



Sorrento Elementary School Learning Plan 2024-2025

School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

Sorrento Elementary School is a Kindergarten through Grade 5 school with approximately 250 students in the 2024-2025 school year. About 14% of our student population has an Indigenous background. We have a mix of in-town and rural student residences, in the Sorrento, Blind Bay, Eagle Bay, and Notch Hill areas. This year we have 12 classroom teachers/divisions, 2 learning resource teachers, a teacher librarian, a music teacher, a literacy support teacher, and a full-time principal. Approximately 20% of our student population are identified with special educational needs, and our students come from a variety of socio-economic backgrounds. We are known for our willingness and dedication to support students wherever they are with whatever needs they have. We have 12 CEAs, 1 Early Childhood Educator, 1 part-time Indigenous Education Worker, a full-time secretary, and 12 hours daily custodial time in 2024-25.

Strategic Priority: Intellectual Development

• In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*

Literacy Goal:	Numeracy Goal:
Long Range: Each Sorrento Elementary student will become proficient or extending readers and writers in relation to their grade level or CBIEP goals. 2024-25 Goal: To have 75-80% proficiency in each grade level for Literacy (reading, writing, oral)	All students at Sorrento will improve their numeracy skills, with a continued focus on: Part A: problem solving Part B: mastery of basic facts, with specific attention given to subtraction. Our goal is to have 75% of students demonstrate grade level proficiency (proficient or extending as measured in the term 3 report card), and/or CBIEP goals for math, by June of 2024.
Strategies and Actions:	Strategies and Actions:
• Provide diverse learning opportunities with differentiated supports • We currently rely on FSA and report card data to help guide our practice with regards to student achievement in writing • Grade 4 FSA data trends will be analyzed to identify areas needing more attention • Staff are exploring the use of school wide writes as an assessment tool and utilizing district and provincially recommended rubrics • Primary classes have implemented the district recommended UFLI Foundations reading program- an explicit and systematic program that teaches students the foundational skills necessary for proficient reading • Continue to participate in Seamless Early Years to Kindergarten Transitions (SEY2KT) with community groups • Staff would like to implement parent support/information nights (Grade 1 Literacy information was included in our open house	• Teachers will continue to utilize the critical concepts document and SD83’s Scope and Sequence numeracy concepts • Teachers will commit to 60 minutes of numeracy instruction and practice each school day • We will use the bank of numeracy problems, as created by the District Numeracy Team (DNT) • Teachers recognize many students struggle with self regulation, so strategies during math instruction will incorporate self regulation tools and practices to allow students to be in the green zone before they can be ready for math instruction and practice. • We plan to continue teacher discussions about numeracy programs/resources, as we recognize consistency and shared language across the grades will help our students meet success. We will continue to build and reinforce consistent math language during our instruction at all grade levels.

Updated 2024/04/15

Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

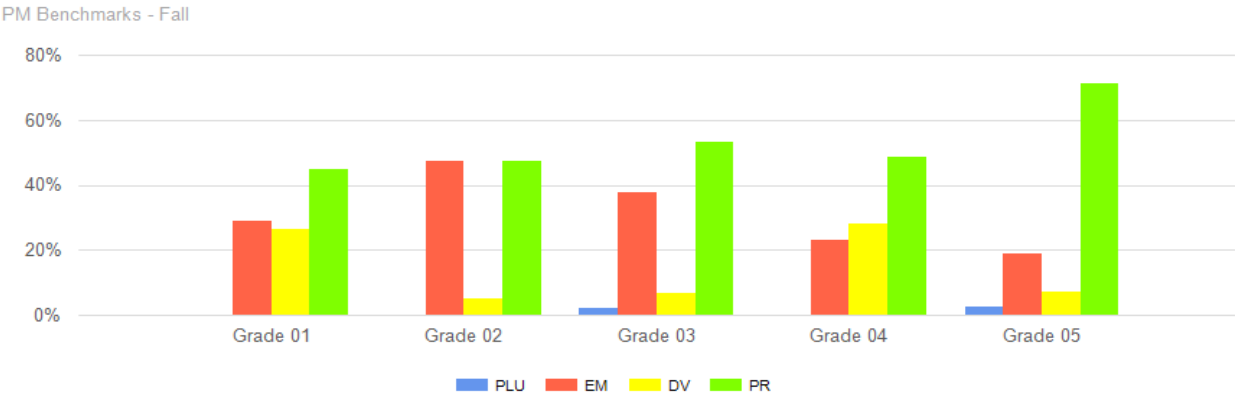
Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

