

School District No. 8 (Kootenay Lake)

School Learning Plan 2024-2025

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: Sept. 20/24

School: WILDFLOWER SCHOOL - NELSON

Vision

School Profile

Wildflower School is tailored to provide a safe learning environment for all learners through a non-traditional setting. Learning is designed using specific programming for high-needs learners. Learning families (classes) benefit from a multi-age approach with a K/1 class, four grade 2-6 families and two middle school families grade 7-9 children. Wildflower is a school of choice serving families from all surrounding catchment boundaries.

Education consists of four days per week face to face instruction and one day per week of home learning (5.5 hours/week) tailored for each student by the teacher and parent team.

Wildflower school currently enrolls approximately 160 students from kindergarten to grade 9.

Our focus is creating a learning environment where children will feel:

- **Seen** - as who they are and that they are heard and understood, they are respected and loved
- **Held** - that they feel safe, supported and accountable
- **A sense of belonging** – so they feel free to be themselves and are authentically connected to the classroom and school community
- **A sense of agency** – so they are engaged and able to have a constructive influence on their learning
- **A sense of purpose** – so they can find their gifts and use them in a way that is meaningful

Consultation Process

Staff

Important levels of support, collaboration and communication exist within the Wildflower School staff and community. Administration, and support teacher teams have ongoing consultations regarding teaching and learning, common themes, and initiatives to address school goals.

Members of the Parent Advisory Committee are involved with the school planning team. The staff and parents examined school-based data and provincial data in the consultation process.

Students

Students collaborate with parents and teachers to create a home-learning plan specific to their needs and passions. Children's social and emotional needs are honored and met from where they were when they first entered Wildflower school. They are supported and mentored to continue to develop S&E skills over several years within the same family (class) through a nurturing approach which includes parents volunteering in class, class activities together incorporating entire families combining for unique events such as potlucks, camping, sleep overs and the like. The result of this approach is that family and class relationships develop deep relationships. The relationships endure and build over time given that students may have just two teachers from grade one through to grade nine.

Parents

Parents are responsible for 20% of students learning with direction from the class teacher through a home-learning plan. Parents are an involved part of the school community to a larger degree than typical School District 8 schools. Wildflower has an open-door policy and enhanced relationships with the children's parents and careers.

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Indigenous Representation

Bailey Corner is the district Aboriginal Education coordinator for Wildflower School working collaboratively with teaching staff. As a team we provide a targeted effective approach for individual students. Indigenous ways of knowing, being and learning are weaved through the curriculum program in each family of learners like a golden thread.

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 by building structures to identify and fill gaps in literacy skills.
Where We Are At
Literacy Data (Include provincial, district, and school level data as available). Please ensure priority learners are included as a focus.
<p>FSA – Shows that over 65% of our students are ontrack or extending in literacy</p> <p>ELP – About 95% of our students are on track according to our ELP</p> <p>Class Reviews – Our class reviews indicate that our teachers have no concerns regarding the reading skills of 75% of our seedlings class, 63% of students in our elementary, and 90% of our middle school students. In writing they have no concerns about the progress of 65% of our seedlings class, 50% of students in our elementary, and 71% of our middle school students.</p>
Analysis (What objective trends do we see based on the data?). Ensure priority learners are included as a focus.
Compared to math, reading and writing are both areas where there are greater concerns for student achievement. When looking at the data it appears that our tier 2 students tend to be students who have recently joined out school, and this trend is something we hoped to continue to explore and develop.
Please include evidence of a focus on priority learners.
We disaggregated our data to provide a focus on indigenous and diverse students. This allows us to identify any systems wide trends. Looking at this data it appears that our priority learners are doing better than the school average in reading, and are doing about the same in writing.
Rationale (What is going on for our learners? How do we know? Why does it matter?). Please ensure priority learners are included as a focus.
It appears that students who have been at the school for most of their educational experience are succeeding, however we are intaking large number of students who have lower literacy achievement. For example in our elementary classes 5 out of 7 students who have been referred to the SBT for reading concerns, and 7 out of 9 students who been referred for writing concerns have attended the school for less than 1 year. This suggests that our current practices are strong, but we need to do more to intervene and support our new students so that we can move them from emerging/developing to being proficient.
Target (Specific and measurable statement of the desired improvement).

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90% of students in grade 2-6 become proficient/extending in literacy.

What We're Doing

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



- Both Elementary and Middle School teachers are collaborating
- Grade 9s from both classes are differentiated in their own group.
- Differentiation in primary/intermediate students
- Connections with district support person (Melanie and Cheryl)
- Connecting with parents in all classes to provide supports
- Emphasizing real world applications and highlighting the future career paths available to students.

Where We Are Going (Equity-Focused Action Plan)

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

Shifting the Balance K to 2
Shifting the Balance 3 to 5
Artfully Teaching the Science of Reading
Structured Reading Interventions

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

Structured Literacy & Science of Reading Strategies such as:

- Phonics and Phonemic Awareness Lessons
- Readers Theater & Reading Fluency Lessons
- Morphology & Vocabulary Lessons
- Comprehension Lessons

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)

1. Collaborative Practices
 - Book Study Group meet 3 to 4 times (Complete before the retreat)
 - Literacy PLC meet
2. Transition Profiles
 - At retreat discuss and 'start to build' profiles of where we hope students will be as they move from seedlings to elementary families, and from elementary families to middle school families
3. Home Learning
 - Compile a repository of recourse
 - Guidelines for parents

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<ul style="list-style-type: none"> • Discuss for 10-15 minutes every staff meeting
<p>4. Apply for School Learning Grant to support priority learners</p> <ul style="list-style-type: none"> • Develop lessons that can be used across the school • Create a streamlined literacy intervention process with clear tracking and progress updates
<p>5. Identifying Staff Passions & classroom routines</p> <ul style="list-style-type: none"> • Every Friday “What’s on your mind with literacy or what is your need?”

