



Roberts Creek Elementary

GROWTH PLAN



Principal Duncan Knight

2024-2025 School Year

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Roberts Creek Elementary School Growth Plan

School Year: 2024-2025

School Demographics

- 307 students
- K-7 school with 13 divisions
- 34 Indigenous Learners
- 45 students with IEPs
- There is a fluctuating range of socioeconomic status: There is a universal breakfast program coordinated by the Roberts Creek PAC and a lunch program by request supported by Roberts Creek Community School
- Students have a variety of cultural backgrounds, which include Columbia, Japan, Iran, Mexico, South Africa, Ukraine, United Kingdom and the USA
- Some languages spoken at home, besides English, include Farsi, Japanese, Polish, Spanish and Ukrainian.
- The school StrongStart program that operates on weekday afternoons
- Roberts Creek Community Schools provides many extra-curricular programs, which includes:
 - An after-school pottery club (Grades 6-7)
 - An after-school mountain biking club (Grades 4-6)
 - An outdoor drama club (Grades 2-3)
 - A K-7 STEM club in the library on Mondays at lunch
 - Two afterschool art programs at Elphinstone and Chatelech in support of Grade 7 transitions
 - Nights Alive for Grades 5-7 after school on Fridays
- Staff is composed of:
 - 16 Classroom Teachers
 - 10 Education Assistants
 - A full time Inclusion Support Teacher
 - A full time Literacy & Numeracy Support Teacher
 - A full time Teacher Librarian
 - A Counsellor (Monday, Tuesday, Thursday and Friday)
 - A Music & Band Teacher
 - Two Administrative Assistants (One full time and one on Fridays)
 - One Library Clerk (Thursdays)
 - A Principal



Community Context

- We are located in xwesam (Roberts Creek) and we acknowledge with respect and gratitude that we learn, play and collaborate together on the unceded lands and waters of the Temíxw of the Skwxwú7mesh Úxwumixw and the swiya of the shíshálh Nation.
- There is strong parent and community involvement in the school. Over twenty volunteers support the morning breakfast program. Other family and volunteer support focusses on reading with students, sharing cultural knowledge and coaching sports.
- The RCES PAC continues to a focus on supporting the breakfast program, field trips and playground enhancement. Community events have included a Welcome Back Fair, a Winter Market, a Car Boot Sale, a parent night on screen addiction as well as a Glow Dance.
- Roberts Creek Community Schools provides after-school programs, support for vulnerable families (such as the family pantry, grocery cards, clothing and lunches), leadership programs and Nights Alive.
- The community fosters creativity through a variety of activities, such as primary choir, before-school band practices on Tuesdays and Fridays, as well as many graphic art activities in classrooms.
- The staff and community take great pride in creating a welcoming environment with that contributes to a strong sense of belonging.

Trends

- Kindergarten enrolment has been below Grade 7 enrolment for the past two years. While the overall school population is high, there has been a slight decline of 8 students compared to last year.
- The cost of housing is high and may be a contributing factor in having fewer new families join the school this year.
- Roberts Creek has a high absenteeism rate for a variety of reasons.
- Grade 4 and 7 FSA numeracy scores have been declining over the past three years, with more students in the emerging range each year.

Strengths

- Roberts Creek Elementary is an inviting and welcoming environment.
- Collaboration is valued and practiced (teachers work together in like grade groups to support core competency development). The Roberts Creek staff is a supportive collective that is committed to learning together as well as creating joyful, learning environments.



- Staff participates often in regular lunch and learns for primary and intermediate staff.
- Staff has developed a monthly values schedule that provides focus for schoolwide morning announcements, regular assemblies and community events.
- Roberts Creek has many teacher and community coaches. Student participation is high in all sports: Cross Country, Triple-ball, Basketball, Ultimate as well as Track and Field.
- Literacy is supported in a variety of ways, such as buddy reading, Lexia 5, small group instruction and literacy week.
- There are many leadership opportunities for grade 6/7 students: All grade 6/7 students have at least one leadership role, which includes assembly set-up, recess equipment and lunch monitoring in K-5 classes.
- The Roberts Creek Garden is a great source of pride and is used as a learning space for growing vegetables (as well as selling them), seasons, environmental issues as well as Indigenous ways of knowing.
- Buddy classes are a strong part of the school fabric. Classes will go outside together, participate in a variety of learning activities and even go on field trips together.
- Staff are invited to attend the “4 Seasons of Indigenous Learning” modules throughout the school year. There are nine of them, which works out to be one a month.
- Staff head LSAs and belong to a variety of LSAs, including environmental, literacy, numeracy, technology, Indigenous education, inclusive education, sustainability,
- Nature-based and outdoor learning opportunities are valued highly by staff who design many activities around going to the forest, the beach and the trails.
- The core competencies are fostered through a variety of school wide and classroom activities. Examples include:
 - Communication – class speeches (last year), Canada Expo (students visited Division 4 to learn about the provinces and territories), letters to the sea (Grade 3), a Science Fair (Divisions 1 and 2, SPIDER) etc.
 - Critical and Creative Thinking – class stores in intermediate classes, the egg drop (many students from Grades 3-7 participate), bird house making, band blast, STEM club, inquiry projects etc.
 - Personal and Social Competencies – school wide feast where students share a dish they have brought from home, All About Me Bios in hallway, school leadership, Green Club, etc.



Stretches (Areas for Growth)

- Over 25 days of absence for some students
- Fostering numeracy skills, as well as persevering with mathematical challenges
- Self-regulation skills for students; particularly, with listening and
- Further developing a strong sense of community and empathy for all students

Reflections on Past Initiatives

- Have been working on continuing to build a welcoming, nurturing environment for all students through community events; particularly at the upper intermediate level.
- Staff professional development days in August have focussed on creating collective and shared values, as well as sharing resources and practices for teaching about Indigenous ways of knowing.
- We have been working on developing a Code of Conduct matrix that makes the school values accessible and provides concrete examples. This is almost complete.
- We are continuing to explore creative ways to differentiate instruction and learning in literacy so that all learners can develop into confident readers, as well as find joy in a variety of texts.