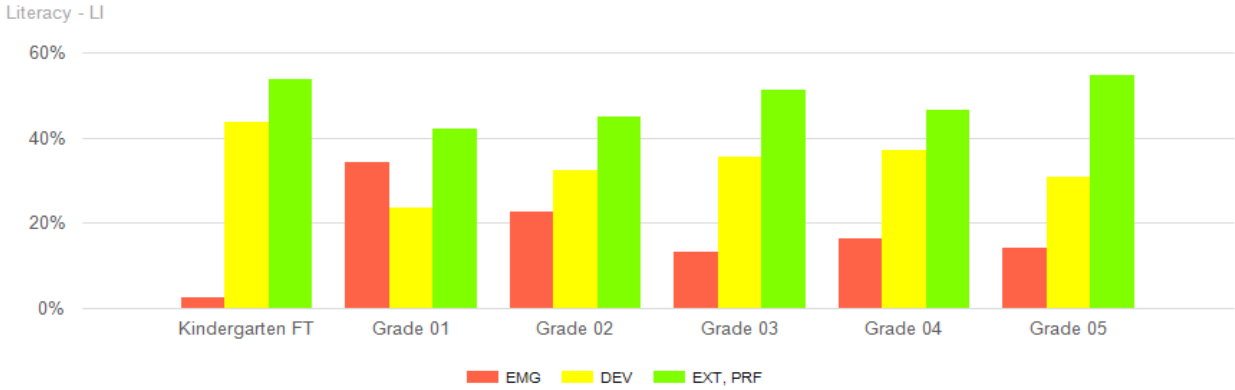
- Collaboration among teachers, LST (Literacy Support Teacher), CEAs, LRTs and our IEW to support students during UFLI skill group sessions. Teacher/class schedules have been adjusted to support this goal and Literacy initiative.
- Nightly home reading was encouraged with a school-wide Read-A-Thon
- One to One reading program continues to be active at Sorrento with the support of community volunteers

Data to Inform/Support Literacy Goal:

- 2023/24 Grade 4 FSA results indicate that 65% of students are On Track or Extending (Proficient) in Literacy (reading and writing)
- 2023/24 Term 2 Learning Updates for students in K-5 indicate that 54% of students are Proficient or Extending in Literacy (combined reading, writing and oral language)
- June 2022/23 PM Benchmark data indicated that 58% of students in Grades 1-5 achieved Proficient or Extending results
- Fall 2023/24 PM Benchmark data suggested similar results with 53% of Grades 1-5 students achieving at a Proficient or Extending level
- **Fall 2023 PM Benchmark Data by Grade**



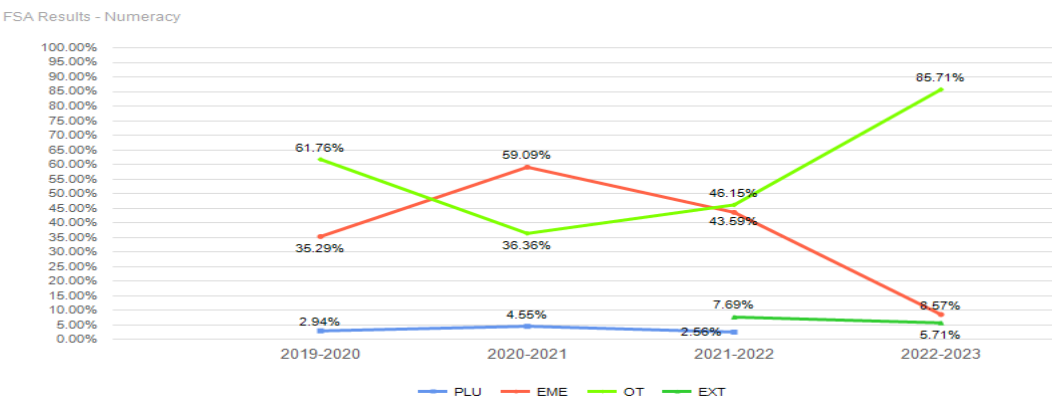
- **2023/24 Term 2 Literacy Learning Update by Grade**



