School District No. 8 (Kootenay Lake)
Adam Robertson Elementary School Learning Plan 2024-2025

Adam Robertson Elementary

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:	October 31, 2024	School	Adam Robertson Elementary School

Vision

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

School Profile

- 308 students
- 31 Staff
- 13 classrooms
- Kindergarten to Grade 7
- 69 students with Aboriginal Ancestry
- 16 students with designations (A-G = 10, H-R = 6)
- 16 ELL Students

Consultation Process

Staff

- Planning day discussions
- Staff Engagement Action Team meetings
- Collaborative work in building class profiles
- Anonymous staff survey – December & June
- Informal discussions
- Monthly Staff Meeting Collaborative Question
- Weekly staff email updates with opportunity for feedback & contributions
- Opportunity for primary & intermediate staff collaborative sessions in literacy & numeracy
- Weekly School Based Team Meetings
- Aboriginal Education Action Plan – Consultation Process and discussions
- Opportunity for individual meetings with each staff member
- EA LIF time consultations & discussions
- January 2025 Staff Meeting – Collaborative Session on *Moving Forward at ARES*

Students

- Assessment
- Intermediate Student Belonging Survey
- Staff bulletin board with interactive activities and question box
- Monthly Assemblies
- Classroom visits to address specific issues & receive student input for problem-solving
- PVP interactions with students during morning, recess, lunch, and bus supervision
- Conversations with student when they attend the library "Safe Space" during lunch hour

** School District No.8 would like to acknowledge the work of Linda Kaser and July Halbert and their valuable contribution to this School Learning Plan.

Parents

- Monthly newsletter with opportunity for parents to respond via e-mail
- Anonymous Family survey – January & June
- Invitation to participate in School Planning Day
- Monthly PAC meetings
- April Learning Fair visit
- October Early Dismissal Days – Opportunity for parents to meet staff and hear thoughts and/or concerns
- Open Door Policy
- SEY2KT Parent/Family participation
- Parent participation in schoolwide activities
- Active parent volunteers - Breakfast Program

Indigenous Representation

- Consultation with Aboriginal Education Support Worker (Josie Fullarton) to prepare for the Aboriginal Education Action Plan
- Consultation with Aboriginal Success Teacher (Danielle Sonntag) to prepare for the Aboriginal Education Action Plan
- Anonymous staff survey - December
- Discussion and staff meetings, which include Aboriginal Success Teacher
- Reconciliation Committee – regular meetings & planning sessions

Coherence and Alignment
Ministry of Education Policy for Student Success
School District No.8 Framework for Enhancing Student Learning
BC Tripartite Education Agreement

Literacy
Goal Statement
Improve literacy proficiency for all learners (specifically priority learners)
Where We Are At
Literacy Data (Include provincial, district, and school level data as available)

Satellite Data – Level 1
- FSA's - Grade 4 & 7
  - Grade 4 – FSA – 62.5% on track in 2024-2025 *(In 2023-2024 31% were on track)*
  - Grade 4 – FSA – 7.5% extending
  - Grade 7 – FSA – 71.1% on track in 2024-2025 *(In 2023-2024 56.5% were on track)*
  - Grade 7 – FSA – 4.4% extending
- Student Learning Survey
  - Grade 7 68% of students always or almost always feel a sense of belonging at ARES.
  - Grade 7 32% of students agree or strongly agree that they are learning about caring for their mental health. As a result, we have

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introduced a program called Open Parachute to support relationships and self-care.

- o Grade 4 87% of students feel safe at school most of the time to all the time.

