

School District No. 8 – Kootenay Lake

School Learning Plan Template



District Context

Mission

“ We focus on excellence for all learners in a nurturing environment.”

Vision

“Focus – Learn – Excel”

School Context

Vision

At Blewett School we foster a nurturing environment that empowers children to:

1. value and pursue lifelong learning
2. become hopeful, caring, open-minded individuals
3. become healthy and responsible citizens.

School Profile

Blewett Elementary School is a rural school seven kilometres from Nelson, BC in School District 8 (Kootenay Lake). There are 99 learners in grades K to 6 in the 22/23 school year. There are five active classrooms, eight teachers, four education assistants, one clerical, one principal and one custodian. The school grounds are set in nature and the building is old but in good condition.

Consultation Process

Staff

Staff evaluated data sets, school culture through the lens of annual events in different categories such as literacy, numeracy, school-wide events, indigenization and others and discussed professional hunches when it came to school goals and directions. Open dialogue and wondering lead to the boiling-down of three school goals.

Students

Students contribute data and ideas every day in our school. Their varying needs give us collective purpose as school and this is manifested in our learning plan.

Parents

A number of parents participated in our planning day and provided their insight to the goal-setting and data-gathering processes. Parents also contribute valuable formal data through the Ministry Learning Survey and anecdotal data through dialogue with their child’s teachers and supporting staff.

Indigenous Representation

Our self-identified aboriginal learners figure prominently in our data as one sixth of our population has aboriginal ancestry. Data around their learning success and needs is part of the whole and also disaggregated to give us different lenses to apply as we search for all possible angles to support our learners.

Coherence and Alignment

Ministry of Education Policy for Student Success
School District No.8 Framework for Enhancing Student Learning
BC Tripartite Education Agreement

Inquiry Questions and Goal Statements

Description of each goal

- A. Rationale (Scan, Focus, Hunch)
 - What's going on for our learners?
 - How do we know?
 - Why does it matter?
- B. Evidence and Targets
- C. Objective
 - Staff Resources and Priorities
 - Inquiry
 - Strategy
 - Structure
- D. Professional Learning

*** In all aspects of goals statement, evidence, and targets, Inclusion, Equity, Indigenization (on and off reserve), and Children in Care must be specifically addressed.**

Literacy

Goal Statement

We aim to improve the communication skills of all learners at Blewett Elementary

Rationale

Communication plays a critical role in personal, social and academic development. Clear communicators achieve more, are more confident and have less conflict in the classroom and on the playground. We have found gaps in our data that confirm our professional hunches that we need a coordinated approach to communication skills in our school.

Targets – How do I know if we are successful meeting our specific goals?

- Increased evidence of mastery in ELP for grades K, 1 and 2
- More students at or above grade-level in reading and writing at three check points during the year
- More students on-track or extending in FSA literacy results
- Less social conflicts reported on the playground and in the classroom
- More students able to complete writing tasks without extensive classroom support

Objectives

- Implement a common writing assessment practice across all grades
- Use data and evidence to create intervention plans that include student, parent, classroom teacher, IST, principal
- Revisit targets monthly
- Track student conflict and resolutions and assess impact of communication
- Align, share and coordinate literacy resources including Heggerty, Jolly and others

Professional Learning

- Writing rubrics, exemplars and how to implement them
- ELP and implications for early intermediate grades

Literacy Data and Evidence

- Teacher-generated assessment data at three yearly checkpoints
- Student Learning Survey results
- FSA results
- ELP results

- School-wide writing results

<h1>Numeracy</h1>	
Goal Statement	Improve the math mindset of our students
Rationale	Math mindsets seem incredibly hard to change with our students and parents but worth the effort. Numeracy skills help us make sense of our world and improving math mindsets improves problem-solving skills, something that every human needs.
Targets – How do I know if we are successful meeting our specific goals?	<ul style="list-style-type: none"> • Increased evidence of math fluency for grades K, 1 and 2 • More students at or above grade-level in math at three check points during the year • More students on-track or extending in FSA numeracy results • Less social conflicts reported on the playground and in the classroom • More students able to complete problem-solving tasks without extensive classroom support
Objectives	<ul style="list-style-type: none"> • Define and assemble a coordinated ELP-style program for math fluency in grades K, 1 and 2 • Evaluate and implement Carole Fullerton grade-wide assessments in math • Use data and evidence to create intervention plans that include student, parent, classroom teacher, IST, principal • Revisit targets monthly • Align, share and coordinate numeracy resources including Heggerty, Jolly and others • Improve vertical alignment in math instruction • Create resources for parents around math mindsets
Professional Learning	<ul style="list-style-type: none"> • Carole Fullerton resources • Jo Boaler, <i>Mathematical Mindsets</i>
Numeracy Data and Evidence	<ul style="list-style-type: none"> • Teacher-generated assessment data at three yearly checkpoints • Student Learning Survey results • FSA results • School-wide numeracy assessment results • Student self-assessment and self-reporting on math mindset

<h1>School Determined</h1>	
Goal Statement	Improve social and emotional wellness of our students
Rationale	Social and emotional learning along with positive school connections provide the solid foundation for our students to be able to learn and grow. Social and emotional learning builds resilience, creates positive relationships, allows for responsible decision-making and helps manage emotions. There aren't many more important lessons for our students than social and emotional learning.
Targets – How do I know if we are successful meeting our specific goals?	<ul style="list-style-type: none"> • Increased evidence of resilience and grit in our students • Evidence of less conflicts on the playground and in the classroom • Evidence of more students able to accurately assess their current emotional status (MindUP/Zones)
Objectives	<ul style="list-style-type: none"> • Revisit MindUp and Zones of Regulation and reintroduce to students • Evaluate and implement Carole Fullerton grade-wide assessments in math • Use data and evidence to create intervention plans that include student, parent, classroom teacher, IST, principal • Revisit targets monthly • Align, share and coordinate numeracy resources including Heggerty, Jolly and others • Improve vertical alignment in math instruction • Create resources for parents around math mindsets
Professional Learning	<ul style="list-style-type: none"> • Eric Jensen <i>Teaching with the Brain in Mind</i> • J. Diane Connell <i>Brain-Based Strategies to Reach Every Learner</i> • Jody Carrington <i>Kids These Days</i> • <i>MindUp</i> • <i>Zones of Regulation</i>
School Determined Data and Evidence	<ul style="list-style-type: none"> • Student self-assessment data on resilience and grit in the class along with teacher-created data • Data tracking of social conflict on the playground and in the classroom • Data on students being able to identify their zone and which zone they would like to be in