

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

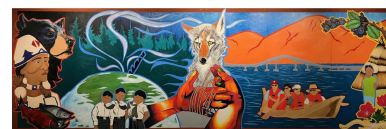
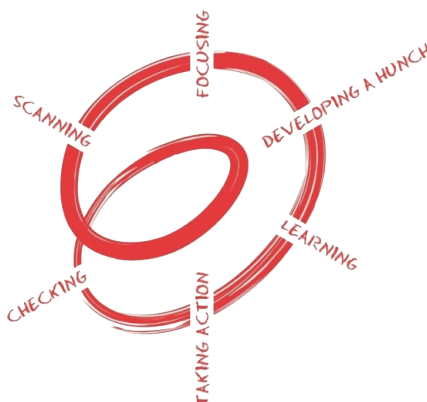
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Shilow Bellmore
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Chief Tomat Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Westside Family of Schools

Overall School Population: 313

Student Population Indigenous: 65

Student Population, Children in Care: 1

Student Population, SPED: 36

Student Population, ELL: 21

Principal: Jennifer Adamson

Grade:

- ☒ K
- ☒ Gr. 1
- ☒ Gr. 2
- ☒ Gr. 3
- ☒ Gr. 4
- ☒ Gr. 5

Number of Administrators: 1

Number of School-Based Teachers: 19

Number of School-Based Support Staff: 10

School Community Student Learning Plan

School Learning Story

Background:

Chief Tomat Elementary is a K-5 school in the Westside family of schools within the Central Okanagan Public Schools. We have 313 students and 14 classes. The diversity of our students and community is our strength, where we learn from and alongside one another. The mascot of CTE is the wolverine and as CTE Wolverines we "take care of ourselves, others and the land." At CTE, we are "Caring Together Everyday". We pride ourselves on being "welcoming wolverines" with a caring staff dedicated to making a difference for children.

We are grateful and honored to be on the traditional, unceded territory of the Okanagan Syilx people. Our school is located at the base of Mount Boucherie, with beautiful views of Okanagan Lake and Mission Hill winery. We are grateful to be on such beautiful land where we often see deer and on a quick walk in the neighborhood, we can be surrounded by the flowering arrow-leaf balsam root and Saskatoon berry bushes.

We are proud neighbors of the Westbank First Nations (WFN) and have a Local Educational Agreement with them to support our WFN students and families. As a school, we are working on learning more about the culture, language and teachings of the syilx people. As we work towards the "Equity in Action Agreement for Truth and Reconciliation", we are striving for equity and empowering each learner to thrive holistically. We are taking opportunities to embed and foster Nsyilxcen language in our school, as well as embedding the First Peoples Principles of Learning into our learning.

We work hard to ensure that each learner is thriving in many ways. This includes a breakfast program available for all students, an alternative lunch recess where students may choose to go to STEM and working to ensure that each student can identify at least two caring adults in the school. Our staff, including our support teachers, work hard to build connections and learn about each students' strengths and growth areas in order to best support each individual student and their unique gifts and needs. This includes our Indigenous learners, learners with diverse needs, and a growing number of multi-lingual learners, some of who are just beginning to learn English.

Learning is at the heart of what we do and teachers differentiate to teach students where they are at, and what each student's next step would be. We focus on the district's Attributes of a Learner, the OECD Principles of Learning, the First People's Principles of Learning and research-based best practices to plan and deliver learning experiences and instruction that follow the BC Ministry of Education's curriculum.

Ensuring safety for our students is a top priority and we are frequently reviewing expectations and the code of conduct as a school. We teach our students what it looks like to take care of each other, and themselves and what to do when problems arise.

We are fortunate to have many partnerships to support and enhance the learning and social-emotional well-being of our students. This includes the Beyond the Bell program through the YMCA, Boys and Girls Club, WFN, Child and Youth Mental Health and ARC.

At Chief Tomat, we are proud to be CTE Wolverines where 'we take care of ourselves, each other and the land' in different ways.

School Community Student Learning Plan

School Scan

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

***Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.**

As a school, we are regularly reviewing many different forms of evidences, as well as having ongoing staff conversations at staff meetings. Our Response To Intervention (RTI) team and School-Based Team (SBT) regularly review the data and evidence in EdPlan Insight (PM Benchmarks, ELP, SWW, etc.) to know where our students are at and where support and intervention are needed. As a staff, we look at evidence from the various surveys from the Ministry or UBC (FSA, Student Learning Survey, MDI, EDI) to understand the strengths and growth areas for our students and school.

