

School District No. 8 – Kootenay Lake

School Learning Plan Template



District Context

Mission

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

Vision

“Focus – Learn – Excel”

Date

May 2024

School

WEGraham Community School

Vision

WEGraham Community School vision is to provide a learning environment where children thrive. The learn academically, socially, and personally to allow them to be successful in whatever path they choose to follow when they leave the school. We strive to build relationships with our families and community to provide opportunity in our rural community.

School Profile

WEGraham Community School is a Rural, remote K-10 school that focusses on an outdoor perspective for all of our children. We have 72 children and 4 classrooms. Our Grade 9/10 Valhalla Wilderness Program is a very specialized class for student to learn about getting outdoors and enjoying the area that we live in.

Consultation Process

Staff

This spring we looked at a few ideas for planning for next year. We are feeling that our teachers have done some Professional Development on their Literacy and Numeracy teaching and are seeing favourable results for our students in the classroom. We have been involved in School Learning Grants around numeracy. Raina worked with Valley schools on SNAP Assessment and building Learning Ladders for student growth. Signy and Ben went to a workshop in Banff and came back with the idea to hold a Math Fair. This has so much learning potential for not only the students who present, but for the students who attend the Fair.

We spent our year looking at implementing writing strategies and this is always an area that teachers can improve and explore. And of course our long term goal of “Grit” continues to be something that we work on with our children.

Looking at the MDI this year, we were a bit surprised and defensive when students suggested that they didn’t have a teacher who believed they could be successful. We have prided ourselves on relationships with our students and families. So we had to reflect a bit on this. We then hunched that perhaps because we’ve been pushing our students to work harder, do better, improve more, and don’t quit, that they are feeling that nothing is good enough for their teachers. This, of course, could be and unintended consequence.

So the conversation turned to re-kindling the connection to the school. We have changed the culture here to be one that is calm and kids enjoy their school. There is little vandalism and generally good behaviour. But we were reminded that for many years we did school spirit activities to build that culture. We also resonated on the fact that we’ve branded each class: POP, WILD, OELP, VWP. And this has maybe segmented the connection to the overall school.

Students

Our students are well aware that we have been working on Grit. We have explicitly taught about Grit and helped children to understand some strategies to apply Grit even when they feel like quitting. We worked on our writing this year with all of our students and will continue to hone our skill in this area.

Parents

We had our PAC president join us at the beginning of the year when we settle on Writing as a goal. Since then we have shared our goal with parents in many newsletters and emails. We share writing during our student-led conferences so that parents can see their child's work and also get sense of how their children are doing compared to exemplars.

Curtis is our AbED teacher and we love the work he's been doing for us. He brings a positive energy to the school and the work we are doing for our Indigenous students. Our school has nearly 20 self identified students who are generally doing well academically and socially. This year Curtis got a grant from Columbia Basin Trust and build drums with our children. An excellent project that you can peruse here:

<https://sway.cloud.microsoft/uY0HUKjg5e9cxWF0?ref=Link>

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 goal statement, evidence, and targets, Inclusion, Equity, Indigenization (on and off reserve), and Children in Care must be specifically addressed.***

Literacy

Goal Statement

Improve writing proficiency for all learners.

Rationale

We are aware that our students, particularly boys struggle with writing. This year, with a real focus on writing has resulted in our Grade 7's and 8's improving their overall writing resiliency.

We've been working hard around changing the culture in our school around academics in general. 6 years ago, students and parents did not have high expectations for reading writing and numeracy. In general behaviour was the primary focus for classroom teachers. As the culture has improved, we are beginning to see some progress in our academic areas. Students have built their "Grit" around not just giving up when they don't like something or struggle. Our primary teacher has used the ELP to track and respond to student needs. We are using UFLI strategies in our classes to help to develop skills.

We feel that if we stay the course with a focus on Writing with our children, we will continue to build our success around Writing. The focus will be on boys. There is still an element of "too cool for school" here, where some boys don't want to look like they are too sucky....it's not cool to be good at school. We are working on this attitude and are carefully looking at encouraging our boys that it is ok to be smart and show it.

Targets – How do I know if we are successful meeting our specific goals?

We rely primarily on teacher assessment of our children. We use the Early Learning Profile on Clevr and look at FSA results. Although we do feel like the FSA results aren't a fair reflection of how our children are doing.

We collect our student results and analyze them to see that we are moving our children out of the emerging and into developing and proficient levels.

Objectives

To improve the writing skills and abilities of our students at WEG.

- Providing learning opportunities that engage our students and allow them to improve their writing. – We've employed Adrienne Gear strategies, As well as many others....
- Employed reading strategies to support Writing - Jolly Phonics and Orton Gillingham strategies.

Professional Learning

Our staff have spent numerous ProD opportunities to explore their writing development over the year. We have shared many of our successes and failures as a staff and use each other as inspiration and collegial support. Our investigation into using structures such as those provided by Adrienne Gear have been helpful as a starting point for many of our writers.

