

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: 2023 / 2024 School: REDFISH Elementary School

Vision

We create calm, respectful, and PEACEful spaces where students know that they are safe, cared for, known, and liked while they grow academically, socially, emotionally, and physically.

School Profile

REDFISH Elementary is a small, rural school enrolling approximately 100 students. We have a collaborative focus on literacy and numeracy and are intentional in our support of social-emotional learning for our students and in the creation of a respectful, caring, safe, and PEACEful school environment.

Consultation Process

Staff

REDFISH staff met to review our 2022/2023 School Learning Plan and related data... and to plan together for the 2023/2024 school year... during the School Planning Day on Friday, September 22, 2023. The learning plan and school data were periodically revisited and refined throughout the year at staff meetings, staff collaboration sessions, and professional development days.

Students

Student data collected through a variety of formal and informal means will continue to help inform the process. Student input can also be gleaned through student conversations, core competency self-reflections, and goal-setting activities.

Parents

RPAC was invited to attend a portion of the School Planning Day on Friday, September 22, 2023 to review the 2022/2023 School Learning Plan and provide input for the 2023/2024 School Learning Plan. The principal also provided parents with an overview of the 2023/2024 School Learning Plan and a summary of the School Planning Day process through an RPAC meeting.

School District No. 8 (Kootenay Lake)

School Learning Plan Template

Indigenous Representation

The 2023/2024 School Learning Plan document was shared with REDFISH's Indigenous Support Teacher, Naomi LEGG, to solicit input from an Indigenous perspective.

Coherence and Alignment

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

<h2>Literacy</h2>
Goal Statement
<p>Improve literacy proficiency for all learners.</p> <p>(Students will demonstrate growth in their ability to communicate clearly and effectively through writing.)</p>
Where We Are At
Literacy Data (Include provincial, district, and school level data as available)
<p>In general, the literacy data from the FSA shows encouraging trends. Literacy growth was also demonstrated through grade-group comparisons across ELP data.</p>
Analysis (What objective trends do we see based on the data?)
<p>Over 90% of REDFISH students have been 'on-track' or 'extending' on the LITERACY component of the FSA.</p>
Rationale (What is going on for our learners? How do we know? Why does it matter?)
<p>That said, teachers collectively see the need to intentionally and continually support students in further developing their writing skills. It matters because writing (and LITERACY in general) is an integral aspect of education (e.g. one of BC's three core competencies is COMMUNICATION).</p>
Target (Specific and measurable statement of the desired improvement)
<p>Students will demonstrate improvement over the course of the year on three school-wide writes.</p> <p>Students will demonstrate continued improvement across the writing component of the FSA.</p> <p>Students will demonstrate improvement across the ELP assessments over the K-3 span. In particular, we would like to see significant growth in kindergarten students across the ELP in their first year.</p>
What We're Doing

School District No. 8 (Kootenay Lake) School Learning Plan Template

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) INCLUSION > Provide access points for all learners / small group work / adaptations / etc.
 - 2) RECONCILIATION > Utilize themes and prompts related to Indigenization and reconciliation.
 - 3) DIVERSITY > Explore one's own culture and identity and the culture and identity of others.
 - 4) TRANSITIONS > Explicitly teach the art and craft of writing to produce literate citizens.
 - 5) EQUITY > Acknowledge, address, and reduce barriers to LITERACY.

Where We Are Going (Action Plan)

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

Teacher collaboration sessions around school LITERACY goal, school-wide 'REDFISH Writes', etc.
Check-ins at staff meetings, school PRO-D days, etc.
Teachers' self-directed PRO-D
Workshops and connections with SD8 LITERACY Coordinator(s)

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

Self-regulation / accessing prior knowledge / prompts / class + peer discussions / pre-writing activities and templates / self-editing / peer-editing / teacher-editing / using word processors if and when appropriate / assessment 'as' and 'for' learning / etc.

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 are intentional, deliberate, and explicit with respect to writing skills in the classroom, we expect students' writing skills to improve because practice results in improvement (e.g. assessment data).

School District No. 8 (Kootenay Lake) School Learning Plan Template

Numeracy

Goal Statement

Improve numeracy proficiency for all learners.

(Students will build capacity and develop resilience in math through problem solving across the grades.)

Where We Are At

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

NUMERACY scores are relatively lower than LITERACY scores on the FSA.

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

Some students are finding the 'newer' (e.g. wordy) NUMERACY curriculum more difficult.