In the spring of 2023, a group of staff conducted a round of Student Empathy Interviews with the goal of finding evidence of student experience at Chief Tomat - both academically and socially. We plan on doing another round of Student Interviews in the fall of 2024, as well as getting feedback from our parents and caregivers.

Listening to the voices of our students and one another on staff is another way we understand our learners and their needs and strengths.

Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Spring 2023- team of teachers, along with the principal, developed a set of empathy questions to ask all students in the school. This included questions aligned with the key questions from the Spirals of Inquiry model.	Students were generally able to identify adults in the school who believed in them and who they trusted. Students had a bit of trouble explaining their learning and why it was important. The answers were often connected to a particular academic topic, and lacked broader understandings of why it was important. While many students felt comfortable and safe with their peers, there was a group that expressed their challenges with socializing and not feeling connected to their peers. Students expressed not feeling very connected across the school, with other students or teachers.
Student achievement data	Using EdPlan Insight to gather and analyze data, especially for Reading and Writing.	When examining our ELP data and PM benchmarks, we notice that our grade 1s and 2s struggle the most. There are some gaps in learning that are being identified.
Other	Anecdotal evidence from teachers and their observation of their students, particularly where students tend to struggle the most	After looking at many types of evidence (FSA, SWW, ELP, surveys), and based on their own observations and insights, most teachers determined that writing should be the priority for 2024/2025.
Student Learning Surveys	Grade 4s, their caregivers and staff have the opportunity to respond to this survey which the staff reviews at a staff meeting to see where our strengths and growth areas are.	As a school, our students mostly feel like they belong, are happy, feel welcomed and connected to adults. We are especially interested in if our student's feel a strong sense of connection and belonging; if they are connecting to Indigenous learning and if they feel confidence as learners. These areas have been noted in the past as growth areas.

School Community Student Learning Plan

Student Learning Priority 1

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

Our student data, along with anecdotal evidence from students, teachers and families, shows that our focus on intervention with students who require extra support in reading has been very successful. Using the PM benchmark data has been crucial in prioritizing our support and focusing staff time and effort where it can have the most impact possible. We have seen students make huge gains in their reading level; we had a number of students make double-digit improvements in their PM benchmark level. Prioritizing specific staffing to this intervention work has been a critical part of providing this support for our students.

The majority of students are improving in their reading level. We are still working on having more students reading at grade level. In Term 2 of 2024, 57% of students were reading fluently at grade level, 32% are developing and 31% are emerging.

Student Learning Goal 1:

All students will grow in their reading skills and read at grade level.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Functional Skills: Literacy

Curricular Competencies: Read fluently at grade level (Grades 1-3)

Access information and ideas from a variety of sources and from prior knowledge to build understanding(Gr. 4, 5)

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Acquire interpret, and present information
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Explain/recount and reflect on experience and accomplishments



School Community Student Learning Plan

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	PM Benchmarks will give us data to see if students are growing in their ability and/or reading at grade level	We need to consider the materials that are provided and if they are culturally inclusive. For example, we should be providing Indigenous texts to read and practice from. Our Response to Intervention (RTI) includes our Indigenous Advocates to ensure that all Tier 3 readers are getting support.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Street data that includes conversations with teachers, students and parents/caregivers	Evidence is collected and discussed with the Indigenous Advocate and/or the Indigenous Early Learning teacher. Tier 3 students are prioritized and have targeted support from the RTI team. Indigenous advocates are included in collecting the evidence and student thoughts.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Data from FSAs, Student learning survey	Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates. We will need to interpret this satellite data with a understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.

Taking Action and Learning

Leading Professional Learning:

While we have seen great development in our students' reading skills, there is still work to be done while focusing on continually creating greater equity for each of our learners. Our staff continues to build levelled and decodable resources, and dive into promising instructional practices including the incorporation of more phonemic awareness instruction in classrooms. As we continue to focus work on our assessment and, thus, having specific data to focus our instruction, we will need to continue to provide opportunities to support this assessment and ensure that the data is being used as an instructional tool itself.

