

School District No. 8 (Kootenay Lake)

School Learning Plan Template

District Context

Mission: *We inspire and support each learner to thrive in a caring learning environment.*

Vision: *Our learners grow as global citizens in an innovative and inclusive community.*

Values: *Our values help shape the culture of our schools and workplaces. By upholding these beliefs and attitudes, we can build learning communities that will lead to the fulfilment of our mission.*

Date: May 2024

School: Rosemont Elementary School

Vision

Rosemont School is mindful community where students learn to empower themselves to embrace challenges and foster mutual respect, responsibility, appreciation and care for the world.

School Profile

125 students

K-6

10 teachers

4 Educational Assistants

1 clerical

1 custodian

Consultation Process

Staff

Planning Day September 2023

All staff invited to participate in data discovery (scan, focus, develop a hunch, narrow on a goal)

Weekly Collaboration meetings

Monthly Staff meetings

Students

Student success and learning is at the forefront of all our planning/direction/goal setting/collaboration/professional development

Parents

PAC invited to participate in the data gallery walk and inquiry scan

PAC meetings discussion on school learning plan

Indigenous Representation

Continuous conversations with our AbEd partner teacher Baylie Corner

Coherence and Alignment

Ministry of Education Policy for Student Success

School District No.8 Framework for Enhancing Student Learning

BC Tripartite Education Agreement

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<h1>Literacy</h1>
Goal Statement
Improve literacy proficiency for all learners.
Where We Are At
Literacy Data (Include provincial, district, and school level data as available)
<ul style="list-style-type: none"> • ELP data (K-3) • FSA data • Class profiles • School-wide writing assessment • Report card data • Student satisfaction survey
Analysis (What objective trends do we see based on the data?)
<p>Steady primary literacy assessment scores with an upward trajectory towards meeting or exceeding. Intermediate – students seem to plateau or slip with literacy skills. Reading assessments don't extend to writing samples. Students have reading/comprehension/phonemic & phonological awareness in primary grades, but the skills aren't necessarily transferring to writing.</p>
Rationale (What is going on for our learners? How do we know? Why does it matter?)
<p>Our students are learning to be proficient in reading skills, but are not always transferring these skills to their writing to be proficient writers. Also, we are noticing some students leaving primary are still needing the explicit learning that the ELP and ELP resources provides.</p>
Target (Specific and measurable statement of the desired improvement)
<p>Students will transfer reading and decoding skills to their writing to be proficient or exceeding in all areas of literacy. Intermediate students will continue to develop phonetic and & phonemic awareness to continue to build literacy stamina and skills.</p>
What We're Doing
Embedding Strategic Priorities (How we're making connections and providing opportunities)

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Where We Are Going (Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

Literacy skill development for the Intermediate division by:

- Having collaboration time for primary teachers to share resources (ELP profiles, UFLI, Heggerty) with the intermediate teachers.

We would like 1 full day release opportunity to have our primary teachers (2) be teacher leads and mentors to our intermediate teachers (2) by sharing the ELP strategies, and resources.

We would like to build our intermediate reading level library to enhance intermediate students who need leveled text to gain proficiency in literacy (specifically aligned with ELP targeted instruction and writing skills). This reading resource library will be shared amongst 60 students.

Student Learning (What student learning strategies will support meeting the target?)

- Intermediate targeted instruction for students who are profiled with the ELP as still needing intervention and support.
- Scoop a group opportunities for intermediate literacy development (across the Grade 4-6)
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Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

The data and research has shown with explicit programming, teaching, assessing and support, the ELP has strengthened our primary literacy scores.

