

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: September 22, 2023 School: Wildflower School

Mission of Wildflower School

"The Wildflower community strives to educate the whole child by addressing social, emotional, spiritual, physical, and intellectual growth. The multi-aged learning environment is one of support, safety, trust, respect, and compassion. Academic delivery is individualized, and challenges students to achieve their personal best.

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.

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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 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.

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.

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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.

Where We Are At

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

According to FSA and school-based data, 75% of our gr 2-6 students are proficient or extending in literacy expectations.

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

FSA indicates less success in this area all around. Elementary students (gr. 2-6) show a sizable number of students (around half of the students) in the emerging/developing area. This is more than in middle school which has a more typical proportion of tier 1 students.

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

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.

Target (Specific and measurable statement of the desired improvement)

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

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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: Together, the staff need to decide where they wish to start on the strategies suggested with a view to making the most progress using the most effective strategies. For example, dropping everything and reading may give an immediate boost as may sharing and increasing the value of student writing.

The staff should examine all the current structures and strategies they are using and examine the efficacy of each one with a view to ensuring that the strategy is implemented correctly and the conditions for learning are optimal so that the benefits of the time are maximized.

- Targeted skills in one-on-one reading time during Quiet Reading
- Students' reading with adults/parents/older students during QR
- Phonics (e.g., UFLI, science of reading, Literacy Link) for whole class
- Individualized spelling lists that are supported at home.
- Morning Messages
- Sight word work in class
- Multi-age Writing Programs

Where We Are Going (Action Plan)

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

- UFLI resources from the district & ELP (Early Literacy Profile)
- Consult with Cheryl Makeiv
- "Lesson Study": collaboration between gr 1-6 teachers
- Targeted professional development on pro-d days.
- Investigate SMART learning strategies to implement strategies that will lift Literacy skills.
- Visible thinking: John Hattie's work best bang
- Action Research Projects that demonstrate efficacy of strategies.
- Check with other colleagues at other schools regarding what strategies they are using under similar circumstances.

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- Staff at Wildflower need to examine reading and writing strategies and look at standardizing assessment, so the assessment is authentic and accurate. (i.e., compare apples to apples etc.)

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

- A/B partners
- Repeat reading
- Choral reading
- Facilitate meaningful conversations
- Writing power programs
- Spelling practice at home
- Writing workshops; students sharing writing
- Editing skills
- Mentorship with older students
- Family Literacy Night
- Friday Literacy Link groups
- Whole School DEAR time
- IRLANS screening for all non-readers
- Ab. Ed teacher activities linking to literacy
- Development of Library: quality book drive; PAC (parent advisory councils) involvement
- Renew commitment to homeschooling
- Renew Cole time to allow for targeted skills
- Creative use of librarian time
- Cross-class Novel Study opportunities
- Repeat Reading
- Letters to Santa and other Celebrities (big kids write back)
- Assembly – share writing from each class
- Author circles
- Public sharing of writing
- Pen pals
- Thank you notes
- List of requests for free things
- International letter exchange
- Grade 1/2s from the 2-6 class joining the seedlings for phonics... (9:15 – 9:30) (10:15 – 10:30)
- Creation of class anthology and student books to be shared with home and outside locations where readers are invited to respond to the writers. Collect and exchange regularly.

*** some of these things will be done by all teachers and some will be done by some teachers and everyone will do some things.

Monitoring to be carried out on an ongoing basis.

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)

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If we provide more targeted learning opportunities and build a culture of literacy, THEN we expect improvement to occur because students need to be in the zone of proximal development to move forward; as well as we need to value the skills of reading and writing publicly.

If Individual teachers implement a specific and targeted strategy, will they see the student competencies increase? Action Research projects.

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Numeracy

Goal Statement

Improve numeracy proficiency for all learners.

Where We Are At

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

For elementary students: FSA and school-based data demonstrates a considerable proportion of students on-track or exceeding in math.
For middle school students: FSA and school-based data demonstrates a chunk of students emerging in math.

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

Elementary school students continue to be strong and skills in middle school classrooms differ: one class is stronger, and one class is struggling.

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

We have a sizable number of students in middle school that are new to the school and exhibit math anxiety. They also show a weak understanding of math vocabulary, concepts, and knowledge tools.
Data from teachers: self-regulation issues; instruction time in the afternoon is not ideal, current pedagogy is developing to optimize numeracy development for all learners.

Target (Specific and measurable statement of the desired improvement)

Maintain/improve elementary levels. Improve middle school math level (75% of students to proficient). Numeracy has been a strong priority in the school the last few years.

What We're Doing

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



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- List each strategic priority, and provide exemplars of connections to support the goal
- Elementary teachers are collaborating
- Middle School teachers collaborating
- Grade 9s from both classes are differentiated in their own group.
- Differentiation in primary/intermediate students
- Connections with district support person (Jonathan)
- Parent support in Kirsten/Heather's class
- Carole Fullerton approach; games; manipulatives; Singapore Math books

Where We Are Going (Action Plan)

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

- 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?)

- Continue: Projects
- Differentiation
- Logic puzzles
- Differentiated homeschool plans

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 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.

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School Determined

Goal Statement

Improve learning and well-being of Tier 1 and 2 learners.

Where We Are At

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

In Literacy, half of our students are not meeting expectations. We have many students that are in line for psychoeducational assessments. We have 8 students with ASD (and two waiting for diagnosis) and half receive any support. We have 32 students we have flagged as tier 1 and 2 for social/emotional needs. We have student safety issues that take up the time of our IST and principal.

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

Our designated students have grown in numbers significantly over the past few years. Our support has been reduced (2 support teachers to 1; many students without needed EAs).

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

We see more needs and less support for our struggling students. Students with self-regulation challenges are taking away learning opportunities from other students.

Target (Specific and measurable statement of the desired improvement) ^{OBJ}

Tier 1 and Tier 2 students have programming that meets their needs; their proficiency rates grow, and students can be at school all day successfully.
Tier 3 kids optimize learning due to their peers being more regulated/successful.

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

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- Building class communities
- Building school communities
- Bridging class communities
- Being nice
- Caring about students' emotional well being
- Teaching self-regulation strategies
- Restorative justice/restitution practices
- We thinkers
- Needs
- Mind-up
- Mindfulness
- Morning meditation
- Soft starts
- Yoga
- Buddy
- Class events
- Outdoor time
- Gym!
- Co-regulation
- Movement breaks
- Attachment
- Open Parachute
- ZONES of Regulation
- Growth mindset

Where We Are Going (Action Plan)

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

- Executive functioning – Sarah Ward
- Open Parachute
- Brain Gym
- Continue deepening our learning around restitution
- In-service around our needs
- The Power of WE book study
- Keep reaching out to colleagues and district resources to develop strategies to meet the needs of all learners

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

- Executive functioning
- Get Ready, do, done, get done
- The zones of proximal development

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- Guest speakers regarding body safety.
- Parent education regarding: sensory issues
- Open Parachute
- Break Room improvements
- Sensory Tools for classrooms – class timers

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. If we do programming/teaching around social/emotional learning and well-being, then we expect students' well-being will be improved because social emotional health involves specific skills and a safe environment.
2. If we educate parents and focus on maintaining a balance in class composition the learning conditions will improve for all students