Over the 2023/2024 school year, we:

- held lunch 'n learns with Parvina Panghali of the district Early Literacy Team
- looked at implementing UFLI more across the school
- Staff attended the ELP 2.0 zoom in anticipation of next year and using the digital platform
- Looked at RTI and how to respond to student needs in each of the Tiers
- Collaborated as a staff on building a Response to Intervention strategies list

Going forward:

- Continue to build upon our knowledge of effective RTI practices for Reading
- Continue to support teachers in learning about, and the implementation of, ELP 2.0, UFLI, Heggerty and using decodables

School Community Student Learning Plan

School Level Strategies and Structures:

With a new principal starting in the fall of 2023, we looked at a variety of qualitative and quantitative evidence, from all different levels of data sources (FSA, MDI, ELP, observations, SWW, PM benchmarks, EdPlan Insight, conversations, etc.). From this evidence, it became clear that reading needed to continue to be a focus and the staff narrowed it down to "All students will grow in their reading skills and read at grade level."

Over the 2023/2024 school year, we have done this work in a variety of ways:

- The Response To Intervention (RTI) team of educators regularly reviews the data in EdPlan to create plans of support. The teacher support team ensures that all Tier 3 students receive pull-out support multiple times a week.
- We have introduced this language of RTI to the staff and have been working to ensure that teachers understand how to support Tier 1, 2 and 3 learners in their classroom.
- We co-created as a staff a RTI chart of strategies for teachers to use to support the diverse learners in their classes.
- Invited in Parvina Panghali in to talk to teachers about using UFLI to support phonics and reading instruction.

Classroom-level Instructional Strategies:

We have created an entire chart of Reading Instruction Strategies for teachers based on the RTI model, having broken the strategies down into best practices to support Tier 1, 2 and 3 readers. This includes:

- Heggerty
- UFLI
- Using decodables
- Small group instruction
- Guided reading
- Daily 5
- Extra time of support needed for student in Tier 2 and Tier 3 as well as a base line of 90 minutes of literacy each day for all learners

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - Equity & Excellence in Learning	We are doing all that we can as a school, and through our SBT and RTI structures, to ensure that every student thrives and grows as a reader; Design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learning, OECD Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development of each learner's competencies.
Equity in Action Agreement – Learning Environment (School Culture)	We work to provide an inclusive learning environment; use a variety of texts, including ones with Indigenous content and written by Indigenous authors; Confident learners will have a strong sense of belonging and identity within each learning environment.
Equity in Action Agreement – Pedagogical Core	We work to provide rich learning tasks for all students to access; Embed the First Peoples Principles of Learning (K-12); Ensure Indigenous worldviews are incorporated into classrooms and embedded into school culture; Continue to build capacity through ongoing and authentic learning opportunities to develop skills and deepen understanding of Indigenous peoples, language and culture / teachings, aligning with the First Peoples Principles of Learning and Indigenous ways of knowing and being.

School Community Student Learning Plan

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Manipulatives and books to support UFLI	3000
Professional Learning	Training and meeting to support professional learning	1000

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

At this point, our focus on this priority will continue. While we have seen great development in our students' reading skills, there is still work to be done while focusing on continually creating greater equity for each of our learners. Most of our students have increased in their reading levels and many have attained or approached grade level.

Recommendations for next steps for this School Student Learning Priority:

Our staff continues to build levelled and decodable resources, and dive into promising instructional practices including the incorporation of more phonemic awareness instruction in classrooms. We will continue to guide our support, practice and learning from the needs of our students and meet regularly to review the reading levels in EdPlan Insight. For 2024/2025, we will support teachers to implement UFLI, and the ELP 2.0, including the digital version. Our Inclusion Teachers will work with classroom teachers to support students to develop their reading skills.

School Community Student Learning Plan

Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

This priority began to develop during the 2022/2023 school year – as a hunch in response to a number of indicators that showed our students struggling to build and put into practice social and emotional skills. To further support these indicators, a small group of staff took on the task of completing empathy interviews of our Chief Tomat students in an effort to determine if our hunch was correct. The empathy interview results also provided evidence of the need to focus on continuing to develop a school environment where students truly feel that sense of safety and belonging.

With a new principal starting in the fall of 2023, the staff took a look at who we are, and who we wanted to be as CTE Wolverines. Through empathy interviews with some parents and staff, it became apparent that a stronger sense of community was desired at CTE, as well as communication. The staff came up with "CTE = Caring Together Everyday". We wanted to strengthen the sense of identity and belonging at the school. We decided that CTE Wolverines "care for themselves, others and the land." This has framed our learning and goal to include taking care of self (regulation, growth/learning mindset. etc), others (the golden rule, code of conduct, THINK before we speak, using our WITS, etc) and the land (land acknowledgements, stewardship, etc).