Map Data – Level 2 – School Level

- Acadience Benchmarks for all intermediate students terms 1 and 3
  - o Grade 4 – 41% below benchmark – September 2024
    - o By June 97% of the students showed growth
  - o Grade 5 – 44% below benchmark – September 2024
    - o By June 96.6% of the students showed growth
  - o Grade 6 - 11% below benchmark – September 2024
    - o By June 62.2% of the students showed growth
  - o Grade 7 – 19 % below benchmark - September 2024
    - o By June 49% of the students showed growth

(Below benchmark indicates Priority Learners who require targeted supports)

- CLEVR/ELP Data –
  - o Our ELP Grade 1 data (current grade 2's) show 37% Emerging
  - o Our ELP Grade 2 data (current grade 3's) show 33% Emerging
  - o Our ELP Grade 3 data (current grade 4's) show 24% Emerging

- Attendance – An area we wanted to review to determine whether there is a correlation to student progress
  - o 42% of Grade 1 students missed 10% or more of 2024/2025.
  - o 84% of Grade 2 students missed 10% or more of 2024/2025.
  - o 35% of Grade 3 students missed 10% or more of 2024/2025.
  - o 35% of Grade 4 students missed 10% or more of 2024/2025.
  - o 49% of Grade 5 students missed 10% or more of 2024/2025.
  - o 53% of Grade 6 students missed 10% or more of 2024/2025.
  - o 60% of Grade 7 students missed 10% or more of 2024/2025.

Street Data – Level 3 – Classroom Level

- Classroom-based reading assessments (DRA/Reading A-Z, RAZ Kids, EPIC)
- Learning Update Proficiency Scale
- Classroom Observations
- Classroom Profiles
- Grade 5 – *March Learning Updates – 45.7% Proficient / 54.3% Emerging or Developing in English Language Arts*
- Grade 5 – *March Learning Updates – 65.7% Proficient / 34.3% Emerging or Developing in Math*

Analysis (What objective trends do we see based on the data?)

Questions, trends, assumptions
- Grade 4 & 5 students have a significant number of students below benchmark in reading in September.
- Our FSA results are significantly higher in 2024-2025, which contradicts the grade 4 literacy benchmark results.

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- Learning Update Data demonstrates that we have many learners who are not meeting proficiency in Literacy in the Intermediate Grades. Targeted intervention and differentiation of instruction are needed in grades 4-7.
- In intermediate classrooms where teachers are using Acadience Data to guide instruction and provide core, strategic and targeted support, the class shows significant growth by June.

Rationale (What is going on for our learners? How do we know? Why does it matter?)

Use Focus on a Specific Student Challenge Activity 24-25
Ensure you address priority learners as a subset.

Strengths:
- There is an adult responsiveness to primary students' strengths and stretches in accordance with their Early Learning Profile assessment.
- Increased community of practice in our Early Years team, including Classroom Teachers, Teacher/Librarian, Inclusion Support Teachers, and Administration.
- We have assessment cohesion in Primary literacy with the ELP
- We have a new approach to assessment at the Intermediate level to create cohesion - First year with consistent data in grades 2-7 *(Acadience Reading Benchmark Scores)* to help identify Priority Learners, as well as core, strategic, and targeted supports
- We are using the Acadience Data to build classroom profiles, which identify where specific supports are needed.
- Some intermediate teachers have utilized this data to guide their practice

Challenges:
- Lack of consistency in literacy teaching approaches in intermediate years
- An increased need for cross-class collaboration and learning experiences to target specific interventions and learning needs in intermediate literacy
- More differentiation is needed to address needs
- Supporting staff in how to use the data

Target Objective (Specific and measurable statement of the desired improvement)

Use Smart Goals Protocol and Worksheet 24-25

By June 2025, 90% of students will demonstrate measurable growth in their Acadience Benchmark (Intermediate) or ELP Assessment (Primary) scores, as a result of the core, strategic, and targeted support provided to all learners.

What We're Doing

Embedding Strategic Priorities
(How we're making connections and providing opportunities)

- List each strategic priority, and provide exemplars of connections to support the goal

1. LIFELONG LEARNERS: We improve student learning through interest-based, competency-based, flexible and innovative approaches.
   - Heggerty and UFLI programs allow for similar language and actions for phonemic awareness
   - Five sessions of SEY2KT (Strengthening Early Years to Kindergarten Transitions) to instill early literacy awareness for pre-school students and their parents and to identify prospective challenges.
   - January Read-a-thon for all students – Motivating *Harry Potter* theme for the month to engage students in reading with a goal of having students read for pleasure.
   - Intermediate IST uses CORRECTIVE READING & COMPREHENSION Intervention with our intermediate Priority Learners
   - Primary IST provides ELP support for our Priority Learners
   - Acadience Reading Assessment conducted by IST on all intermediate students in September & February
   - Scholastic Book Fair
   - Family Literacy Week
   - Literacy Scavenger Hunt