Numeracy	
Goal Statement	Improve numeracy proficiency for all learners.
Where We Are At	
Numeracy Data (Include provincial, district, and school level data as available). Please ensure priority learners are included as a focus.	
<p>FSA – Shows that over 85% of our students are ontrack or extending in literacy</p> <p>ENP – About 75% of our students are on track according to our ENP</p> <p>Class Reviews - Our class reviews indicate that our teachers have no concerns regarding the math skills of 95% of our seedlings class, 75% of students in our elementary, and 80% of our middle school students.</p>	
Analysis (What objective trends do we see based on the data?). Please ensure priority learners are included as a focus.	
<p>Elementary school students continue to be strong but in the middle school we have a sizable number of students that exhibit math anxiety and are struggling. They also show a weak understanding of math vocabulary, concepts, and knowledge tools.</p>	
Please include evidence of a focus on priority learners.	
<p>We disaggregated our data to provide a focus on indigenous and diverse students. This allows us to identify any systems wide trends. Looking at this data it appears that our priority learners are doing about the same in numeracy.</p>	
Rationale (What is going on for our learners? How do we know? Why does it matter?)	
<p>Our math program is strong and producing good results. There is still room for improvement, but we are looking now more to refine the program than to make significant changes to our practice. Our ENP data is showing that we have a bit of a weaker group going in our seedlings but we believe that we will be able to support them well as they continue to develop. We are also looking at ways that we can support new students to our school who have lagging skills, however this is not as significant of an issue as it is in literacy.</p>	
Target (Specific and measurable statement of the desired improvement)	
<p>Maintain/improve elementary levels. Improve middle school math level (80% of students to proficient). Numeracy has been a strong priority in the school the last few years, and the focus on it has improved our results.</p>	

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What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
 <ul style="list-style-type: none"> Both Elementary and Middle School teachers are collaborating Grade 9s from both classes are differentiated in their own group. Differentiation in primary/intermediate students Connections with district support person (Jonathan) Connecting with parents in all classes to provide supports Emphasizing real world applications and highlighting the future career paths available to students. Carole Fullerton approach; games; manipulatives; Singapore Math books 	
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<ul style="list-style-type: none"> Continue to collaborate, elementary Middle School teachers to collaborate further Teacher in-service about the ways we do long addition/subtraction/multiplication/division etc.... (with Emily & QR code handouts) 	
Student Learning (What student learning strategies will support meeting the target?)	
<ul style="list-style-type: none"> Continue: Projects Differentiation Logic puzzles Differentiated homeschool plans 	
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)	
<p>If we differentiate the classes and learning, THEN we expect the number of students struggling with numeracy to lessen because student-centered learning is an evidence-based strategy.</p>	

School Determined

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Goal Statement
Improve learning and well-being of Tier 2 and 3 learners.
Where We Are At
Data (Include provincial, district, and school level data as available). Include priority learners.
<p>Class Reviews – Teachers indicated that they have social emotional and behavioral concerns about 30% of our seedlings class, 38% of our elementary students, and 28% of our middle school students.</p> <p>SBT Referrals – We currently have 27 students that have been referred to the school based team. Six of these students are waiting for an ICHAN.</p> <p>Behavior Tracking – We have on average 2 or 3 behavioral incidents that are referred to the office a week. Ninety percent of these incidents feature five percent of the school population.</p>
Analysis (What objective trends do we see based on the data?). Include priority learners.
There are significant social emotional needs amongst our school population, and our supports are being stretched to their maximum as we are needing to utilize our resources to support students who are waiting for a designation.
Please include evidence of a focus on priority learners.
This goal is focused on priority learners. Our school based team process highlights students that have designations, are indigenous, and/or students who are in care.
Rationale (What is going on for our learners? How do we know? Why does it matter?)
<p>We are intaking a lot of students who have not succeeded in other schools; many undiagnosed learning disabilities; considerable number of students in each class with self-regulation challenges and/or other social/emotional needs which prevent learning for those students and their classmates. This means that we have many students entering the school who have missed considerable time or had a general disruption to their learning. When we disaggregate our data it appears that the students who spend considerable time with us are on-track. We want to increase the opportunities for our priority learners to have more uninterrupted direct instruction.</p>
Target (Specific and measurable statement of the desired improvement)
Reduce the percentage of social emotional and behavioural concerns in each section by 10%
What We're Doing
Embedding Strategic Priorities (How we're making connections and providing opportunities)
 <ul style="list-style-type: none"> • Building caring class and school communities that support diversity and increase attachment • Supporting students' emotional well being and helping them develop self-regulation strategies • Supporting restorative justice/restitution practices • Supporting students' mindfulness
Where We Are Going

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(Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<p>Building capacity around universal design and tier 1 strategies for supporting our diverse and priority learners. Also highlighting knowledge from books such as:</p> <ul style="list-style-type: none"> • The Behaviour Code • Supporting Positive Behaviour in Intellectual Disabilities and Autism • Structured Literacy Interventions • Social Thinking Curriculum • The CBT Toolbox for Children and Adolescents • Executive Functioning for the Classroom 	
Student Learning (What student learning strategies will support meeting the target?)	
<ul style="list-style-type: none"> • Phonics/Phonemics/Blending • Perspective Taking • Mindfulness • Executive Functioning 	
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)	
<p>If we build clear intervention plans around students literacy, numeracy, and social emotional needs, then our collective teacher efficacy will increase and our students will have stronger outcomes.</p>	