

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

To support the development of RESILIENT children who can thrive in any community.

School Profile

312 students, 14 classrooms, K-7, 60 students with Aboriginal Ancestry, 22 students with Diverse Learning Needs

Consultation Process

Staff

Planning day discussions, anonymous staff survey, informal discussions, weekly staff updates with opportunity for feedback & contributions

Students

Anonymous student survey, assessment

Parents

Monthly newsletter with opportunity for parents to respond via e-mail, anonymous survey, invitation to participate in school planning day, monthly PAC meetings,

Indigenous Representation

Consultation with Aboriginal Education Support Worker (Josie Fullarton), anonymous staff survey,

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

Building literacy cohesion in grades K-3 by fully implementing the Early Learning Profile Assessment in order to guide teaching practice.

Rationale

- Opportunity for differentiation
- SLP can target specific skills/students as a station in the literary center and avoid pull-outs
- Focuses on student strengths and stretches
- Play-based learning opportunity
- Grade 7 Leadership opportunity (mentorship)
- Collaborative approach - All Primary teachers and support staff focused on the same plan
- Common language for alphabet knowledge
- Staff & students share a common language and actions for phonemic awareness (Heggerty program)

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

- Mastery of sub-tests based on ELP assessment

Embed: Inclusion, Equity and Indigenization

- Targeted interventions integrated into classroom Literacy Hour (no pull-out)
- Literacy centers with grade seven mentors
- Heggerty program allows for similar language and actions for phonemic awareness
- Knowledge and implementation of the First Peoples Principles of Learning incorporated into Learning Centers.. (Learning is experiential, relational and takes patience and time)

Objectives

- To use the assessment data/evidence to determine next steps in teaching practice
- To support literacy stretches using a strength-based approach
- To incorporate support staff in triaging targeted supports

Professional Learning

- Early Learning Success meetings
- Early Learning Workshops
- Heggerty program for grades 2 & 3 / Online videos for Heggerty
- Collaboration time for Primary teachers to create and build centers for Literacy Hour.

Literacy Data and Evidence

- Early Learning Success meetings
- Early Learning Workshops
- Heggerty program for grades 2 & 3 / Online videos for Heggerty
- Collaboration time for Primary teachers to create and build centers for Literacy Hour.

Numeracy

Goal Statement

Building numeracy cohesion in grades 4-7 by finding a common assessment tool in order to guide teaching practice.

Rationale

- A more collaborative approach. If the same assessment tools and strategies are used at specific times, staff can share results and coordinate how to address stretches
- Students hear consistent Math language as they move through their intermediate years
- Staff utilize the same language and strategies to explain concepts
- Staff are looking at the same data to inform their teaching practice
- Staff use the same assessment language, which provides data for student basic fact skills, math strategies and their ability to communicate learning

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

- Staff and students share a common math language
- Students recognize their own strengths, stretches and growth
- Students are able to arrive at a solution in more than one way
- Students are able to describe their thinking using either an explanation, diagram, illustration and/or calculations

Embed: Inclusion, Equity, and Indigenization

- CF Assessment questions are accessible to students and teachers can use a variety of math instruction programs and adaptations
- The assessment provides an opportunity for students to measure their own ability and communicate their learning in a variety of ways
- Indigenous teachings are embedded into the CF assessment: Questions use a holistic approach
- The CF assessment allows for individual thinking and problem solving: Students can approach each problem in different ways, either using manipulatives, equations, charts, pictures, etc.
- Focuses on the processes, strategies, and communication of thinking in addition to getting the 'right' answer
- Assessment "Warm Up Task" allows for an introduction and discussion of the possibilities to solving the questions within the assessment. (Everyone starting at the same point with necessary information)

Objectives

- To find a common assessment tool to be used throughout grades 4-7
- To establish a time frame for consistent administration of assessments
- To use the assessment data/evidence to determine next steps in teaching practice
- To support numeracy stretches using a strength-based approach in teaching practice

Professional Learning

- Carole Fullerton Workshops (Accessible on Sd8 Drive)
- Collaborative grade-level assessment teams

Numeracy Data and Evidence

- K to 9 Numeracy Assessment - Carole Fullerton (Fall & Spring Assessment Grades 4-7): Operational Sense (4-7), Problem Solving (4-7), Proportional Reasoning/Fractional Concepts (6-7)
- A consistent standard Assessment Rubric

School Determined

Goal Statement

To actively incorporate the Circle of Courage philosophy and the four universal needs of all children (Belonging, Independence, Generosity, & Mastery) into our school-wide culture.

Rationale

- Improve student determination, perseverance & grit
- Increase sense of belonging for students and staff - when we feel safe and secure, we gain confidence in our abilities and are willing to take more risks
- Connect students, staff, and family so that everyone feels valued, respected, and significant
- Create an environment of trust
- Staff model kindness, respect, courage, bravery - students naturally assume a similar way of being
- First Peoples way of thinking / decolonization of our school

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

- Staff engagement and participation in schoolwide activities and extra-curricular events
- Staff feel safe and comfortable sharing their own skills and talents
- Student leadership in Buddy activities / greater student initiative in older grades
- Reduction in student office referrals - more focus on successes and positive behaviour
- A growing feeling of student kindness, respect, and leadership - Students respect all staff and staff take ownership over all students
- Staff notice and acknowledge positive behaviours and these behaviours grow
- Increased participation and involvement in PAC

Embed: Inclusion, Equity, and Indigenization

- Circle of Courage model and values embedded into learning and schoolwide activities (First Peoples way of teaching)
- Reconciliation committee meets regularly to coordinate and plan events
- Gradually increase LGBTQ+ awareness
- Cross-cultural diversity/learning opportunities

Objectives

- To create a welcoming and engaging entrance that connects family, students, and staff
- To create a monthly staff bulletin board so that staff and students feel more connected
- To publish a monthly school newsletter, which highlights ARES
- To submit regular ARES updates to the Creston Valley Advance to connect the community with our school
- To educate families on the Circle of Courage values
- To make all first interactions with students positive
- To incorporate First Peoples Principles of Learning into classroom practice / schoolwide events
- To implement and support SOGI inclusive education efforts

Professional Learning

- Circle of Courage in the classroom - Option for Pro-D at ARES
- Trauma Informed Schools workshop
- Elders to visit and guide practice
- Ministry of Ed. SOGI-Inclusive Education Resource Guide

School Determined Data and Evidence

- School Culture Survey given to Students twice per year
- Anonymous survey to students, staff, and parents prior to help guide School Planning Day
- Weekly SBT Meetings
- Office referrals - Admin Log