

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

- Areas of Focus through COVID-19 pandemic
 - Inclusion, Trauma-Informed, Social-Emotional Learning & Supports
 - First People’s Principles, Outdoor Learning
 - Literacy & Numeracy
- Official Vision Statement in development

School Profile

- Approximately 200 students
- K-5 neighbourhood school with extended catchment to south of city
- 8-10 classrooms, typically dual-grade combined
- Shared spaces with Nelson Homelinks & SN KidzKlub

Consultation Process

Staff

- School Planning Day on May 30, 2022 including Teachers, Education Assistant, and Principal.
- Ongoing collaborative work together through staff meetings, school-based team meetings, and collective professional learning

Students

- April 2022 Student Learning Survey for Grade 4’s
- Ongoing assessments, observations, and interactions with all K-5 students

Parents

- Monthly PAC meetings
- Weekly communication update & responses
- Plan to formally invite to parents to start of September 24, 2022 School Planning Day to introduce goals determined during May 30, 2022 Planning Day

Indigenous Representation

- Collective work with District Aboriginal Education Department and connection through South Nelson Aboriginal Education Academic Success Teacher
- Participation in Indigenous Education events & ongoing professional learning
- Influence of First People’s Principles of Learning

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
<p>Goal Statement</p>
<p>Students will expand their writing by providing evidence and detail.</p>
<p>Rationale</p>
<p>Through a focus on literacy across the grades, including primary literacy groups for many year and the Early Learning Profile for the past two years, South Nelson has strong evidence of success in reading development. However, we have noticed a trend in students having limited written output and stamina for writing more detailed passages as would be expected at grade level. This has been very evident in grade 4 FSAs in particular, where many students struggled in their writing.</p>
<p>Targets - How do I know if we are successful meeting our specific goals?</p>
<p>FSA paper-based reading responses will be a very clear target, including the amount and quality of writing as compared with exemplars we will be using in advance of FSA writing sessions.</p> <p>Beyond FSAs, we will also use exemplars at various levels across the grades for self, peer, and teacher assessments.</p>
<p>Objectives</p>
<ul style="list-style-type: none"> • Continue with ELP assessments and expand to include K-3 along with all SD8 schools • Continue primary reading groups structure that has been in place at South Nelson for years, incorporate more writing into reading groups • Keep K/1 literacy centres • Expand use of 'Sight Word Blitzes' for grades 1 & 2 • Continue with 'Story Workshop' across grades • Introduce 'Quiet Writing' time similar to 'Quiet Reading' time • Investigate 'Blazing Pencils' from Writing Power program to practice learning to write fluently

- Develop & provide exemplars for students to know what we are looking for and to practice self & peer assessment
- Continue to expand our use of supportive technologies for writing, including Google Read & Write and keyboarding programs

Professional Learning

- ELP expanded to include grades 2/3 teachers
- 'Blazing Pencils' from Writing Power
- Google Read & Write, keyboarding programs, and other technology supports for
- Research & collaborative development of writing exemplars

Literacy Data and Evidence

- Writing samples across the grades
- Classroom-based teacher, self, and peer assessments
- FSAs

Numeracy

Goal Statement

Students will demonstrate confidence and willingness to engage in both foundational skills activities & open-ended inquiries in mathematics.

Rationale

Through our work with a systematic approach across grades and classrooms in literacy development, we are recognizing a need to do something similar with numeracy. There are infinite resources for teaching and learning math and we have a hunch that developing consistency across our classes, while giving opportunities for skill development and mathematical exploration, will help our students with confidence, engagement, and perseverance.

This is a multi-year goal.

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

FSA online & paper-based responses will be a very clear target, including both the results and observing students' level of engagement and expression of confidence through the sessions.

Beyond FSAs, classroom assessments & observations will provide evidence of students' levels of achievement and willingness to engage in tasks.

Use of Class Dojo & student-led presentations of learning to parents & peers.

Objectives

- Collaborative planning across classes to develop common language and strategies - common scope & sequence and assessments
- Continued emphasis on multiple ways of approaching math concepts & tasks
- Build in collaboration time for Teachers
- Use of Class Dojo for students to explain concepts to demonstrate mastery and teach families
- Thematic kits/games for Numeracy Groups
- Make math fun & games-based
- Organize math resources used across school - use consistently across classes & purge those no longer used

- Problem-based math projects - Mindset Math (Jo Boaler) resources
- Weave skill development & inquiry
- Junior Achievement resources for financial numeracy

Professional Learning

- Online math resources as part of programming across classes - dreambox, prodigy, mathletics, www.stmath.com
- Janice Novakowski - Richmond School District, SD38 - <https://blogs.sd38.bc.ca/sd38mathandscience/>
- Susan Milner for input into scope & sequence for games & puzzles - <http://ufvcascade.ca/games-logic-and-a-passion-for-puzzles-susan-milner-on-how-she-teaches-math/>
- Waterloo National Math Contest

Numeracy Data and Evidence

- FSA online & paper-based responses will be a very clear target, including both the results and observing students' level of engagement and expression of confidence through the sessions.
- Classroom assessments & observations will provide evidence of students' levels of achievement and willingness to engage in tasks.
- Use of Class Dojo & student-led presentations of learning to parents & peers.

School Determined

Goal Statement

Students will develop further awareness of - and take responsibility for - our social, physical, and natural environments by working independently and collaboratively for the benefit of others, our community, and the environment.

- Personal & Social Core Competency - Social Awareness & Responsibility
- <https://curriculum.gov.bc.ca/competencies/personal-and-social/social-awareness-and-responsibility>

Rationale

We recognize the importance of contributing community both for the betterment of others and for the positive impact this has on the self. We would like to increase how we all take care of others & our environment and increase all of our resilience in handling difficult situations that are inherent in living in community.

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

At a school level, we will have regular school-community events, celebrations, and presentations aimed at making contributions that supports others.

Conflict-resolution will continue to evolve based around restitution, hearing & caring for each other, and correcting our mistakes.

Our school grounds will be well taken care of and be garbage-free, school items will be organized and returned where they belong, and student property will not be left to pile up in the lost & found.

Objectives

- South Nelson as a pilot school for reintroducing & expanding recycling with systems to prevent contamination
- Borrow & return system for play equipment that involves student volunteers
- Positive Behaviours Interventions & Supports (PBIS) focus
- Multi-age group events & activities
- Adaptation of Virtues Project that embeds First People's Principles of Learning & Enhanced Resiliency Training
- Clearer focus on Core Competencies

Professional Learning

- PBIS
- Enhance Resiliency Training
- Virtues Project adapted to First People's Principles of Learning

School Determined Data and Evidence

- Care whether someone else gets hurt
- Ownership of the physical environment & property
- Giving compliments
- Listening to others
- Reaching out to others in our community who need support?
- Student Council initiatives
- Community Service & Projects
- Intentional school-wide Assemblies
- Connecting with community organizations to support others with service and/or fundraising