2. CONNECTED LEARNERS: We inspire learners to become curious, critical, and creative stewards of the natural world and the local and global community.
   - Literacy centers with grade seven mentors (Learning involves generational roles and responsibilities)
   - Great Big Buddy Read - Primary students paired with their older buddy
   - Grade 3, 4, 5 Participation in Kokanee Salmon hatching process, in collaboration with Wildsight & Creston Rod & Gun Club – Including Learning Modules
   - Grade 2 & 3 class read with Crestview Residents
   - Regular Buddy Reading between classes
   - KRSS partnership with grade 3/4s
   - Students make cards for Community Christmas hampers
   - Pickleball with community coach
   - Community swimming lessons for 4 classes

3. **CARING & INCLUSIVE LEARNING CULTURE: We promote physical and mental well-being through social-emotional learning to foster compassionate learners.**
   - Targeted interventions integrated into primary classroom
   - Social-emotional support and social skills training for key priority learners with Primary IST
   - Community mental health supports to create a wraparound program for specific students

4. **CULTURAL & IDENTITY DEVELOPMENT: We promote a positive sense of identity in culturally safe and responsive communities of learning.**
   - Knowledge and implementation of the First Peoples Principles of Learning incorporated into Learning Centers. (Learning is experiential, relational and takes patience and time)
   - Story Workshop (Learning is embedded in memory, history, and story)
   - Aboriginal Success Teacher uses Indigenous Literature as a source for guided lessons
   - Ktunaxa Language lessons for all students
   - Ktunaxa Language signs created by ARES students and displayed around the community
   - Pow wow preparation with regalia and moccasin making, as well as dance and drumming lessons.
   - All classes attend the pow wow

5. **CAREER DEVELOPMENT: We prepare students to graduate with options for their future life and career goals.**
   - Scholastic Book Fair – Intermediate students set up and organize the book fair, as families and students browse and purchase books throughout the day.
   - Learning Fair -Opportunity for learners to share successes
   - Grade 7 Transition Program with KRSS

Where We Are Going
(Action Plan)

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

From Data Gathering Tool 24-25, Intermediate to Middle Years Numeracy Guide 24-25, Visible Learning Series (Hattie et al), Curricular Competencies, SD8 Professional Learning Hub, etc.
See School Learning Plan Grant Quick Plan 24-25

- ELP Professional Learning Series
- New literacy supports for Primary Teachers:
- Heggerty program for primary / Online videos for Heggerty
- UFLI program for Grades 1-3
- K/1 Virtual Literacy Sessions
- Primary Success Meetings
- Literacy Pro-D Sessions
- Grade 2/3 Literacy Sessions
- PowerPoint & Links from Shifting the Balance

- Targeted discussions at Staff Meeting around strategies and priorities for our learners
- Corrective Literacy (Reading & Comprehension) Intervention program implemented for intermediate priority learners

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

From Data Gathering Tool 24-25, Intermediate to Middle Years Numeracy Guide 24-25, Visible Learning Series (Hattie et al), Curricular Competencies, SD8 Professional Learning Hub, etc.

- Planning Day – Supporting staff in how to utilize data to build classroom profiles, which will guide instruction
  - Core Supports
    - Universal Programming
    - Instruction of the Curriculum Content and Core Competencies
    - A progressive instructional plan building up to more complex idea and applications
    - Regular collection of evidence
  - Strategic Supports
    - Using evidence to target specific skills/concepts
    - Flexible groupings
    - Differentiated in-class activities (i.e. Leveled graphic organizers, fluency passages, vocabulary lessons, novel studies)
  - Targeted Supports (Priority Learners)
    - IEP Students – EA supports
    - Assistive technology
    - IST targeted supports

- IST developed a literacy curriculum framework to ensure cohesion and balance over the years
- Primary IST provides targeted support to Priority Learners as guided by ELP results
  - Creating a common language for primary teachers
  - Supporting core, strategic, and targeted supports

- Our intermediate IST performs the Acadience reading assessment on all intermediate students in September, February and May to identify benchmarks. Staff received the September data on Planning Day to support building their classroom profile and identifying and planning supports.

