



COWICHAN VALLEY
School District

Framework for Enhancing Student Learning School Plan

Tansor Elementary School



Our Story

Tansor Elementary is set in a rural farming area northwest of Duncan, in the Cowichan Valley. We are Kindergarten to Grade 7 with an enrolment of approximately 308 students for the 2021-2022 school year. We have 15 divisions housed in the main building and two portables.

The majority of our students live in our catchment area. We have two busses that bus in our learners who live beyond the 2km mark. Our school opened its doors in 1943 and then went through three separate renovations to increase capacity.

We are a school of celebrations. We practice and celebrate our multi-cultural and diverse school community. We emphasize character building strategies daily of being kind, fair, respectful and friendly to one another. We utilize our bulletin boards to communicate our multi-culturalism, tap into "Hello Dolly," and ISW to support Indigenous Language and Culture.

We celebrate everyone! Our youth and adults!



We have many families from diverse heritages and cultures and we try to include all celebrations throughout the year. So we may learn and grow from each other!

Our Learners

Our strengths we see in our Learners...

Our students are kind and caring towards each other and through the Ambassadors Program, we have our older students helping and supporting younger students with problem-solving techniques.



Tansor Elementary school has many strengths. Another one to mention is the sense of community and family. When anyone comes to Tansor, they always say what a warm feeling they get when they visit.

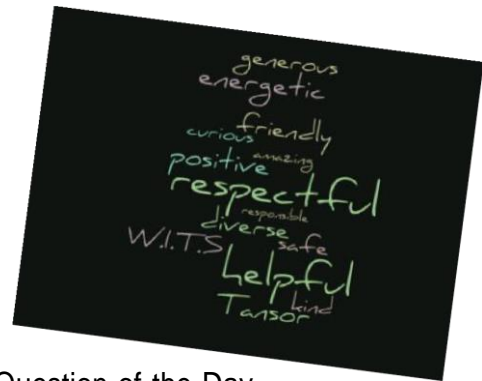
Tensor's lively spirit and energy allows us to create spaces for outside play. We use our environmental surroundings ie. forest and fields to provide inclusive and accessible play experiences for all learners. Outside learning influences learners' motivation and enthusiasm for learning and school, hence, outside learning fosters sense of belonging.



When we asked our Learners and Staff, "What does Tensor mean to you?", this is the theme that emerged:



Culture of Care
Big Buddies
Kindness
"Bucket Filling"
Power of 3
Collaboration
Celebrations
Inclusiveness
School Spirit Days



Morning Announcements – Question of the Day
Supporting our community with school initiatives
Weekly Assemblies - Building Community

Our stretches we see in our Learners...

We know that each of our Learners grow at their own pace and that it takes time to nurture and grow the social/emotional well-being. Literacy, Numeracy and Social Emotional Learning are our stretches.

For the past two years, we have been concerned about our Learners' reading progress. We have been collecting PM Benchmarks data and have been providing intensive support for our "at risk" and emerging readers. Based on our school assessment data from PM Benchmarks, grades 1 – 5:

Grade 1-3: 62% of our learners are proficient in reading skills

Grade 4-5: 83% of our learners are proficient in reading skills.

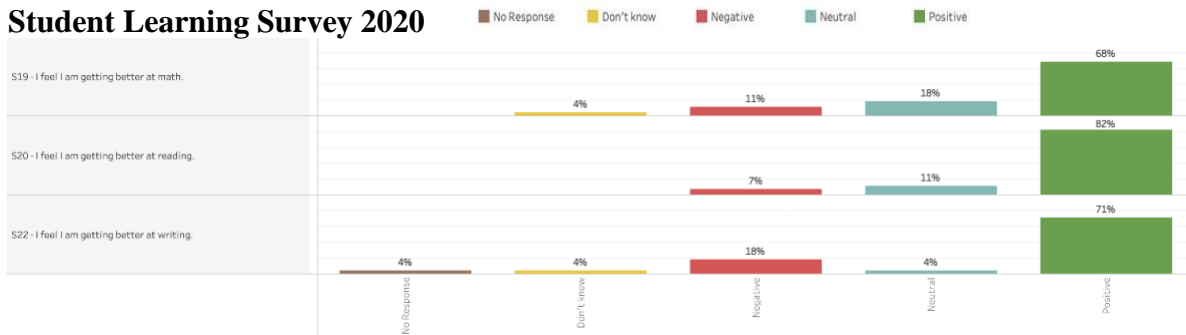
When we disaggregate our Indigenous data, we see that 74% our Indigenous learners are proficient in reading skills.

We would like to see all our learners be proficient in reading skills, and we know we need to continue to focus on intensive support in our primary grades.