Student Learning Goal 2:

All students will learn the skills to take care of themselves, others and the land.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Connect and engage with others
 - ☒ Collaborate to plan, carry out, and review constructions and activities
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Positive and Personal Cultural Identity
 - ☒ Relationship and cultural contexts
 - ☒ Personal values and choice
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation
 - ☒ Well-being
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ Solving problems in peaceful ways
 - ☒ Valuing diversity
 - ☒ Building Relationships



School Community Student Learning Plan

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student Learning Surveys, MDI	Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates, as well as with the whole staff. We need to interpret this satellite data with a understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Conversations with students, including empathy interviews	When having conversations with our students, we will invite the Indigenous advocates, CEAs and other support staff to participate and help to help ensure inclusion, sensitive and a feeling of safety. Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates, as well as with the whole staff. We need to interpret this data with a understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student surveys - We hope to survey our students at the beginning and end of the year to determine need and effectiveness of lessons and school initiative	When having conversations with our students, we include the Indigenous advocates, CEAs and other support staff to participate and help to help ensure inclusion, sensitive and a feeling of safety. Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates, as well as with the whole staff. We need to interpret this data with a understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.

Taking Action and Learning

Leading Professional Learning:

We have embedded this learning into our staff meetings as well as in our whole school assemblies so that we are all learning together with our students about what it means to take care of ourselves, others and the land.

A group of teachers decided to do their PGP together to read and implement strategies in "The Behavior Code Companion" to learn strategies they could use to support dysregulated students, especially those with anxiety. This learning will be shared with the entire staff.

School Community Student Learning Plan

School Level Strategies and Structures:

With a new principal starting in the fall of 2023, we looked at a variety of qualitative and quantitative evidence, from all different levels of data sources (FSA, MDI, ELP, observations, SWW, PM benchmarks, EdPlan Insight, conversations, etc.). Based on this evidence, social-emotional learning, behavior and regulation became a top priority. One thing that became clear in the evidence was that students felt a sense of safety and belonging in their class, but not throughout the entire school. We had also been working as a staff on who we are as "CTE Wolverines" and came up with "CTE = Caring Together Everyday" and "CTE Wolverines take care of themselves, others and the land". We decided that this would become our goal as all students were being taught what it means to be a CTE Wolverine and that it fits the goals of the Social-Emotional Learning.

Over the 2023/2024 school year, we have done this work in a variety of ways. We have also had to change and adapt to the needs of our students:

- Daily reminders through announcements and conversations that "We are Welcoming Wolverines at CTE where we are Caring Together Everyday. We take care of ourselves, others and the land".
- SBT and RTI meetings to address specific students who struggle with regulation, social- emotionally, and with behaviour.
- Priority Westbank First Nations (WFN) students are brought to the Community Table so that the school (admin, advocate) can partner with WFN and work together to support these WFN students.
- Whole school "Wolverine" assemblies at least twice a month to teach and focus on one of the 3 ways Wolverines care (for themselves, others or the land). For example, we had an assembly on using kind words, what to do if you need help.
- Wolverine Family Groups started in the winter of 2024 to try to connect our students with more adults and students in other classes. Every month, students get into their assigned family group (we have 4 main families, each broken into 2 smaller groups) to get to know one another and complete an activity.
- There is a group of teachers (CTE's CTE = CTE's Community Team Enthusiasts!) who meet to plan and discuss the Wolverine Assemblies and Family Groups.
- We have worked hard to have very clear and well communicated expectations for behavior, as well as supports in place for priority students who struggle (gathering room, Wolverine break cards, adult check-ins, etc.).
- We updated and communicated the Code of Conduct with staff, families and students.
- STEM bins at lunch for students who struggle with the unstructured time of recess; work on social skills in a small group.
- In the spring when we noticed the older students were struggling more, we have implemented lunchtime intramurals to work on sportsmanship and getting along with others, as well as self-regulation.
- Every child is given a free Wolverine T-shirt if they want one; Wolverine day is every Thursday to promote belonging and culture.