- IST using CORRECTIVE READING & COMPREHENSION program with our intermediate Priority Learners group to address the gap that is apparent with many of these students. This program is intended to provide intensive instruction of critical skills to optimize learning for students whose reading difficulties place them one or more years behind their peers

  - Direct Instruction with sequenced lessons for struggling students - *(Four levels for decoding plus four for comprehension to address reading deficits and skill levels found among older students).*
  - The Decoding strand includes phonemic awareness, phonics, fluency, vocabulary, and comprehension. In the Corrective Reading Comprehension strand, vocabulary and comprehension are addressed.

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Elementary

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)
If staff use Acadience benchmarks/ELP assessment data to provide core, strategic, and targeted support, along with a balanced literacy program that includes differentiated reading instruction, word work, and guided writing, literacy proficiency gains are expected in all students, including priority learners, in the term two and three assessments.

Numeracy

Goal Statement
Improve numeracy proficiency for all learners (specifically priority learners)

Where We Are At

Numeracy Data (Include provincial, district, and school level data as available)

(See updated data sets for All Schools FSA 2022-24 with graphs)

Satellite Data – Level 1

- ○ FSA Data Grade 4 & 7
  - • FSA – Grade 4 – 40% on track *(In 2023-2024 30% were on track)*
  - • FSA – Grade 7 – 33.3% on track *(In 2023-2024 28.6% were on track)*

Map Data – Level 2 – School Level

- ○ Learning Updates
  - • Grade 4 – *68% Proficient / 32% Emerging or Developing*

- ○ K to 9 SNAP Numeracy Assessment
  - • The SNAP assessment showed growth overall in several areas.
  - • The data was not reliable for several reasons.
    1. Differences in administration during the 1st & 2nd term resulting in varied participation commitments from the students.
    2. Instructions were inconsistent resulting in misunderstandings by the students.
    3. Attendance issues skewed the results, as some students were away for extended periods of time and missed the second or third assessment.
    4. Lack of perceived importance of SNAP from the students, resulting in inconsistent effort
  - • Despite challenges with the SNAP assessment, we have results that support a need to provide teachers with more guidance on how to utilize data to inform practice

- ▪ **SNAP Data**

- o 3 Equations
    - ▪ 13.2% of Grade 3-4 students presented at Emerging in term 1, while 13.7% of Grade 3-4 students presented at Emerging in term 3.
    - ▪ 18% of Grade 5-6 students presented at Emerging in term 1, while 23.9% of Grade 5-6 students presented at Emerging in term 3.
    - ▪ 22.5% of Grade 7 students presented at Emerging in term 1, while 65.8% of Grade 7 students presented at Emerging in term 3.
- o Real Life Connections
    - ▪ 31.5% of Grade 3-4 students presented at Emerging in term 1, while 15.6% of Grade 3-4 students presented at Emerging in term 3.
    - ▪ 29% of Grade 5-6 students presented at Emerging in term 1, while 22.9% of Grade 5-6 students presented at Emerging in term 3.
    - ▪ 12.5% of Grade 7 students presented at Emerging in term 1, while 36.8% of Grade 7 students presented at Emerging in term 3.
- o Number Lines
    - ▪ 29.4% of Grade 3-4 students presented at Emerging in term 1, while 12.3% of Grade 3-4 students presented at Emerging in term 3.
    - ▪ 24.2% of Grade 5-6 students presented at Emerging in term 1, while 11.3% of Grade 5-6 students presented at Emerging in term 3.
    - ▪ 25% of Grade 7 students presented at Emerging in term 1, while 26.3% of Grade 7 students presented at Emerging in term 3.