Looking at our grade 4 Student Learning Survey, we know that our Learners are feeling confident about their growth in Literacy and Numeracy. When we compare last years' data with this year, we know that we are trending forward. The table below demonstrates how our grade 4 Learners are feeling about reading, writing and math. With our Learners feeling confident, we know we can help them to improve their reading skills.

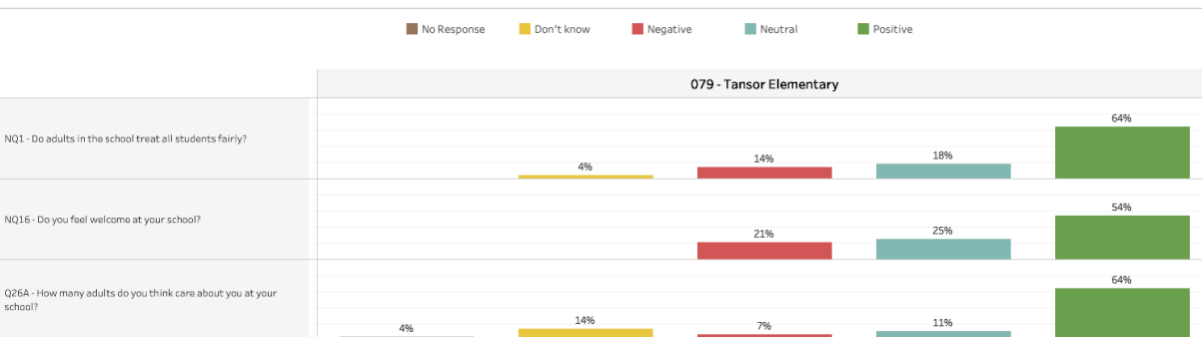
Literacy and Numeracy: Grade 4s Student Learning Survey 2020



We also know that in order for our Learners to improve their learning, we need to continue to meet their social and emotional needs before they are ready to learn. To do this, we have a breakfast and lunch program for anyone who needs a snack or a meal. We encourage more interactions with outdoor play to promote higher levels of attention and well-being. The chart below shows that 64% of our learners are feeling that “adults at school treat all students fairly” and 54% of our learners are feeling “... welcome at your school?” The data over the years shows us that we are trending forward.

Even though we are trending forward, we feel that we want to see 80-90% agreement with these statements by grade 4 Learners.

Sense of Belonging: Grade 4s Student Learning Survey 2020



Our Goals

Based on our stretches and the District’s Strategic Plan, our Goal:

To build cross grade learning communities that will focus on retention of foundational literacy and numerous skills, that will foster growth mind set.

Actions:

We will continue to build our collection of literacy and numeracy data to include:

- Reading Assessments (PM Benchmarks) at every grade level 2 times per year
- Writing assessment (DWW) at every grade level 2 times per year
- Oral Language assessment (ESS) K-3, 2 times per year
- School based Numeracy assessment at every grade level 2 times per year
- Continue to build outdoor play spaces accessible for all (natural elements and different types of structures to promote play and sense of belonging).

We will achieve our actions above by:

- Utilizing evidence-based literacy strategies across all grades
- Continue with class reviews – identify class strengths and stretches
- Review our September/October data in PLC time to plan for next steps (plan and support instructional plans and apply interventions where needed)
- Planting Indigenous plants to support our outdoor learning environments
- Practice Growth Mind Set “Challenges help me to grow”

Measures: (next year we will be able to show this data)

- PM Benchmarks
- District Reading and Writing assessments
- School Based Numeracy assessment (TBD)
- Student Learning Survey - grade 4s (sense of belonging)
- Student Learning Survey – grade 4s (I am getting better in math, reading and writing)
- Observations and pictures of Learners engaged in play and creating in outdoor green spaces
- Student voice – interviews written and spoken (Reflective Questions based on Core Competencies of Communication, School Connectedness, and Personal Strength



Other Actions:

- Flexible with scheduling to block in protected Primary and Intermediate Literacy blocks
- Flexible with scheduling to block in protected Numeracy blocks for Intermediate students
- Common Literacy and Numeracy strategies built across the grades
- Evidence based programs for Literacy and Numeracy
- Provide quality outdoor play and exploration of natural elements (literacy and numeracy in the outdoor elements)
- PLC time to collaborate and plan for student interventions, instructional plans and strategies

Our story is beyond . . .

Our students are also involved in the community. We have students who plant and maintain garden beds at a local farm next door. Some students have taken up action to help restore our school forest by planting 9 indigenous plants. Student voices...

“Once, long ago, before European settlers arrived here, this land was home to a diverse population of plants and animals. It is our hope to restore some of the natural plant inhabitants that first grew here.

We pledge to help nurture these special plants and ensure they grow and thrive.”

