**TUC-EL-NUIT ELEMENTARY SCHOOL**

School District No. 53 (Okanagan Similkameen)



"Learning without limits" 6648 Park Drive

Oliver, BC V0H1T4

Phone: (250) 498-3415

Fax: (250) 498-0388

# **School District #53 - Okanagan Similkameen**

# School District No. 53 (Okanagan Similkameen) serves approximately 2,400 students. Our district is located in the sunny Okanagan and Similkameen valleys of British Columbia and serves students in the communities of Okanagan Falls, Oliver, Osoyoos, Keremeos, Cawston and Hedley. In 2013, our district embarked on an inclusive process to establish a vision, mission, and core set of values for the district. This work will serve as a compass to improve student success, and guide how we work together, focus our efforts and allocate resources.

# **District Vision**

# Be an innovative learning community with strong relationships, partnerships and commitments.

# **District Mission**

# Provide all learners with relevant learning experiences that lead to responsible citizenship and lifelong learning.

# **Core Values – C.I.R.C.L.E.**

# Community

# Integrity

# Respect

# Curiosity

# Leadership

# Excellence

# **District Goals**

1. Create a positive culture.
2. Provide diverse opportunities and experiences for students.
3. Provide diverse opportunities and experiences for professionals.
4. Enhance positive educational experiences for Aboriginal students.

# **Context/Need**

# Tuc-el-Nuit Elementary is a kindergarten through grade seven school of approximately 255 (253) students. The students come from a range of socio economic backgrounds. Approximately 10% of the students are identified as vulnerable based on the school district indexing. 20% 61 students of the students declare aboriginal ancestry and 10% of our population are English language learners. According to the Early Developmental Indicator (ED), 44% of students entering Tuc-el-Nuit Elementary are vulnerable on one or more scales. According to the Middle Years Developmental Survey(MDI), 29% of grade our four students, and 30% of our grade seven students are vulnerable.

# Based on 2015-16 [grade 4 FSA results](https://my53-my.sharepoint.com/personal/weaton_sd53_bc_ca/_layouts/15/guestaccess.aspx?guestaccesstoken=p%2bWCqPFmTGeSW%2bqzCB0tKbqdR9gXzqhknFUV9VAjlJQ%3d&docid=2_0c60b356f4a214729baf05f5fa18b3fbb&rev=1), 11 (or 39%) of last year’s students were NYM expectations in writing and no students inside this cohort achieved EX expectations. Based on 2015-16’s MDI results ([grade 4](https://my53-my.sharepoint.com/personal/weaton_sd53_bc_ca/_layouts/15/guestaccess.aspx?guestaccesstoken=eap6hva0k%2feo75FepaG6t0dUrbduoNPBGySmNDy4J%2bE%3d&docid=2_039576dd39114498db939c770b0377e9e&rev=1) and [grade 7](https://my53-my.sharepoint.com/personal/weaton_sd53_bc_ca/_layouts/15/guestaccess.aspx?guestaccesstoken=aHnTsO975cf1a7JAbq0R%2fTEg80tNcVw34MLlb9%2fPyQo%3d&docid=2_0291fff8de67c412a9fd0a875acc9690a&rev=1)), self-regulation and empathy scores were lagging behind district/provincial averages in one or more student categories. Qualitatively, teacher perceptions of students’ abilities in the areas of impulse control and making and maintaining relationships support these findings.

Tuc-el-Nuit is made up of 11 divisions ranging from K-7, which includes a 6/7 French Immersion split class and a Hockey Canada Skills Academy Program. We have 11 enrolling teachers, 6 (4) support teachers, 7 (5) EA’s, 1 Aboriginal Education Support Worker, 5 EA’s, 1 library clerk, 1 secretary, 1 principal, 2 custodians and an active PAC and involved parent group.

# **School Vision**

A community rich in superior, real-world learning experiences.

# **School Mission**

We provide quality learning experiences inside a safe, caring community that

* fosters a sense of belonging,
* a desire to contribute, and
* a shared love of learning.

# **Overarching Inquiry Questions**

# How can we maximize student impact in regard to academic achievement and social emotional health through unifying our communications and culture?

# How can our own mindfulness (focus and compassion) of our school plan improve our results?

# **School Goals and Initiatives/Strategies**

# Improve academic self-concept through continuous assessment and the development of eportfolios.

# Incorporate visible learning thinking and theory into our school assessment and reporting practices.

# Establish a school-wide descriptive feedback framework to guide our continuous and summative assessments and reports.

# Create a “Next Step” assessment model that will outline best practice reporting requirements and recommend ways to stimulate parent engagement and collaboration in support students.

# Improve academic performance in literacy (reading and writing) through continuous assessment and focused school programs.

# Continue to fine tune our English Language Learner Program

# Strengthen our primary early literacy initiatives

# Continue to implement Response to Intervention strategies and Universal Design for Learning lesson planning into classrooms while support teacher collaborations.

# Improve students’ empathy and self-regulation skills through classroom and school-based initiatives and experiences.

# Create mobile mindful kits for interested students and families to use at home, building on the success of our in school mindful centres.

* + 1. Pam and Marlene will be ordering home kit materials today, Nov. 14, 2016.

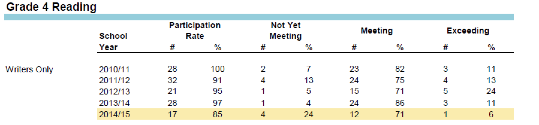
# Strategically tailor and align our Big Brother-Big Sister Heart and Mind Lessons (9 X 30 min.) to meet student and school needs

* + 1. MindUp - grades 3-7 (Mrs. Martin)
    2. [Taxi Dog](http://taxidogedu.org/) - grades K-2 (Mrs. Moline and Mrs. Dunlop)
    3. [Random Acts of Kindness](https://www.randomactsofkindness.org/for-educators/free-k-12-lesson-plans) - grades 3-5 (Mrs. Barklay)
  1. Create a new Code of Conduct, Progressive Discipline Policy and set of referral, discipline and communication practices that will foster compassion, a positive school culture and high expectations.

For parents wanting to help with any of this year’s efforts, contact Tuson Pearl for assessment initiatives, Marlene Kearsley for literacy and self-regulation initiatives or Will Eaton for discipline and student performance initiatives.

**Data to Support Action Plans**

**FSA’s**



**Changes to practice**

Use e portfolio to track evidence of real world communication

Office 365 and Google Apps for Education

Goal setting with a focus on communication

Explicitly teaching communication expectations

RazKids home monitoring and support

**Areas for professional learning**

Core Competency Development

Office 365 and Google Apps for Education

Use e portfolio to track evidence of real world communication

Co-teaching Models

**FALL 2016-17**

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