Vision for Growth

We at Roberts Creek Elementary strive to create a sense of belonging through kindness and compassion; this builds confident, lifelong learners who actively contribute to our community.

Mission

We at Roberts Creek Elementary strive to create a sense of belonging through kindness and compassion; this builds confident, lifelong learners who actively contribute to our community.



Core Values

Our core values are:

- Compassion for oneself, others and the environment
- Curiosity and openness to learning new things
- Serving others and the community
- Respect

As a staff, the district plan strands that we wish to highlight are:

- Authentic Relationships
- Authentic Real-World Learning
- First Peoples Principles of Learning

By creating opportunities through all the nine strands, we intend to foster our core values, as well as foster the core competencies.

Equity Considerations

- Indigenous students: Spiral of Inquiry, tracking attendance, follow-up meetings as necessary, School Based Team Meeting (almost every Thursday), family navigator support, Indigenous Support Teacher (Gus Guzek)
- Students with complex needs 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, classroom connections where students who need space away from class can visit a trusted adult in another classroom (particularly in the afternoons)
- Children and Youth in Care: Tracking attendance, SBT, family navigator support, communication with the Ministry and home

Strategic Goals and Objectives

- Personal and Social: Positive Personal and Cultural Identity
- Thinking: Critical Thinking

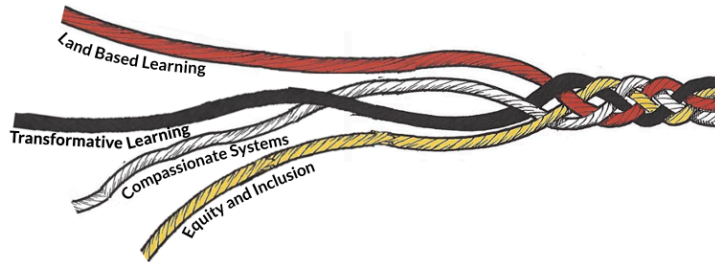


Selected Strands for Core Competency Development



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
3. First Peoples Principles of 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. **Core Competency Goal: Critical Thinking**
2. **Evidence Analysis and Interpretation: See appendix A for Data and Evidence (derived from provided data package and chosen evidence).**

Direct Evidence:

- SPACES reflections on critical thinking for each student (baseline)
- K-7 surveys in early March and in early June (street data)
- Grade 4 and 7 FSA cognitive data

Indirect Evidence: Core competency reflections

3. Rationale

- The goal was chosen because it has been of focus of staff as we see it as a vital competency in all facets of academic development. The strands support the development of this competency.



4. Implementation Plan

Actions:

Staff will meet in collaboration groups to design activities that will showcase critical thinking , as well as assess growth over the the period of January to June.

Timeline:

March - Teachers will meet during collaboration blocks to complete a scan of where their students are with critical thinking. They will meet in like-grade teams and review core-competency posts from February to determine where each student in their class would be on the continuum of Emerging to Extending. Cognitive data from the Grade 4 and 7 FSAs will also be teased out.

April – Teachers will meet in April to review the survey that will be used with all students to determine growth. This will represent our street data. They will also determine what activities will showcase critical thinking competencies.

June – The survey will be used again to document growth.

Responsible Parties:

All staff will be involved. Teachers will collaborate through like grade groups during scheduled planning time. The IST, Counsellor, Literacy Support Teacher and Librarian will be matched with one of the five work groups. EAs will support students who would benefit from scribing or verbal questioning.

5. Resources Required

- All staff will be involved. The resources needed, besides the survey tool developed by the lead learner team, will be based on the context of each collaborative team. This is organized into: K&K/1; Grades 1-2; Grade 3, Grades 5-6 and Grades 6/7.

6. Success Indicators – consider staff, students and families

- Critical Thinking Survey: This will be used with families as well as students. This is an ambitious goal, but we will send the survey to families in March so that they can complete it with their child(ren).



- Critical Thinking SPACES snapshots
- Review during collaboration times and staff meetings

7. Reflection and Evaluation of the Plan: Seasonal Round

- We will review the data from March and June in September of 2025
- The school will use the data to determine the degree of success and if the cycle should continue or if a new core competency needs to be chosen.
- Adjustments will be made as needed and identified during collaboration blocks.

Engagement and Communication Plan

The primary means of sharing information will be through:

- Staff meetings
- Principal reports to PAC
- Newsletters
- Collaboration blocks with teachers
- Lead learner / principal meetings
- Classroom communications
- Assemblies
- Surveys

Professional Learning

- Teacher collaboration
- EA meetings and school professional development in EA team
- 4 Seasons of Indigenous Learning meetings after school
- Staff meetings
- Lead learner sessions with district team
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Budget Considerations

- We use the district allocation to fund collaboration blocks with grade-like teachers as well as bring in Mr. Barry Krangle to take cohorts of students. Often these activities with Mr. Krangle involve self-reflection and assessment that touches on school values.



- Learning resources are funded based on requests made through primary and intermediate team meetings. For example, decodable books that support literacy have been purchased for primary classrooms. This directly and indirectly supports core-competency development.

Conclusion

The Roberts Creek Learning Community is dedicated to nurturing each student's development through building a strong sense of personal, as well as cultural identity and critical thinking skills that will enable them to thrive in a fast-changing world. We believe that every child is sacred and that they can be successful when given voice, agency and personalized learning environments that support their context.



Appendix for Data

This is still in the process of being collated and shared.

