

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

Mission Statement

We aim to provide a safe, cooperative environment in which success can be achieved by all. We respect and care of ourselves, each other and our environment.

School Profile

Brent Kennedy Elementary has approximately 210 students, 9 divisions, 5 designated students, and 28 students with Aboriginal ancestry

Consultation Process

Staff

Staff worked through the creation of goals during planning day discussions, staff meetings, informal conversations, school-based pro-d sessions

Students

Information gathered through student learning survey and informal questioning

Parents

Input was gathered through a parent survey, informal conversations, PAC meetings, Monthly Newsletters

Indigenous Representation

Continue to collaborate with Andrea Mann, Aboriginal Success Teacher.

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.**

<h1>Literacy</h1>
Goal Statement
Students will self-identify as readers and writers by building behaviors/capacity for learning in the areas of reading and writing.
Rationale
Learning readiness Confidence building Applying of concepts over time/repetition of lessons Integrating academics with social-emotional Helping students to understand that there are multiple ways to solve problems Trauma informed practice
Targets – How do I know if we are successful meeting our specific goals?
Metacognition-students thinking about/explaining their learning; students explain strengths/stretches; core/curricular competencies understanding Celebration of learning, community building; beginning of year identifying as a learner Teacher assessments and student self-evaluation School-wide write
Objectives
Core routines and expectations/consistent Strength-based approach Embed Equity, inclusion, indigenization into all teaching practices (Seven Sacred teachings have been embedded into School Code of Conduct and are addressed at monthly assemblies as well as teachings in the classroom by teachers and Ms. Mann) Provide multiple access points for students
Professional Learning
Mentorship opportunities Mind-up/growth mindset strategies Applicable literacy practices ELP EPRA Faye Brownlie Adrienne Gear
Literacy Data and Evidence
Reading/writing performance scales ELP EPRA FSA Student learning survey

<h1>Numeracy</h1>	
Goal Statement	Students will self-identify as math learners by building behaviors/capacity for learning.
Rationale	<p>Learning readiness</p> <p>Confidence building</p> <p>Applying of concepts over time/repetition of lessons</p> <p>Integrating academics with social-emotional</p> <p>Helping students to understand that there are multiple ways to solve problems</p> <p>Trauma informed practice</p>
Targets – How do I know if we are successful meeting our specific goals?	<p>Metacognition-students thinking about/explaining their learning; students explain strengths/stretchches; core/curricular competencies understanding</p> <p>Celebration of learning, community building; beginning of year identifying as a learner</p> <p>Teacher assessments and student self-evaluation (ie. Carole Fullerton)</p>
Objectives	<p>Core routines and expectations/consistency</p> <p>Standardized assessment practices amongst teachers</p> <p>Strength-based approach</p> <p>Embedding Equity, inclusion, indigenization into all teaching practices (Seven Sacred teachings have been embedded into School Code of Conduct and are addressed at monthly assemblies as well as teachings in the classroom by teachers and Ms. Mann)</p> <p>Provide multiple access points for students</p>
Professional Learning	<p>Mentorship opportunities</p> <p>Mind-up/growth mindset strategies</p> <p>Applicable numeracy practices</p> <p>Carole Fullerton sessions</p>
Numeracy Data and Evidence	<p>Numeracy performance scale</p> <p>FSA data</p> <p>Student learning survey</p>

<h1>School Determined</h1>	
Goal Statement	Students will learn to resolve conflict through a variety of strategies, including restitution with students, teachers and administration. Teachers will work with students to build a toolkit whereby they have capacity to problem-solve with peers.
Rationale	<ul style="list-style-type: none"> Learning readiness Confidence building Application of concepts over time/repetition of lessons Integrating academics with social-emotional Helping students to understand that there are multiple ways to solve problems Trauma informed practice Focus on positive behavior (PBIS)
Targets – How do I know if we are successful meeting our specific goals?	<ul style="list-style-type: none"> Community building/student attendance-encourage appropriate parent involvement/parent responsibility Students solving problems, less office visits Home and school partnerships; regular communication Building relationships between staff, students and families
Objectives	<ul style="list-style-type: none"> Teachers will identify the needs of their students and build communities to support learning and establish a needs-based approach Will include reviewing this goal at staff meetings Standardized code of conduct Restitution process Embed Equity, inclusion, indigenization into all teaching practices (Seven Sacred teachings have been embedded into School Code of Conduct and are addressed at monthly assemblies as well as teachings in the classroom by teachers and Ms. Mann) Provide multiple access points for students
Professional Learning	<ul style="list-style-type: none"> Counselling Social stories Mentorship opportunities for students Mind-up Conflict resolution resources “Rights based learning” -Kelowna school-helps to build resiliency Performance standards-social responsibility
School Determined Data and Evidence	<ul style="list-style-type: none"> School attendance Parent involvement/engagement Student self-reflection Office visits Scanning results