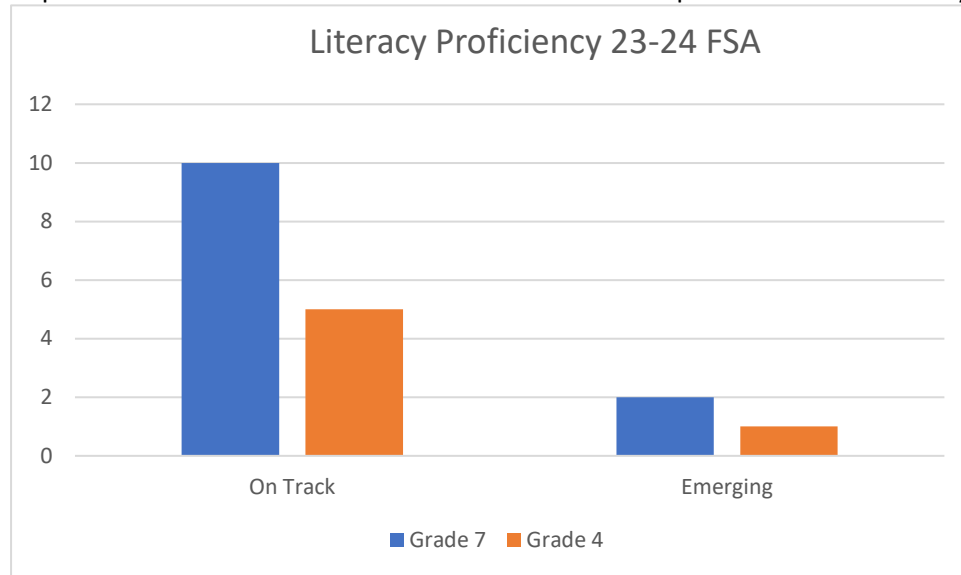
School Wide format for students (particularly boys) a structure that they can follow. Perhaps “bake a cake” used as a skeleton for weaker writers. Needing a recipe (planning), getting your ingredients(rough draft), embellishments (review), cook (final result).

Build an understanding of building writing that has meaning, rather than just filling up the page.

Teacher management of what to assess to encourage their work and not be overwhelmed with marking.

Literacy Data and Evidence

Report card and FSA result have shown that we have improved in this area this year.



Numeracy

Goal Statement

Improve numeracy stamina and proficiency for all learners.

Rationale

We see that our students are actually doing all-right with numeracy, but once again things are fragile. We are noticing that students will have unexpected gaps in their learning that aren't always apparent until they are faced with a problem and need to do some mental math to help find a solution. Whilst working through what we feel they should have confidence in....they get lost in remembering where they were in the larger problem.

Once again, tied into the ability to stick with something a build a culture around practice and improving without quitting as soon as they feel threatened or don't know a strategy to solving the problem. So Grit and culture become a part of the solution for our students.

Targets – How do I know if we are successful meeting our specific goals?

We strive to have all of our students be at the proficient level in math. We focus on the student who are emerging and provide extra support in and out of the classroom to help build student confidence. Our targets are tracked by using teacher assessment. Once again, we do look at the FSA results.

Objectives

We strive to move all of our children into proficient level in Numeracy.

- We are focusing on multi-step problem solving, while continuing to have our student learn and practice the “basics” of math.
- We are working on the executive functioning for students to be able to remember and recall facts, organize information in their head, and transfer knowledge to a problem.

Professional Learning

We are collaboratively working on two School Planning teams with other school. Ms. Gardner worked with elementary colleagues on SNAP assessment practice and Learning Ladders. She also spent some money on much needed math resources for our small rural school. Always a financial struggle for small schools. We are thankful for that.

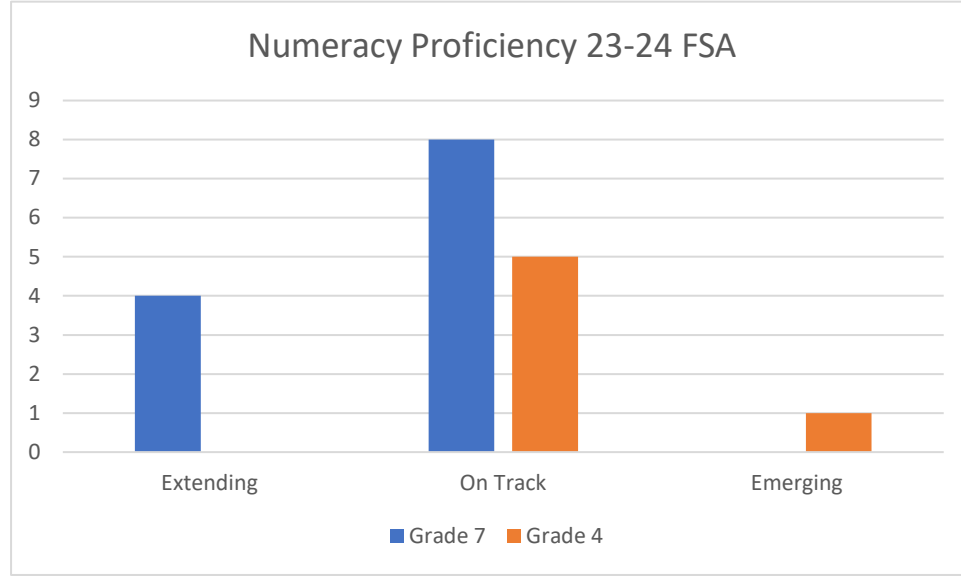
Ms. Fredrickson and Mr. Porteous attended (with colleagues from MSSS) a conference in Banff where they came back excited about putting on a Math Fair. The specific goal for us is to make math “fun” and accessible to all students. We will be having our students host the math fair and work with students from WEG and Winlaw.