- o ENP – Early Numeracy Profile Document
    - • One of the most notable results we found was the overall inability of students to reflect at an appropriate grade level as it relates to the assessment and/or Math.

Street Data – Level 3 – Classroom Level
- o Classroom-based numeracy assessments
- o Learning Update Proficiency Scale
- o Classroom Observations
- o Classroom Profiles

Analysis (What objective trends do we see based on the data?)

Use Data Gathering Tool 24-25
Ensure you address priority learners as a subset.

- • FSA results show that students struggle with multi-step problem-solving tasks in numeracy
- • Weekly Math Problem results indicate a lack of staff consistency in guiding students through the problems.
- • FSA results and Student Learning Update results show an incongruency in our learner's abilities.
- • Weekly Math Problem has shown that students have greater ability to complete a multi-step problem when working collaboratively, compared to working as individuals.
- • The Fall Assessment has demonstrated a need for basic computational fluency.

Adam Robertson
Elementary

- FSA and Fall Assessment have shown that students have low resilience when faced with challenging situations. Most students will complete the first step of a problem, but do not continue to complete the next steps as the problem becomes increasingly complex.
- SNAP was found to be ineffective for tracking year-to-year growth. We have decided to look for other assessments that we can use to track results over the course of the year. One assessment we are considering is the Island Numeracy Network assessment.

Rationale (What is going on for our learners? How do we know? Why does it matter?)

Use Focus on a Specific Student Challenge Activity 24-25
Ensure you address priority learners as a subset.

- Students are not consistently able to describe their thinking using either an explanation, diagram, illustration and/or calculations
- In all grade levels, there are a high number of students EMERGING in *Number Line* skills
- There is a need to find/develop an assessment that will support planning from one year to the next and over the course of an active school year.

Thoughts:
- When staff view the same data to inform their teaching practice, we will build better cohesion
- Having an established time frame for the consistent administration of assessments is necessary for cohesion
- Staff are unsure how to use the assessment data/evidence to determine the next steps in teaching practice
- Schoolwide approach needed for staff to address numeracy stretches using a strength-based approach in teaching practice

Target Objective (Specific and measurable statement of the desired improvement)

Use Smart Goals Protocol and Worksheet 24-25

By June 2025, 90% of students will demonstrate measurable improvements in their number sense, as reflected in their Term 3 SNAP assessment scores, after receiving targeted practice to address the numeracy gaps identified in their Term 1 and Term 2 SNAP assessments.

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)

- List each strategic priority, and provide exemplars of connections to support the goal

1. LIFELONG LEARNERS: We improve student learning through interest-based, competency-based, flexible and innovative approaches.
   - Staff learning to use the same assessment language, which provides data for student basic fact skills, math strategies and their ability to communicate learning
   - Math Problem of the week uses problems that engage students with the goal of improving their resilience when faced with difficult situations.
   - Piloting the district Primary K-3 Numeracy Assessment
   - Students are encouraged to arrive at a solution in more than one way
   - Staff support students to recognize their own strengths, stretches and growth

2. CONNECTED LEARNERS: We inspire learners to become curious, critical, and creative stewards of the natural world and the local and global community.
   - Students hear consistent Math language as they move through their intermediate years
   - Staff utilize the same language and strategies to explain concepts
   - All intermediate students complete the same weekly math problem for Mrs. Walker
   - All classrooms complete the SNAP assessment in September, February, and May

3. CARING & INCLUSIVE LEARNING CULTURE: We promote physical and mental well-being through social-emotional learning to foster compassionate learners.
   - A more collaborative approach is being used. When the same assessment tools and strategies are used at specific times, staff can share results and coordinate how to address stretches

4. CULTURAL & IDENTITY DEVELOPMENT: We promote a positive sense of identity in culturally safe and responsive communities of learning.
   - Staff have access to the First Voice website

5. CAREER DEVELOPMENT: We prepare students to graduate with options for their future life and career goals.
   - Problem-based learning uses the premise of real-life scenarios to help students understand real-world problems and solutions.
   - Students begin to develop a positive mindset when approaching math problems and believe they can find a solution with time & effort

