

# 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

Under construction!

#### School Profile

Redfish Elementary is a small, rural school enrolling approximately 100 students. We have a collaborative focus on literacy and numeracy and are intentional in our support of social-emotional learning for our students.

### Consultation Process

#### Staff

Met on May 30, 2022. (Planning Day)

#### Students

#### Parents

Will meet on Planning Day in September. Goals have been communicated to parents via email.

#### Indigenous Representation

Aboriginal Success Teacher will be part of the ongoing process over the course of the 2022-2023 school year.

### 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	
<b>Goal Statement</b>	
Students will demonstrate growth in their ability to communicate clearly and effectively through writing.	
<b>Rationale</b>	
We collectively see the need to intentionally support students in developing their writing skills.	
<b>Targets – How do I know if we are successful meeting our specific goals?</b>	
Students will demonstrate improvement over the course of the year on the 3 school-wide writes	
Students will demonstrate improvement on the writing component of the FSA	
Students will demonstrate improvement as identified by the ELP assessments	
<b>Objectives</b>	
Develop one-point rubrics at each grade level. Use the rubric 3 times per year to assess.	
Use collaboration time to develop and asses school-wide writing assessments.	
<b>Professional Learning</b>	
Continue with Donna Kozak’s Early Literacy Profile.	
Continue with Adrienne Gear “Writing Power”.	
<b>Literacy Data and Evidence</b>	
ELP data -class profiles will be developed and monitored on a regular basis.	
FSA -grades 4 and 7 data will be analyzed.	
School wide writing assessment 3 times per year.	
Performance standards.	

# Numeracy

## Goal Statement

Students will build capacity and develop resilience in Math through problem solving across the grades.

## Rationale

Teachers are subjectively noticing that students have difficulty persisting with mathematical problems and responses are not consistently accurate.

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

Students will demonstrate multiple strategies to engage in problem solving.

90% of students will demonstrate proficiency on the one-point rubric.

## Objectives

Under the Mathematics Curricular Competency “Understanding and Solving”, students will “develop and use multiple strategies to engage in problem solving.”

We will develop one-point rubrics around problem solving, across the grades.

## Professional Learning

Carole Fullerton’s good questions

Vanessa’s binder -review

## Numeracy Data and Evidence

Grade 4 and 7 FSA.

District Math assessment?

One-point rubric developed from Mathematics Curricular Competency “Understanding and Solving”

School Determined	
<b>Goal Statement</b>	Students will interact with others, their school environment and the natural world in respectful and caring ways.
<b>Rationale</b>	Staff subjectively notice emerging and developing competencies in the Personal and Social Core Competency.
<b>Targets – How do I know if we are successful meeting our specific goals?</b>	<p>Students will respond to adult greetings 100% of the time.</p> <p>School equipment is brought in and put away 100% of the time.</p> <p>Students able to spend time in nature without picking plants 100% of the time.</p>
<b>Objectives</b>	Staff will develop a one-point rubric relating specifically to Profile 2 on the Social Awareness Core Competency, “In familiar settings, I can interact with others and my surroundings respectfully.”
<b>Professional Learning</b>	<p>Continue Trauma-Informed Professional Development opportunities.</p> <p>Book Study -Chuck Geddes’ book “Children and Complex Trauma A Roadmap for Healing and Recovery”</p>
<b>School Determined Data and Evidence</b>	<p>Social Awareness and Responsibility one-point rubric</p> <p>EDI/MDI data</p> <p>LLP (Living and Learning Protocols) self-reflections</p> <p>Learning ladders</p>