We would like to extend the ELP to intermediate teachers and through mentorship, collaboration and time for in-house training, we can build capacity with our intermediate teachers to bring these assessments to the intermediate division

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<h1>Numeracy</h1>	
Goal Statement	Improve numeracy proficiency for all learners.
Where We Are At	
Numeracy Data (Include provincial, district, and school level data as available)	
<ul style="list-style-type: none"> • FSA data • Class profiles • School-wide numeracy assessment (Fall & Spring) • Report card data • Student satisfaction survey 	
Analysis (What objective trends do we see based on the data?)	
<p>Rosemont students can solve isolated number sense problems, with explicit teaching and prompts</p> <p>Word problem, multi step problem solving continues to be an area of stretch for the students</p> <p>Common assessment K-6 to see continuum of learning and trajectory of successes is needed for our school (and to be shared beyond) to create consistency across the school in numeracy assessment strategies</p>	
Rationale (What is going on for our learners? How do we know? Why does it matter?)	
We are building number sense skills and awareness but we need to have a common assessment that aligns with a K-6 trajectory of skill development to see progression of learning	
Target (Specific and measurable statement of the desired improvement)	
With a common number sense assessment, we will be able to accurately compare our data across the K-6 continuum to gauge where our students are succeeding and areas of focus needed.	
What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
<p>The diagram consists of five colored segments arranged in a circle, each representing a strategic priority. Arrows connect the segments in a clockwise direction. The segments are: <ul style="list-style-type: none"> Equity (Green): Lifelong Learners - Who are numerate and literate. Inclusion (Blue): Caring & Inclusive Learning Culture - Physical & mental well-being. Reconciliation (Light Blue): Connected Learners - Local & global stewardship. Diversity (Light Green): Cultural & Identity Development - Culturally safe & responsive. Transitions (Dark Green): Career Development - Graduate with options for future life & career. </p>	
Where We Are Going (Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	

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Collaboration with our teachers to compare current school-wide assessments in number sense awareness.

Review of professional resources (Carole Fullerton, SD8 numeracy assessment document, Mathletics, mathology?)

Create a K-6 continuum of learning for proper number sense assessment to accurately reflect growth and areas of strengths and stretches. This continuum of learning and assessment could be shared with other schools as a valuable numeracy assessment resource for school-level assessments

We would like to release classroom teachers for one full day session to collaboratively create our numeracy school level continuum of learning and Rosemont assessment.

Student Learning (What student learning strategies will support meeting the target?)


Explicit teaching that is reflective of the fall number sense assessment results that will directly impact classroom instruction, class goal setting, and school learning plan goals and strategies.

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

Our theory of action is that with a proper, K-6 continuum assessment, classroom teachers will explicitly teach skills that are lagging.

Number sense strategies will be able to be transferred to real world, problem solving situations.

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<h1>Self-Regulation</h1>
Goal Statement
All Rosemont students will use effective and explicitly taught strategies to solve problems in peaceful ways.
Where We Are At
Data (Include provincial, district, and school level data as available)
Behavioural tracking (in classrooms) ‘Purple Forms’ Office visits Core Competency self assessments Student Learning surveys Anecdotal evidence
Analysis (What objective trends do we see based on the data?)
We see that students, when regulated, know the strategies to problem solve in peaceful ways. It is during dysregulated or heightened times, we are still seeing ‘hands on’ or aggressive behaviours when students are upset.
Rationale (What is going on for our learners? How do we know? Why does it matter?)
Our data (behavioural tracking, office visits, anecdotal evidence) indicates even though we focus on Calm and Caring at our school (PBIS), we are still experiencing student ‘hands-on’ behaviours when students need to problem solve.
Target (Specific and measurable statement of the desired improvement)
Less ‘hand-on’ office visits Anecdotal reporting on conflict resolution indicates students are able to solve problems in peaceful ways
What We’re Doing
Embedding Strategic Priorities (How we’re making connections and providing opportunities)

Where We Are Going (Action Plan)
Professional Learning (Describe the professional learning that will support meeting the target)
Whole school mind up curriculum Open Parachute curriculum 5Cs PBIS framework (common language, expected behaviours, etc) Collaboration planning

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Calming corner – student led lessons on regulation strategies

Student Learning (What student learning strategies will support meeting the target?)

Breathing techniques
Mind Up curriculum
Mindfulness practices
Ways to calm down (calming corner strategies)
5Cs – common language on how to be at Rosemont School
'I Message'

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

If Rosemont students can continue to learn, practice, model and teach problem solving strategies during regulated times, they should be able to recognize, identify and apply problem solving strategies, instead of hands-on, verbal aggressive behaviours.