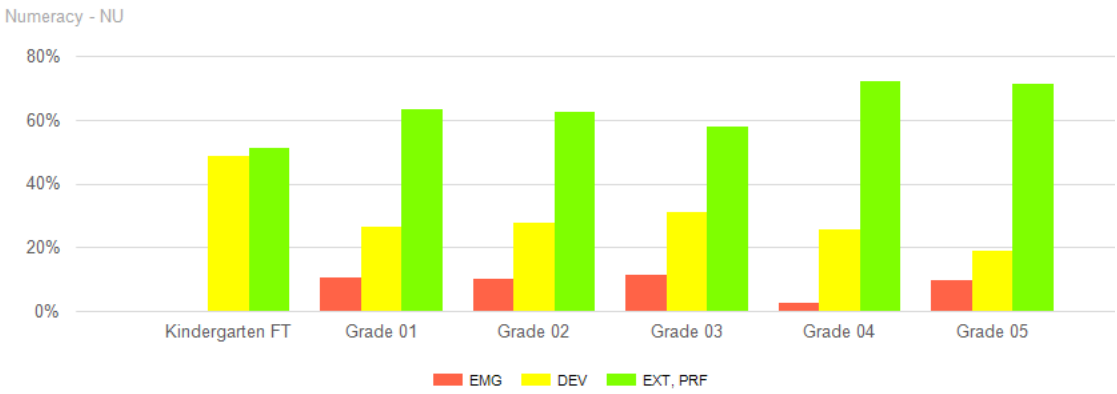
Data Analysis/Narrative:

Data to Inform/Support Numeracy Goal:

- 2023/24 Grade 4 FSA results indicate that 60% of students are fully On Track or Extending (Proficient)
- 2023 year-end SNACC results from K-5 with a particular focus on problem solving questions and response techniques
- 2023/24 Term 2 Learning Updates indicate that 63% of students from Kindergarten to Grade 5 are currently at a Proficient or Extending level in Numeracy
- **Grade 4 FSA Numeracy Trends (does not include the current school year results)**



- **2023/24 Sorrento Term 2 Learning Updates Overall Numeracy Results by Grade**



Data Analysis/Narrative:

- Fall Benchmark results suggest that many students at the younger grades may not be equipped with the prerequisite skills to meet grade level expectations with regards to reading and writing. - Targeted support, intervention, and skill acquisition through practice over the course of the year is having a positive impact on student learning. - Continued work with our community partners and families to support early learning skills prior to attending school will help build a stronger Literacy foundation. Our primary focused UFLI program has been fully adopted by staff and future results will determine its overall success in solidifying foundational skills at each grade level.	- FSA data provides a one-time snapshot as to where students are at in the Fall of the school year. Results do not directly correlate our Learning Update (report card) scale and therefore some On Track Students in the 2022/23 year would be at a developing level using the Learning Update scale. Results suggest that time away during Covid may have played a larger role in the levels of attainable achievement. - Learning Update results from term 2 suggest that most students are meeting grade level expectations, and that developing and emerging students are benefiting from the targeted support they receive each year and that we are close to our goal of 75% proficiency.
Strategic Priority: Human and Social Development In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i>	Strategic Priority: Developing a Culture of Well-Being In the School Learning Plan, the Developing a Culture of Well-Being goal must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i>
Sense of Belonging Goal:	Student Well-Being Goal:
Our Sense of Belonging goal at Sorrento Elementary is for all students to feel welcome, safe, supported, and connected to those around them regardless of background, strengths, or needs.	Our Student Well-Being goal at Sorrento Elementary is to ensure each student’s basic needs are met and that they feel supported beyond the academic areas socially, emotionally and mentally. We want our students to know they are cared for, valued and supported from the moment they arrive each day at school.
Strategies and Actions:	Strategies and Actions:
At Sorrento Elementary we strive to: - Provide inclusive and supported learning opportunities for all students. - Provide students with the support they need socially and emotionally through whole class, small group and individualized instruction (LRTs, CEAs, Counselling, Speech and Language, IEW, LIT) - Support students when challenges arise to return to the group strengthened and with the required skills - Provide a learning environment that focuses on Respect for self and others despite individual differences, ethnicity, or beliefs - Provide students and families with support through snack and meal programs - Provide students and staff with current resources to better support all students - Lunch and recess groups: IEW, LRTs, CEAs - Creating a Sorrento Specific Belonging survey tool to collect responses and feedback for all students	Some of the strategies implemented include: - Access to counselling support (individually, small groups, and whole class) - Indigenous Ed support - Caring and welcoming classrooms - Food Availability- breakfast club, snacks, bagged lunches, hot lunch support - Trauma sensitive staff training and instruction - Club and team opportunities - Student Leadership group: School Spirit Days - Schoolwide/community multi-age activities (colour teams); Halloween craft day, December math games day, etc. - Buddy Classes and activities - Individualized programming and instruction - Continue to participate in Seamless Early Years to Kindergarten Transitions (SEY2KT) with community groups - Working closely with families and outside agencies to support students with complex needs

