

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal:

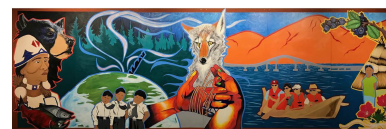
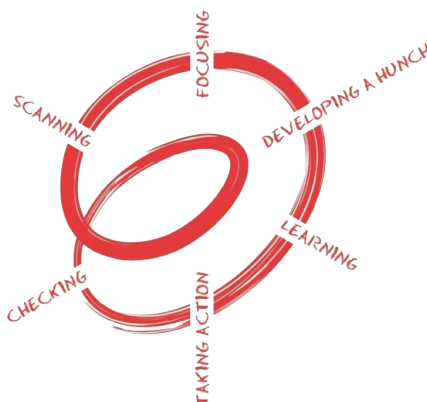
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Shiloh Bellmore
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project*

Fostering Indigenous student success through the lens of equity



School Overview

School: Rose Valley Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Westside Family of Schools

Overall School Population: 304

Student Population Indigenous: 21

Student Population, Children in Care: 0

Student Population, SPED: 21

Student Population, ELL: 5

Principal: Steve Labrie

Grade:

- ☒ K
- ☒ Gr. 1
- ☒ Gr. 2
- ☒ Gr. 3
- ☒ Gr. 4
- ☒ Gr. 5

Number of Administrators: 1

Number of School-Based Teachers: 18

Number of School-Based Support Staff: 10

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School Learning Story

Background:

Rose Valley Elementary School (RVE) is nestled in the hills of West Kelowna where it backs on to protected forest park lands and endless hiking trails. We are so grateful to be able to learn and play on the traditional unceded territories of the Syilx Okanagan Peoples. The neighbouring pond brings life to the area, and the abundance of field and forest space allows students to run, play, explore, and inquire. We are a Kindergarten to Grade 5 school with approximately 304 students.

School growth plans reflect a strong focus on B.C.'s Re-Designed Curriculum, particularly the Core Competencies, as well Central Okanagan Public School's Attributes of a Learner: Learner, Thinker, Collaborator, Innovator, and Contributor. This year we are focusing on telling and celebrating our local Syilx Okanagan stories, as we move forward in the Indigenization of our curriculum, while embracing and nurturing curiosity.

School Scan

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

***Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.**

At RVE we will gather data in a number of ways:

School scanning - empathy interviews of staff, students and community.

Assessment Data - ELP, FSA, PM assessments, SWW, etc.

SLSurvey data, MDI data will also factor into our analysis

With this evidence we will create and refine new school priorities for the year.

Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:

Type of Student Learning Evidence	Short Description	Further Details
Student achievement data	K-5 Classroom teacher triangulated data/LA teacher specific assessment data of primary/ELP	Students K-5 struggling with phonemic awareness and phonics skills. Shows up in their literacy proficiency and achievement. Teachers note that this is a problem impacting most learning tasks.
Empathy Interviews	Staff observations of student learning needs in core competency areas Behavioural referrals/incidents Through process of Indigenization, connections made between FPPL and core competencies	Students displaying need for growth in empathy and responsibility; staff notes confirm frequency, as well as SLS and MDI data

Student Learning Priority 1

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

School data has shown us that our students are still needing more direct, explicit literacy instruction - specifically, phonics, phonemic awareness, and spelling skills. This has come through in many of our sources of data, from teacher scanning, to student assessments. This need is pervasive K-5 in our school population.

School Community Student Learning Plan

Student Learning Goal 1:

To increase phonemic awareness skills and phonics knowledge in all our learners to improve reading, reading confidence, writing and spelling skills in order for our learners to better understand themselves and provide equitable access to the world around them.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

Connections to [BC Curriculum](#) and our [District's Overarching Goal](#):

Functional Skills: Literacy

Core Competencies

- ☒ Positive and Personal Cultural Identity
 - ☒ Relationship and cultural contexts
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Well-being
 - ☒ Explain/recount and reflect on experience and accomplishments



School Community Student Learning Plan

Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Scanning data - Student improvements in literacy based classroom tasks	Specific instruction for all learners; tasks accessible for diverse learners with multiple entry points and ways to show learning

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Phonemic awareness assessment data - LA teacher	Cross section of diverse learners assessed

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	ELP Data Reporting data WTW Inventory	Whole school participation, teaching specific skills in response to data (explicit instruction at Tier 1 level)

Taking Action and Learning

Leading Professional Learning:

Phonics/Phonemic awareness explicit instruction
UFLI in-service
Literacy intervention teacher-led in-service and collaboration