Where We Are Going
(Action Plan)

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

- IST (Walker) developed a Numeracy Framework that aligns with the BC Curriculum & integrates a continuum of concepts – *Year at a Glance for K-7*

- Grade 1 Numeracy Professional Learning Series
- Kindergarten Numeracy Professional Learning Series
  - Purchase of *My Math Path* for Grade 1-4 teachers
    - Aligns with BC curriculum
    - Embeds indigenous connections, core competencies & assessments
    - Aligns with our Intermediate Coast Metro math outline
    - Access to teacher resources, eBooks, printables, virtual manipulatives & games.
- Carole Fullerton Workshops (Accessible on Sd8 Drive)
- Using the District Numeracy Assessment
- Kindergarten ENP - Early Numeracy Profile Workshop Resources
- Numeracy Resource Sharepoint Webpage
- Link to the First Voice website
- All intermediate students will solve a weekly math problem using any approach and support their answers with illustrations

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

- Class profiles created at Planning Day to guide instruction and identify next steps, using SNAP assessment results from early September
- SNAP assessment helps to identify learning gaps that can be specifically targeted
- Practice SNAP assessment given in December, so that students become more familiar with the structure.
- Primary IST to specifically support ENP
- A weekly math problem is presented on our Math Problem bulletin board by our Teacher Librarian – Mrs. Walker – for all intermediate students to solve, using their own method
- 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
- 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)

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

If staff use numeracy curricular guidelines and SNAP assessment results to identify gaps in number sense, and provide targeted practice to address these gaps, then students will strengthen their numeracy foundations, leading to improved performance on the Term 2 and Term 3 SNAP assessments.

Adam Robertson
Elementary

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.

Where We Are At

Data (Include provincial, district, and school level data as available)

- Student Learning Survey
- Staff Collaborative Question data from staff meetings
- Action Engagement Team meeting data
- Intermediate Student Belonging Survey (November)
  - 86 % of students feel like they belong in their classroom and school community
- Anonymous survey staff, and parents to help guide School Learning Plan
- Weekly SBT Meetings
- Office referrals
- Students respond to daily question related to Staff Bulletin Board
- MDI Grad 4 & 7

Analysis (What objective trends do we see based on the data?)

- Staff and Parent Survey displays that the common language for students and vision for the school has led to increased student satisfaction
- Student Learning Survey shows that students are feeling a greater sense of connection and belonging to the school. (2024)
- Student Belonging Survey shows that students feel a sense of belonging in the classroom and school community and cared for by their teachers
- Parent Survey shows parents feel well informed and connected to the school
- MDI – Grade 7 – Connectedness
  - 57% have high connectedness with adults at school
  - 55% have high connectedness with peer belonging
  - 70 % have high connectedness with friendship intimacy
- MDI – Grade 4 – Connectedness
  - 57% have high connectedness with adults at school
  - 42% have high connectedness with peer belonging
  - 67 % have high connectedness with friendship intimacy

Rationale (What is going on for our learners? How do we know? Why does it matter?)

- Many students lack determination, perseverance & grit, which is needed to enhance resiliency in all areas of life
- The students who feel a sense of belonging, often display more confidence in their abilities and are willing to take more risks
- Some staff and students lack a hopeful mindset, making it challenging to build resilience
- Staff need to feel a sense of belonging and team mindset in order to replicate this for students

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Target Objective (Specific and measurable statement of the desired improvement)

By June 2025, staff will demonstrate improved belonging and engagement, fostering a team mindset with strong communication and trust, as measured by staff surveys and team collaboration metrics. This improvement in staff morale and cohesion will result in increased student engagement, sense of belonging, and academic achievement, as measured by student surveys, engagement data, and academic performance.

