

# School District No. 8 – Kootenay Lake

## Brent Kennedy Elementary School Learning Plan



### District Context

#### Mission

“ We focus on excellence for all learners in a nurturing environment.”

#### Vision

“Focus – Learn – Excel”

### School Context

Be Keen, Be Kind

May 31, 2024

We maintain a joyful, safe and caring environment that allows each learner to prosper and achieve success.  
We respect ourselves, each other and our school environment.

### School Profile

Brent Kennedy Elementary has approximately 210 students, 9 divisions, 5 designated students, and 28 students with Aboriginal ancestry

### Consultation Process

#### Staff

Staff worked through the creation of goals during planning day discussions, staff meetings, informal conversations, school-based pro-d sessions

#### Students

Information gathered through student learning survey and informal questioning

#### Parents

Input was gathered through a parent survey, informal conversations, PAC meetings, Monthly Newsletters

#### Indigenous Representation

Continue to collaborate with Jenna Hopper, Aboriginal Success Teacher.

### 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.**

<h1>Literacy</h1>
<b>Goal Statement</b>
Students will self-identify as readers and writers by building behaviors/capacity for learning in the areas of reading and writing.
<b>Rationale</b>
<ul style="list-style-type: none"> <li>Learning readiness</li> <li>Confidence building</li> <li>Applying of concepts over time/repetition of lessons</li> <li>Integrating academics with social-emotional</li> <li>Helping students to understand that there are multiple ways to solve problems</li> <li>Trauma informed practice</li> </ul>
<b>Targets – How do I know if we are successful meeting our specific goals?</b>
<ul style="list-style-type: none"> <li>Metacognition-students thinking about/explaining their learning; students explain strengths/stretches; core/curricular competencies understanding</li> <li>Celebration of learning, community building; beginning of year identifying as a learner</li> <li>Teacher assessments and student self-evaluation</li> <li>School-wide write</li> </ul>
<b>Objectives</b>
<ul style="list-style-type: none"> <li>Core routines and expectations/consistent</li> <li>Strength-based approach</li> <li>Embed Equity, inclusion, indigenization into all teaching practices (Seven Sacred teachings have been embedded into School Code of Conduct and are addressed at monthly assemblies as well as teachings in the classroom by teachers and Ms. Mann)</li> <li>Provide multiple access points for students</li> </ul>
<b>Professional Learning</b>
<ul style="list-style-type: none"> <li>Mentorship opportunities</li> <li>Mind-up/growth mindset strategies</li> <li>Applicable literacy practices</li> <li>ELP</li> <li>EPRA</li> <li>Faye Brownlie</li> <li>Adrienne Gear</li> </ul>
<b>Literacy Data and Evidence</b>
<ul style="list-style-type: none"> <li>Reading/writing performance scales</li> <li>ELP</li> <li>EPRA</li> <li>FSA</li> <li>Student learning survey</li> </ul>

<h1>Numeracy</h1>	
<b>Goal Statement</b>	Students will self-identify as math learners by building behaviors/capacity for learning.
<b>Rationale</b>	<p>Learning readiness</p> <p>Confidence building</p> <p>Applying of concepts over time/repetition of lessons</p> <p>Integrating academics with social-emotional</p> <p>Helping students to understand that there are multiple ways to solve problems</p> <p>Trauma informed practice</p>
<b>Targets – How do I know if we are successful meeting our specific goals?</b>	<p>Metacognition-students thinking about/explaining their learning; students explain strengths/stretches; core/curricular competencies understanding</p> <p>Celebration of learning, community building; beginning of year identifying as a learner</p> <p>Teacher assessments and student self-evaluation (ie. Carole Fullerton)</p>
<b>Objectives</b>	<p>Core routines and expectations/consistency</p> <p>Standardized assessment practices amongst teachers</p> <p>Strength-based approach</p> <p>Embedding Equity, inclusion, indigenization into all teaching practices (Seven Sacred teachings have been embedded into School Code of Conduct and are addressed at monthly assemblies as well as teachings in the classroom by teachers and Ms. Mann)</p> <p>Provide multiple access points for students</p>
<b>Professional Learning</b>	<p>Mentorship opportunities</p> <p>Mind-up/growth mindset strategies</p> <p>Applicable numeracy practices</p> <p>Carole Fullerton sessions</p>
<b>Numeracy Data and Evidence</b>	<p>Numeracy performance scale</p> <p>FSA data</p> <p>Student learning survey</p>

<h1>School Determined</h1>	
<b>Goal Statement</b>	Students will learn to resolve conflict through a variety of strategies, including restitution with students, teachers and administration. Teachers will work with students to build a toolkit whereby they have capacity to problem-solve with peers.
<b>Rationale</b>	<ul style="list-style-type: none"> <li>Learning readiness</li> <li>Confidence building</li> <li>Application of concepts over time/repetition of lessons</li> <li>Integrating academics with social-emotional</li> <li>Helping students to understand that there are multiple ways to solve problems</li> <li>Trauma informed practice</li> <li>Focus on positive behavior (PBIS)</li> </ul>
<b>Targets – How do I know if we are successful meeting our specific goals?</b>	<ul style="list-style-type: none"> <li>Community building/student attendance-encourage appropriate parent involvement/parent responsibility</li> <li>Students solving problems, less office visits</li> <li>Home and school partnerships; regular communication</li> <li>Building relationships between staff, students and families</li> </ul>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Teachers will identify the needs of their students and build communities to support learning and establish a needs-based approach</li> <li>Will include reviewing this goal at staff meetings</li> <li>Standardized code of conduct</li> <li>Restitution process</li> <li>Embed Equity, inclusion, indigenization into all teaching practices (Seven Sacred teachings have been embedded into School Code of Conduct and are addressed at monthly assemblies as well as teachings in the classroom by teachers and Ms. Mann)</li> <li>Provide multiple access points for students</li> </ul>
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>Counselling</li> <li>Social stories</li> <li>Mentorship opportunities for students</li> <li>Mind-up</li> <li>Conflict resolution resources</li> <li>“Rights based learning” -Kelowna school-helps to build resiliency</li> <li>Performance standards-social responsibility</li> </ul>
<b>School Determined Data and Evidence</b>	<ul style="list-style-type: none"> <li>School attendance</li> <li>Parent involvement/engagement</li> <li>Student self-reflection</li> <li>Office visits</li> <li>Scanning results</li> </ul>