Classroom-level Instructional Strategies:

On top of whole school strategies throughout the year, we have been responsive to the needs of our students in a variety of ways in the classroom or in grade-level groups:

- Classrooms have a sense of belonging, welcoming, connection and safety
- Morning meeting, soft starts and class meetings for students to connect with teachers and each other
- Gathering room open at 8:00 for students to check in and connect
- Students writing land acknowledgements/welcomes
- Breakfast and snack available to all students throughout the day
- Social-emotional lessons by classroom teacher or SEL teacher
- Lessons on vaping, social-media, cell phone use
- RCMP Liaison officer lessons

School Community Student Learning Plan

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - Family & Community Engagement	Focus on student learning and school improvement through relational trust; develop a welcoming culture built on relationships, mutual trust, openness, and transparency.
District Strategic Plan - Equity & Excellence in Learning	Value the unique identities and diverse contributions of each learner; build supportive, culturally relevant learning environments that create belonging, well-being, inclusivity, safety, and community; reflect the belief that each learner is capable, competent, and full of curiosity; empower each learner and co-create experiences from their questions, passions, and interests; design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learning, OECD Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development of each learner's competencies.
Equity in Action Agreement – Learning Environment (School Culture)	Reflect a strong culturally-appropriate Indigenous presence in each school; incorporate appropriate physical representation of Indigenous culture with the learning and teachings around those artifacts both embedded in school cultural values and understood by the school community; acknowledge Okanagan Syilx Territory as a regular practice including assemblies, meetings and gatherings and ensure an acknowledgment of the Territory is displayed at each District site; ensure Nsyilxcen, local Indigenous language presence in all schools; ensure quality, culturally relevant space or Gathering Rooms in every school for both students and families to foster belonging, identity and connection to school.
Equity in Action Agreement – Pedagogical Core	Ensure Indigenous worldviews are incorporated into classrooms and embedded into school culture; continue to build capacity through ongoing and authentic learning opportunities to develop skills and deepen understanding of Indigenous peoples, language and culture / teachings, aligning with the First Peoples Principles of Learning and Indigenous ways of knowing and being; foster Nsyilxcen language instruction in schools; continue to foster community relationships through ongoing collaboration.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Other	Supplies for Wolverine Family Groups	1000

School Community Student Learning Plan

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

We need to continue to make social and emotional learning a priority in our school. We have regularly monitored the impacts that we are making in this area through a series of indicators, surveys, empathy interviews, etc. to better understand the challenges that our students are facing and how we might continue building a school environment that addresses these challenges.

From observations and conversations, students seem to be really enjoying the new Wolverine assemblies, family groups and identity initiatives. Many visitors have commended our school for being welcoming and have noticed a positive school community and atmosphere.

Recommendations for next steps for this School Student Learning Priority:

We will be conducting empathy interviews with our students to determine our success and next steps.

We plan to continue with our Wolverine Family Groups and grow them even more and we will invite more staff to be a part of CTE's Community Team Enthusiasts.

Our Inclusion Teachers will work with classroom teachers to support students to develop their social-emotional skills and to co-plan and co-teach to address these needs.

School Community Student Learning Plan

Student Learning Priority 3

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

In the school year of 2023/34, after triangulating evidence from observations, School Wide Write and student work, teachers noticed a need to prioritize writing. Teachers also provided their observations and thoughts as to student strengths and stretches when it comes to writing. As this is a relatively new priority, we have some work to do to refine and focus our priority to best reflect the needs of our students. We will be scanning students in the fall of 2024 to determine where we specifically need to focus in writing.

Student Learning Goal 3:

We are just beginning to collect evidence to focus this priority to determine where our students are at, where they struggle and what our next steps will be. In the fall of 2024, we will scan students, families and staff. We will also collect and look at writing evidence.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Functional Skills: Literacy

Curricular Competencies: Create and Communicate competencies; Big Ideas: Language and story can be a source of creativity and joy; Using and playing with language in creative and playful ways helps us understand how language works.

