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# CAPITOL HILL ELEMENTARY

## SCHOOL PLAN

2023-2024

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# CAPITOL HILL

Learning today, leading tomorrow.

## MISSION

At Capitol Hill School, our mission is to provide all students with opportunities to realize their unique potential. Students, parents and staff work together to create a safe, respectful, and supportive environment, which promotes the joy of learning and encourages students to develop as responsible, contributing citizens of our changing society.



<b>385</b> Students	<b>54</b> Staff
<b>1923</b> Established	<b>K-7</b> Grades



### FEEDBACK?

We welcome your thoughts on our school plan! Please email your feedback to Jennifer Carson at [jennifer.carson@burnabyschools.ca](mailto:jennifer.carson@burnabyschools.ca)

# OUR GOALS AND OBJECTIVES

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## READING GOAL

TO INCREASE READING PROFICIENCY FOR ALL STUDENTS (K-7)

### Objective 1:

Students (K-7) will improve their reading accuracy, fluency, and stamina as shown through classroom and school-wide reading assessment data.

### Objective 2:

Students (K-7) will use developmentally appropriate reading strategies and skills to make meaning of what is being read as shown through classroom and school-wide assessment data.



# OUR GOALS AND OBJECTIVES

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## SOCIAL-EMOTIONAL LEARNING GOAL

**STUDENTS (K-7) WILL DEMONSTRATE SOCIAL RESPONSIBILITY BY BEING SELF REGULATED, ACTIVE, CARING, AND RESPONSIBLE MEMBERS OF OUR SCHOOL COMMUNITY.**

**Objective:**

Students will develop and maintain diverse, positive peer and intergenerational relationships in a variety of contexts as measured by anecdotal evidence, self-reflections, and surveys.



In support of our **Reading goal**, we assessed the students using the DRA Reading Assessment in the spring of 2023 in anticipation of the 2023-2024 school year.

In September and October, the DRA Reading Assessment was used to assess the reading of all students in grades 1 through 7 and determine a baseline. The written portion of the assessment was not used to assess student' reading. Reading comprehension was assessed orally and results were scribed.

Further assessment was carried out with students whose initial assessment indicated further support was required for their literacy acquisition. From this assessment, plans for each student were determined. For phonological processing with primary students, we are using Heggerty to build strength in phonological processing including phonemic awareness through explicit instruction and practice. We are also using a variety of decodable texts to help students build their literacy skills and strategies. Older students who demonstrated the need for additional support with literacy are using Fast ForWord three times a week as their tier two intervention.

Classroom teachers are using a balanced literacy approach in their classrooms. This includes explicit instruction in reading strategies including reading comprehension. Building reading stamina was a focus at the start of the year. Literacy instruction is included across curricular areas to ensure reading, writing, listening, and speaking are taught and practiced in authentic and meaningful ways.

Additional literacy assessment will be carried out in March and again in June to measure and communicate progress throughout the year.

In support of our **Social Emotional Learning Goal** a student survey was distributed in September. These results were recorded and shared with staff. The students were honest with their responses. Most students could name at least two adults in the building who they believed care about them and their learning.

The first week back activities centred around the picture book *Be You!* which set the stage for a yearlong focus on kindness, caring and the celebration of diversity.

We focus on whole school social emotional learning through daily morning announcements and monthly celebrations of learning. We use restorative justice problem solving to ensure students are partners in being socially responsible problems solvers who care for the whole learning community. Our Indigenous Education plan involves explicit instruction in reciprocity and the importance of taking care of each other.

Library lessons frequently focus on meaningful topics involving equity, diversity, and inclusion. There are many wonderful picture books displayed on a regular basis.

Throughout the year there are ongoing presentations and workshops with single classes, grade groups and primary/intermediate groups on a variety of topics under the social emotional learning umbrella.

Our counsellor, Perminder Hundle, does explicit instruction using both MindUp and Zones of Regulation with classes throughout the year.

In January 2024, Washington Kids Foundation was engaged to spend two mornings a week at Capitol Hill engaging in activities and checking in with students who might be experiencing the need for additional social emotional support.

Another Student Survey will be distributed in May to check in on the students' general feelings toward their learning and to the school community.