School Level Strategies and Structures:

UFLI Foundations (Implementation Day)
Staff meeting in-service
Lunch and learn
Scope and sequence (Time and expertise)
Mentoring by/collaboration with Literacy Intervention teacher

Classroom-level Instructional Strategies:

Explicit proactive and responsive lessons

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
District Strategic Plan - Equity & Excellence in Learning	Adds Tier 1, 2, and 3 level instruction and interventions for all our readers

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Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

Student scanning has demonstrated increased confidence in their own abilities as readers. Almost all scanned feel they are where they should be as readers, and all scanned have indicated they feel they have grown as readers this year. All have indicated they feel they know they can now improve as readers given time and practice. Almost all reference that they know how they can do this.

Teacher scanning indicates significant confidence in the intervention program and its efficacy. They are indicating they themselves are more confident addressing the literacy needs of their learners. This is particularly striking in the comments of Intermediate teachers. The teachers also indicate the following:

Increased student confidence as readers and writers in relation to other years

Increased transference and application of skills demonstrated by students to new tasks in relation to other years

Increased proficiency in spelling in relation to other years

Increased student ability to problem solve and persevere through their reading and writing processes in relation to other years

Improvement in WTW inventory assessment in relation to Pre-tests and past years

Recommendations for next steps for this School Student Learning Priority:

Continue to support through "lunch and learns", staff meetings and support staff co-planning/teaching

Assess impact on reading in the Fall after a summer off, then re-assess at end of year again

Continue to work with the High Five literacy intervention teacher - planning, co-teaching and observing

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Student Learning Priority 2

Focusing

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?):

Student difficulty seeing how their actions can impact others - not just individuals, but how their actions can cause ripples in the whole, or portions of, the student body

A growing curiosity in Indigenization in our community, and a needed focus on the beauty and wisdom of Indigenous culture and teachings

Student Learning Goal 2:

To continue to grow our community's understanding of the First Peoples Principles of Learning and leverage that understanding to positively impact our learners' understanding and demonstration of the core competencies of social awareness and responsibility.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below):

- ☒ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☒ Meaningful - is a key area of priority for student learning connected to the district's overarching goal.
- ☒ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☒ Triangulated - involves collecting a variety of evidence to inform our progress

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Core Competencies

- ☒ Personal Awareness and Responsibility
 - ☒ Self-regulation
 - ☒ Well-being
- ☒ Social Awareness and Responsibility
 - ☒ Contributing to community and caring for the environment
 - ☒ Valuing diversity
 - ☒ Building Relationships



Evidence of Impact

What evidence will we collect?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Teacher observations/data on student displaying empathy and responsibility for their own actions Behavioural data/observations	Include cross section of learners; ensure instruction is accessible for all students; culturally relevant and approved information around Indigenization/FPPL

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy Interviews - students	Include cross section of learners

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Class meetings/Circles	All learners given opportunity - teacher documented

Taking Action and Learning

Leading Professional Learning:

Anona Kampe - leading learning - Staff Meeting FPPL and Captik Implementation Day
IndigenEYEZ year long in-service with 6 RVE staff
2 RVE staff involved in SSHRC grant in-service, 6 in the SSHRC Symposium as learners and presenters

School Level Strategies and Structures:

Building common language, framework to assess, instruct and support responsively
Modelling
Common behavioural reflection tools for students
Staff Meeting in-service

Classroom-level Instructional Strategies:

Specific instruction
Matrix
Use of Captik in proactive and responsive ways

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

Students in some classes are beginning to utilize the language of the captik? in reference to their thinking about their daily interactions with each other and their development of targeted aspects of character.
Teachers anecdotal comments support an increase in understanding of the captik and confidence working with them with students after having been in-serviced in ways to utilize captik proactively and responsively with their students.
Students scans indicate an increase in focus on their own responsibility for the land, themselves and and each other.
Class meetings in circle are in use in the majority of our classrooms. They are used to collaboratively solve problems and proactively establish baseline positive behaviours.
Gr. 4 SLS indicates increase in student empathy and in awareness of the needs of others.
Gr. 5 MDI reports empathy scores well above district average.

Recommendations for next steps for this School Student Learning Priority:

We have enlisted the staff of IndigenEyez to work with us on this Priority at Implementation Day in October.
We will reach out to Indigenous Education for support to work with teachers here to align the localized FPPL with designated core competencies.
Fall Lunch and learn in-service planned for RVE staff.
Student scans will continue.
Fall will also focus on ways to bring our community into our learning of the FPPL and decolonization.