio-economic backgrounds including working-class, professional, and small business owners.

What do we celebrate?

We celebrate the deep commitment of educators, parents and community members to our outdoor spaces, forests, gardens, community parks and beaches that play an important role in children’s learning. We are proud to be adding an outdoor, covered classroom to our school, which will provide further opportunities for outdoor learning, as well as providing a community resource to be used outside of school hours. We celebrate our commitment to deepening our understanding of environmental stewardship, Indigenous ways of knowing, place-based historical knowledge, language, and culture.

We are committed to literacy building through the use of Heggerty in the majority of primary classrooms, which lays a groundwork for literacy through a focus on Phonemic Awareness. We are also committing to improving writing skills at all grade levels through exploring, and implementing approaches as laid out in Judith C. Hochman’s & Natalie Wexler’s book, The Writing Revolution.

Approximately 15% of our student population are Indigenous, and our school celebrates the First Peoples Principles of Learning, and is committed to critically examining our own biases, attitudes, beliefs, values, and practices to facilitate truth and reconciliation.

Our Learners

Our Strengths

Positivity, acceptance, connectedness, relationships:

- Staff commitment to students and community.
- Children feel safe to learn emotionally and physically.
- Trusted relationships between staff, families and students.
- Multi-year, National Award winning music program (Treble Makers).
- Inclusive and supportive.
- Encourage kindness, positivity and caring.

Our Stretches

- Identifying students at-risk in literacy through School Based Team to provide early intervention
- Commonly shared literacy language, and reading and writing strategies amongst teachers
- Engaging at-risk learners in holistic, experiential, and relational opportunities outdoors

Our Goals

Based on the needs in our school and the Strategic Plan, what priorities will we focus on to enhance success for our learners?

Literacy (reading and writing focus): To improve literacy achievement for all students, as learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. We will ensure children have a strong foundation in phonemic awareness, know multiple reading strategies, and are able to express themselves in writing clearly and effectively.

Outdoor literacy: Using First People's Principles of Learning, staff will explore literacy by frequent use of outdoor spaces, along with engagement with community elders and local knowledge-keepers and experts. This approach will ensure the voices of children are heard and honour a culture of listening, and culture of care, thereby enhancing relationships between school, learners, and local Indigenous communities, and other community partners. Outdoor Literacy teacher to collaborate with Indigenous Support Worker, Teachers and community elders to link outdoor experiences with engaging students in meaningful, personalized literacy.

What actions/strategies will we take/use to support our goals?

First People's Principles of Learning

Focus on Vulnerable learners

Phonemic Awareness (Heggerty)

Daily 5

Eagle Crest levelled readers

Writing Revolution (Book Club)

Outdoor Literacy Teacher position

PM Benchmark

Indigenous Elders engagement, "Learning is embedded in memory, history and story"

School support staff (LA, SLP, OT, ELL, ISW, Resource) through Weekly School Based Team

Hul'q'umi num Language lessons with Ms. Dolly Sylvester, and Indigenous Support Workers

What evidence of learning will we collect to check the progress of our goals?

According to our Early Success Screen data, 35% of our primary student population is emerging in reading, writing and comprehension and 65% of our primary student population is proficient or extending in this same area. Intermediate students (4, 5, 6) 35% are demonstrating emerging/developing in writing, and 65% were proficient or extending in writing.

According to the DART Assessment, 27% of intermediate students were emerging/developing in reading comprehension, and 73% were either proficient or extending.

Red, Yellow, Green Snapshots of vulnerable learners used 3X /year

Learning Assistance Progress Reports

In-class progress monitoring (journaling, spelling, student work samples, running records, Benchmarks, DWW, DART, ESS)

SBT follow ups

Check-ins, and share-outs regarding selected vulnerable learners at staff meetings/ PLC times to identify students needing community of care approach.

Our story is beyond . . .

Community walks in and around the town of Chemainus and Thetis Island are an integral part of learning, and our commitment to children benefitting from being outside. By exploring local beaches, parks and neighbourhoods throughout the year, students gain knowledge of their community, an appreciation for seasonal changes, and personalized background knowledge of their place within the community. Our students have worked together to clean beaches, gain deep knowledge of local parks and trails, decorate community gardens, and pick up litter in their community.

The impact of children walking through their own neighbourhoods, waving at grandparents, parents and others is powerful. Children can be heard sharing, “that is my Grandma’s house”, “that is where me and my family go kayaking”, or “this is my favourite forest”, as they walk around the town.

Students and community members experience the connectedness of sharing the same places and spaces, and children are always excited to write, read, and talk about their very personal explorations and experiences in their town.

Rain or shine, students find that learning takes place both in and outside of school, and that they are part of a community that loves and embraces each and every one of them.

There is no happier sight than a group of smiling, waving, curious students talking to older generations while out on a walk. We all learn by walking together.