Data to Inform/Support Sense of Belonging Goal: To date we have not been specifically tracking data for this goal for all students annually. Data specific to this goal comes directly from the Ministry’s Student Learning Survey that is administered annually to Grade 4 students at Sorrento Elementary. Grade 4 Student Learning Survey Results 2022-23 (black) 2023-24 (green) <table><tr><td> Is school a place where you feel like you belong? Sometimes:14%27% Most of the time:32%39% All of the time:38%24% </td><td> I am happy at my school Sometimes:8%39% Most of the time:41%39% All of the time:38%19% </td></tr><tr><td> Do you feel welcome at your school? Sometimes:8%18% Most of the time:35%34% All of the time:44%39% </td><td> Do you feel safe at school? Sometimes:5%7% Most of the time:29%31% All of the time:55%53% </td></tr></table>	Is school a place where you feel like you belong? Sometimes:14%27% Most of the time:32%39% All of the time:38%24%	I am happy at my school Sometimes:8%39% Most of the time:41%39% All of the time:38%19%	Do you feel welcome at your school? Sometimes:8%18% Most of the time:35%34% All of the time:44%39%	Do you feel safe at school? Sometimes:5%7% Most of the time:29%31% All of the time:55%53%	Data to Inform/Support Student Well-Being Goal: To date we have not been specifically tracking data for this goal for all students annually. Data specific to this goal comes directly from the Ministry’s Student Learning Survey that is administered annually to Grade 4 students at Sorrento Elementary. Grade 4 Student Learning Survey Results 2022-23 (black) 2023-24 (green) <table><tr><td> Does school make you feel stressed or worried? Sometimes:26%46% Almost Never:17%26% Never:41%17% </td><td> If you have a problem, can you get the help you need from adults at your school? Sometimes:14%12% Most of the time:20%51% All of the time:55%31% </td></tr><tr><td> Do you feel good about yourself? Sometimes:11%19% Most of the time:32%51% All of the time:44%24% </td><td> How many adults do you think care about you at your school? 3 Adults:8%15% 4 or More:55%59% Don’t know:20%15% </td></tr></table>	Does school make you feel stressed or worried? Sometimes:26%46% Almost Never:17%26% Never:41%17%	If you have a problem, can you get the help you need from adults at your school? Sometimes:14%12% Most of the time:20%51% All of the time:55%31%	Do you feel good about yourself? Sometimes:11%19% Most of the time:32%51% All of the time:44%24%	How many adults do you think care about you at your school? 3 Adults:8%15% 4 or More:55%59% Don’t know:20%15%
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Data Analysis/Narrative for Sense of Belonging: The majority Grade 4 Sorrento students surveyed in both 2022-23 and 2023-24 felt a strong sense of belonging and that they are welcome and happy while at school. A grade appropriate survey tool for all students will ensure that we are more accurately able to assess our students’ sense of belonging on an annual basis and better support those who may not feel as connected.	Data Analysis/Narrative for Student Well-Being: They majority of students surveyed in the 2022-23 and 2023-24 Grade 4 Student Learning Survey indicated that their well-being needs are being met and that they are connected to multiple adults in the building. The 20% reporting that they don’t know how many adults care about them is an area we will target more specifically at all grade levels. Follow-up conversations revealed that these students could name multiple adults they were connected closely to but weren’t confident about the word care.								
Strategic Priority: Career Development In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – Each student will develop the skills and competencies to be successful in a career pathway of their choice. In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.									
Strategies and Opportunities for Career Development: Teachers work closely with students on maintaining achievable learning and social/emotional goals Curricular topics, projects and activities often connect with localized professions and occupations Connections with family work, activities and engagement with the environment are focal points of many lessons and activities Family members, local professionals and interactive virtual presentations are often brought into classrooms to share their expertise Older students engage in a career fairs requiring research, development, and marketing of special interest projects									
Resources and Professional Learning	School Learning Plan Consultation Process Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.								

Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	
Literacy: - Continue with professional learning around the UFLI program - Purchase new books and resources to support classroom and home reading programs - Purchase new Library books replace outdated and damaged inventory Numeracy - Continue to provide professional learning opportunities for all staff - Purchase whole school and classroom resources (dice, cards, counters) Career Development - Provide staff support and training around district initiatives such as SpacesEDU	Staff consultation began in the Spring of 2024 with regards to newly aligned school goals and strategies with district goals. Literacy and Numeracy have been a focal point of professional development at Sorrento Elementary for the past two school years with a particular emphasis on Literacy at the primary levels. Parent Advisory Council executive member consultation will take place in the Spring of 2024.