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)

- List each strategic priority, and provide exemplars of connections to support the goal
- Strategic Priorities and exemplars of connections to support the goal:

1. LIFELONG LEARNERS: We improve student learning through interest-based, competency-based, flexible and innovative approaches.
   - Creative problem-solving to meet student needs / case management
   - Strengthening Early Years to Kindergarten Transitions (SEY2KT)
   - Transition to high school
   - Learning Fair - Early Dismissal days
   - Close connection with support systems for Children in Care
   - Staff opportunities: Mental health literacy, mental health first aid, Human Rights education

2. CONNECTED LEARNERS: We inspire learners to become curious, critical, and creative stewards of the natural world and the local and global community.
   - Extra-curricular and in-school opportunities which target a variety of student interests & needs (Chess, Art Club, Spring Musical, basketball, volleyball, cross-country, ski program, snow shoeing, curling, pickleball, fishing)
   - Community involvement and education opportunities for students: Bike Safe Cycling Education Program, cultural performances, Crafts for Community Christmas Hampers, SPCA visits, Kootenay Columbia Discovery Center (Owls & Frogs), Kootenay White Sturgeon presentations, Focus on Youth
   - A monthly school newsletter is published, which highlights ARES and its culture

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3. **CARING & INCLUSIVE LEARNING CULTURE:** We promote physical and mental well-being through social-emotional learning to foster compassionate learners.

- Daily Breakfast program open to all students & hot lunch program (PAC initiative)
- A welcoming and engaging entrance is present to inform and connect family, students, and staff
- Daily lunch program for vulnerable students
- Healthy snack bins delivered to all classrooms
- An interactive monthly staff bulletin board is located at the entrance so that staff, students feel more connected

6. **CULTURAL & IDENTITY DEVELOPMENT:** We promote a positive sense of identity in culturally safe and responsive communities of learning.

- Circle of Courage model and values embedded into learning and school wide activities (First Peoples way of teaching)
- Reconciliation committee meets regularly to coordinate and plan events
- Gradually increase LGBTQ+ awareness & Human Rights education by providing greater support to staff and education for families
- Circle of Courage model guides our responsibility and commitment towards reconciliation
- Orange Shirt Day, Pink Shirt Day, National Indigenous People's Day – Schoolwide events
- Authentic and purposeful guidelines & structures
- Aligning School's Code of Conduct & Student Responsibilities with the BC Human Rights Code, School District Policies & Code of Conduct with Circle of Courage
- Managing behaviours restoratively ~ thinking deeply about the individual child ~ their history, personal situation, learning needs

7. **CAREER DEVELOPMENT:** We prepare students to graduate with options for their future life and career goals.

- SLC group (Student Leadership Council) organizes schoolwide initiatives, such as spirit days.
- Learning Fair for families so that students can tour parents through the building and share all that they are proud of
- Strong social-emotional emphasis
- Schoolwide Self-Reflection on the Core Competencies & Goal Setting that reflects the Circle of Courage domains

Where We Are Going
(Action Plan)

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

- Circle of Courage in the classroom - Option for Pro-D at ARES
- Trauma Informed Schools workshop
- Elders to visit and guide practice
- Human Rights Education – School-based Pro-D

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- Connect Circle of Courage philosophy to our school activities to broaden student, staff & parent awareness
- Develop opportunities for staff to learn and teach the expected behaviours at ARES and ensure that the <u>Code of Conduct</u> is understood and embedded into all that we do

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

- In the two Learning Updates & Final Summary of Learning, we will use a schoolwide Self-reflection on the Core Competencies & Goal Setting that reflects the Circle of Courage domains: Goal Setting will align with MASTERY
- Embed our <u>Code of Conduct</u> into our ARES culture & connect to Circle of Courage domains, so that there is a greater sense of calm - this natural structure will help individuals feel settled and safe
- Continue to educate students, staff and families on the Circle of Courage values and philosophy
- Broaden our opportunities and caring school practices, so that marginalized communities feel a greater sense of connection
- Create schoolwide opportunities for small successes (both staff & students)

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

Example: If we do X….then we expect Y to happen because….(research-based indicators)

If we improve staff belonging and engagement through strong communication, trust, and collaboration, then staff will be more motivated and equipped to implement the **Circle of Courage** philosophy in their classrooms. This will help students develop a stronger sense of belonging, independence, generosity, and mastery, creating a positive cycle of engagement and success for both staff and students.