We continue to be involved with the District Math teacher

We work as a small staff to collaborate and share what we are doing in our classrooms and what we are learning for strategies for children. Our math lead is Signy Fredrickson.

Numeracy Data and Evidence

As mentioned, our math evidence shows that our students are doing all-right in math. We are moving our students along the continuum of learning.



School Determined

Goal Statement

School Spirit

Rationale

Grit has been the main goal for our students at WEG. We continue to work on moving our culture to a positive and enjoyable place to be. Our students have come a long way in this area, but we find our success to be fragile and can waiver in an instant. It's a little bit of the "big fish in a small pond". Sometimes our behaviour comes from lack of awareness of the big world out there and we can make excuses for things we do that would not be ok anywhere else.

As we build a solid foundation for our children by working with all of our primary classes using Social Emotional Learning programs led by Mr. Hurley, we are starting to see students treat themselves and each other with more emotional awareness. Getting closer to social norms. Our expectations for behaviour and the way that we treat each other have helped our children to act in a manner that allows them to improve their relationships with peers and staff and their parents.

This coming year we are putting a focus back on School Spirit and working on students pride in their school and their community. This will be a wonderful way for our new principal to be involved in a positive and fun connection with our children and families.

Targets – How do I know if we are successful meeting our specific goals?

Our target is for all of our children to be proficient and managing their regulation and interact with appropriate friendship and social skills.

- We use teacher data and reflection to help us understand how each child is improving in this area.
- School Culture is another indicator. The level of calm and fun that children are having. The way that children are able to settle differences. The way that children learn about their own actions and work to forgive and help their peers
- Finally....the MDI will show that our students feel that they have a teacher who feels that they will be successful in their future.

Objectives

We want to continue to build and support our student's ability to regulate and resolve their struggles. We do this by specifically learning about Grit and Social Emotional Learning. We work with our children and their mental health regularly as a whole school. We work with Executive Functioning for our children across the grades.

Professional Learning

Our school uses Social Emotional Learning for our Primary children. Our teachers have been focusing for years on taking the time to help our students work through their feelings and frustrations. Our VWP students regularly work on reflection and are building skills on their social problem solving skills. The Grade 7/8 class has weekly "Mental Health" lessons and check ins. WILD have social circles where they are able to talk through social issues and they support it with social contracts for kids, warm and fuzzies that are shared, and SEL.

Our primary class holds circle time and our teacher is planning to work on SEL based solutions for next year. Having the class take some time to work together to resolve issues.

We continually talk, as a staff, about how to help our children and we specifically work to build a relationship with our children

School Determined Data and Evidence

Our data is collected by teachers as we are continually monitoring our student progress..



High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

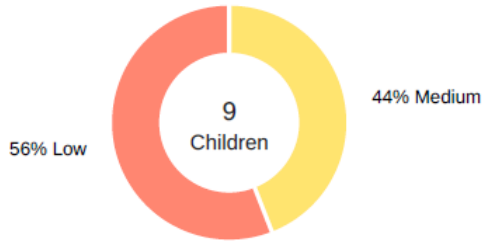


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

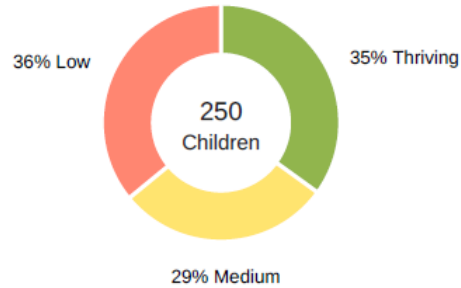


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

W.E. GRAHAM COMMUNITY SCHOOL



KOOTENAY LAKE



ADULT RELATIONSHIPS
Adults at School
Adults in the Neighbourhood
Adults at Home



PEER RELATIONSHIPS
Peer Belonging
Friendship Intimacy

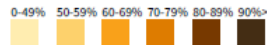


NUTRITION & SLEEP
Eating Breakfast
Meals with Adults in Your Family
Frequency of Good Sleep



OUT-OF-SCHOOL ACTIVITIES
Organized Activities

Percentage of children reporting the presence of an asset



W.E. GRAHAM COMMUNITY SCHOOL



KOOTENAY LAKE



CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