School Community Student Learning Plan

Core Competencies

- ☒ Communication
 - ☒ Acquire interpret, and present information
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Creative Thinking
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Analyse and critique
- ☒ Positive and Personal Cultural Identity
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Self-regulation
 - ☒ Explain/recount and reflect on experience and accomplishments



School Community Student Learning Plan

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	EdPlan Insight data - School wide writes	During the SWW, we invite the Indigenous advocates, CEAs and other support staff to participate and help to ensure inclusion, sensitive and a feeling of safety. Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates, as well as with the whole staff. We need to interpret this data with an understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student surveys - We hope to survey our students at the beginning and end of the year to determine student feelings towards writing	We will invite the Indigenous advocates, CEAs and other support staff to participate and help to help ensure inclusion, sensitive and a feeling of safety. Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates, as well as with the whole staff. Need to interpret this data with a understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Student interviews - We hope to survey our students at the beginning and end of the year to determine student feelings towards writing	We will invite the Indigenous advocates, CEAs and other support staff to participate and help to help ensure inclusion, sensitive and a feeling of safety. Data is collected and reviewed with the RTI and SBT teams, including our Indigenous Advocates, as well as with the whole staff. We need to interpret this data with a understanding and awareness of family cultural backgrounds. Our Indigenous advocates, ELL, SEL and LAT teachers help the team make sense of this data in light of culture, language, diversity and inclusion practices.

Taking Action and Learning

Leading Professional Learning:

This will be determined as we focus to understand what the needs of our students are.

For the fall of 2024/2025:

- For Implementation Day we have Heidi Anne Mesmer to teach us about Writing strategies.
- We will continue to look at Writing Power (Adrienne Gear), Story Workshop and other resources.
- We will review the section of "The Behavior Code Companion" that talks about and gives strategies for students who struggle with Writing with all teachers.

School Community Student Learning Plan

School Level Strategies and Structures:

This will be determined as we focus on what the needs of our students are.

For 2023/2024:

- Some teachers, as a part of their PGP, read "The Behavior Code Companion"; a section that talks about and gives strategies for students who struggle with Writing.

For the fall of 2024/2025:

- For Implementation Day we have Heidi Anne Mesmer to teach us about Writing strategies.
- We will be creating collaboration time and opportunities for teachers to look at student writing and effective practices to support our priority.
- We will continue to look at Writing Power (Adrienne Gear), Story Workshop and other resources.
- We will review the section of "The Behavior Code Companion" that talks about and gives strategies for students who struggle with Writing.
- We will continue to use the data from EdPlan Insight, SWW, conversations and empathy interviews to determine the needs of our learners.

Classroom-level Instructional Strategies:

- Strategies outlined in the "The Behavior Code Companion" that talks about and gives strategies for students who struggle with Writing
- Loose-Parts and Story Workshop
- Adriene Gear's Writing Power

School Community Student Learning Plan

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - Equity & Excellence in Learning	Value the unique identities and diverse contributions of each learner; Build supportive, culturally relevant learning environments that create belonging, well-being, inclusivity, safety, and community; Reflect the belief that each learner is capable, competent, and full of curiosity; Empower each learner and co-create experiences from their questions, passions, and interests; Design learning experiences grounded in powerful learning principles (e.g., First Peoples Principles of Learning, OECD Principles of Learning, Equity in Action for Truth and Reconciliation) to foster the holistic development of each learner's competencies. Implement effective job-embedded professional learning opportunities; Utilize inquiry approaches to build cultures of reflective and culturally responsive practices.; Cultivate networks that foster shared understandings in order to grow our collective efficacy and adaptive expertise.
District Strategic Plan - Transformative Leadership	Create shared understanding around powerful teaching and learning so that innovative and sustainable learning environments can continue to be built; Use evidence and research to guide decisions, routines and practices that support all learners; Embed Indigenous ways of learning and knowing.
District Strategic Plan - Family & Community Engagement	Develop a welcoming culture built on relationships, mutual trust, openness, and transparency; Effectively communicate with families and partners.
Equity in Action Agreement – Learning Profiles	Continue to develop a definition of success for each learner with a focus on personalizing the learning journey (success criteria will be learner-specific and holistic); Use multiple points of evidence to assess the learning needs of Indigenous learners.
Equity in Action Agreement – Pedagogical Core	Embed the First Peoples Principles of Learning (K-12); Continue to build capacity through ongoing and authentic learning opportunities to develop skills and deepen understanding of Indigenous peoples, language and culture / teachings, aligning with the First Peoples Principles of Learning and Indigenous ways of knowing and being.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Learning Resource	Professional books	1000
Professional Learning	Implementation Day	600
Professional Learning	Releasing teachers to visit and learn from other teachers around the district	2000

School Community Student Learning Plan

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

A third priority will be further developed in the fall of 2024/25

Recommendations for next steps for this School Student Learning Priority:

We will start with Empathy Interviews with students; look at writing data to determine our focus and next steps.

Our Inclusion Teachers will work with classroom teachers to support students to develop their writing skills.