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

Some students are struggling with the amount of written language that needs to be negotiated in the 'newer' NUMERACY curriculum.

Target (Specific and measurable statement of the desired improvement)

Identify students who scored in the 'emerging' range on the GR4 FSA and support them with the hope of moving them into the 'on-track' or 'extending' range on the GR7 FSA.

Continue to employ Carole Fullerton's 'Mind-Full Math' strategies (e.g. Cuisenaire Rods, money math, daily hands-on numeracy activities, etc.) with the K/1 class and track progress through the ENP pilot.

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) INCLUSION > Access points for all learners / scaffolding / small group work / adaptations / etc.
 - 2) RECONCILIATION > Ensure Indigenous learners are supported. / Indigenize math curriculum.

School District No. 8 (Kootenay Lake) School Learning Plan Template

- 3) DIVERSITY > Help all learners come to see themselves as NUMERATE beings.
- 4) TRANSITIONS > Help all students become NUMERATE citizens to their fullest potentials.
- 5) EQUITY > Help students appreciate and maintain NUMERACY throughout the lifespan.

Where We Are Going (Action Plan)

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

Teacher collaboration sessions around school NUMERACY goal, standardized math problems, etc.

Check-ins at staff meetings, school PRO-D days (e.g. session on *math talk*), etc.

Teachers' self-directed PRO-D

Workshops and connections with SD8 NUMERACY Coordinator(s)

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

Self-regulation / accessing prior knowledge / prompts / class + peer discussions (e.g. *math talk*) / scaffolding / self-checks / peer-checks / teacher-checks / peer tutoring / automation (e.g. memorizing times tables) / using times table charts, calculators, and other prompts when appropriate / consistency, repetition, and practice / etc.

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 are intentional, deliberate, explicit, and pervasive with respect to NUMERACY skills in the classroom, we expect students' NUMERACY skills to improve because practice leads to improvement (e.g. as seen in FSA + ENP assessment data).

School Determined

Goal Statement

Students will interact with others, their school environment, and the natural world in safe, caring, respectful, and PEACEful ways.

Where We Are At

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

Student Learning Survey (SLS) data is mixed and lean. School data suggests that the vast majority of the school is on-track. A small percentage of students require deeper intervention (i.e. Tier III).

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

School District No. 8 (Kootenay Lake) School Learning Plan Template

See above. Improvement has already been noted since the beginning of the school year. The school team continues to target specific students in need of deeper support.

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

The 'Tier III' cohort needs growth mindsets, co-regulation strategies, positive behaviour models and plans, small group intervention, Inclusive Ed. services in school, parental support and consistency, outside agency support, etc. This is apparent and easily observable. It matters because kids must be regulated before they can learn to their potential.

Target (Specific and measurable statement of the desired improvement)

Unsolved problems and lagging skills are identified, addressed, supported, and remedied for these students in the 'Tier III' cohort.

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) INCLUSION > Access points + supports for all learners / scaffolding / adaptations as needed...
 - 2) RECONCILIATION > Ensure Indigenous lens is applied. / Collaboration with ABED Teacher...
 - 3) DIVERSITY > Help all students become the best versions of themselves with healthy IDs. / etc.
 - 4) TRANSITIONS > Address stretches and challenges so all students can reach full potential.
 - 5) EQUITY > Establish healthy, lifelong patterns (e.g. sleep/eat/exercise; self/others/nature/etc.).

Where We Are Going (Action Plan)

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

Teacher collaboration sessions around school-developed goal

Check-ins at staff meetings, school PRO-D days, etc.

School District No. 8 (Kootenay Lake) School Learning Plan Template

PBIS work (past and present)

CTR's 'Trauma-Focused Schools' course (past)

CTS's 'Calm Classrooms' course (present)

REDFISH X *Complex Trauma Resources* PRO-D session (October 2024)

Teachers' self-directed PRO-D

Collaboration with SLP / OT / DIST / *Complex Trauma Resources* / SD8 Mental Health Coordinator (if needed) / Manager of Safe Schools (if needed) / *Complex Trauma Resources* staff / etc.

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

Self-regulation / co-regulation / zones of regulation / SEL strategies / brain science / social skill practice / trauma-informed awareness / antiracism toolkit / etc.

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 are intentional, deliberate, explicit, and pervasive with respect to SEL skills and positive behaviours in the classroom and surrounding school environments, we expect students' SEL skills to improve because practice yields improvement (e.g. student behaviour, assessment data, etc.).