

# 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:

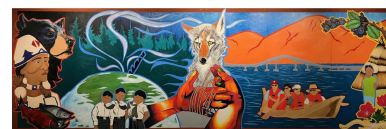
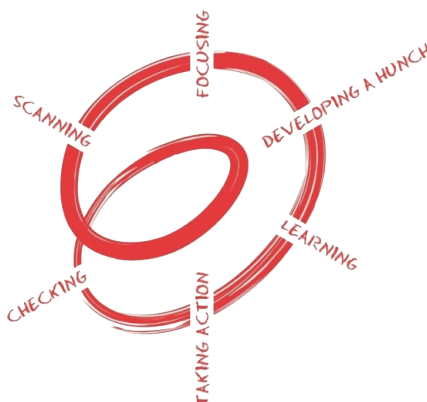
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

### Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Shilow Belliveau  
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher  
KSS Mural Project*

Fostering Indigenous student success through the lens of equity



## School Overview

**School:** Davidson Road Elementary

**School Year:** 2023-2024

**School Level:** Elementary School

**School Type:** English

**Family of Schools:** Lake Country/Mission Family of Schools

**Overall School Population:** 426

**Student Population Indigenous:** 40

**Student Population, Children in Care:** 0

**Student Population, SPED:** 33

**Student Population, ELL:** 18

**Principal:** Rob Aviani

**Vice Principal:** Marlo Konneke

**Grade:**

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

**Number of Administrators:** 2

**Number of School-Based Teachers:** 22

**Number of School-Based Support Staff:** 3

# School Community Student Learning Plan

## School Learning Story

### Background:

Our Learning Journey - The Second Year of a Five Year Plan

Davidson Road Elementary currently is in our second year of our five-year learning plan. The 2023-24 school year is our planning and implementation year. During this stage, we continue the process of building the capacity of our educators in achieving our learning priorities through the lens of our collective belief in learning. "At Davidson Road Elementary, we believe that learning is an ongoing, personalized journey which takes patience and time. Meaningful learning happens in a safe environment where we can take risks and learn from our mistakes. The journey is supported by collaboration, curiosity, reflection, and our relationships with others."

Our learning priorities continue to be numeracy, literacy, and social emotional learning. Of the three learning priorities, the staff has identified numeracy as our focus for 2023-24. We believe that the school community student learning plan is a collaborative, intentional, and authentic process that enhances and supports meaningful learning and development at the classroom, school, and community level. As a result, we are seeking to create the conditions for learner agency in order to deepen student understanding of these three learning priorities.

### Our History

Davidson Road is a K-5 elementary school located in the heart of Lake Country, British Columbia. Home to approximately 400 students, we are a school that has a strong and equal focus on the academics, the arts, and sport. A rich and diverse student body populates the Davidson Road community and many of our students possess a wide range interests and abilities.

Construction of Davidson Road Elementary began in 1983, and was completed in 1984. Because of the topography of the seven acre property, a unique design was adopted, and to provide a level playground area, the two-story building was set against a bank. There were six classrooms, a kindergarten room, a gym, a library and auxiliary areas. Two portables were needed in the very first year as there were 215 pupils registered and 14 staff. In 2000, a 8,000 square foot addition to Davidson Road Elementary School was completed. This included nine additional classrooms and new washrooms.

Davidson Road has a dedicated staff who offer many opportunities for our students' growth. Along with the many learning experiences that occur inside the classroom, the staff also allow opportunities for multiple extra-curricular activities as a result of their dedication volunteerism, and expertise.

The school also has a supportive community of parents. Our PAC members, who support the school in a variety of ways, dedicate a great deal of time to provide our students and our school with opportunities. Whether it be through the purchasing of technology, supporting literacy/numeracy, helping with field trips, or coordinating our hot lunch program, Davidson Road is a better place because of the strong involvement of our parents.

## 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.**

We will look at a wide variety of student achievement data, empathy interview themes, and social emotional wellbeing indices.

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

| Type of Student Learning Evidence | Short Description | Further Details |
|-----------------------------------|-------------------|-----------------|
|-----------------------------------|-------------------|-----------------|

# School Community Student Learning Plan

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Empathy Interviews       | <p>We scanned groups of grade 3 and 5 students to support the planning and implementation of our numeracy focus. The questions included:</p> <ul style="list-style-type: none"> <li>- What has learning math at school been like for you so far?</li> <li>- Do your friends like math?</li> <li>- What is something that a teacher can do for you so that you can be at your best for math?</li> <li>- Can you name two adults in the building who care for you and believe that you will be a success?</li> </ul>                                                                                                                                                           | <p>Common themes which emerged:</p> <ul style="list-style-type: none"> <li>- the students can easily identify two adults who care for and believe in them.</li> <li>- the students perceptions of math was very wide ranging, from: "my favourite;" to "I hate it" "challenging;" to "boring" "it's too easy" to it's too hard."</li> <li>- students also noted that in grade 4 math becomes much harder; the word problems and more complex questions can become overwhelming.</li> <li>- students perceived that their friends really disliked math.</li> </ul> <p>Students felt that they learned math best when their teacher:</p> <ul style="list-style-type: none"> <li>- was good at math</li> <li>- made it challenging</li> <li>- gave students tasks relative to their ability</li> <li>- found "the right strategy for me"</li> <li>- created collaborative, real-life tasks</li> <li>- allow students to make their thinking visible on white boards</li> </ul> |
| Student achievement data | PM Benchmark Reading Assessment. The emphasis of this assessment is to ensure that students are understanding the texts that they read through the processes of decoding, comprehension, and fluency. This assessment is done with all students.-                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>The following demographics are meeting expectations in the PM Benchmark:</p> <ul style="list-style-type: none"> <li>- 72% of female students</li> <li>- 64% of male students</li> <li>- 52% of Indigenous students</li> <li>- 25% of ELL students</li> <li>- 32% of special needs students</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Student achievement data | School Wide Write Assessment. The SWW assess students' writing skills, where they need to go, and how best to get them there. The assessment is done with Grade 4-9 students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>The following demographics are meeting, fully meeting, or exceeding expectations on the SWW:</p> <ul style="list-style-type: none"> <li>- 72% of female students</li> <li>- 62% of male students</li> <li>- 69% of Indigenous students</li> <li>- 38% of ELL students</li> <li>- 39% of special needs students</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Other                    | Middle-Years Development Instrument (MDI). In January 2022, Davidson Road Grade 5 students will join students from hundreds of schools around the province to participate in the Middle-Years Development Instrument (MDI) survey. The survey is an anonymous self-report questionnaire about students' thoughts, feelings, and experiences at school and in the community. The MDI provides schools with the voices of our students as we strive to improve their learning experience at school. The Davidson Road staff has looked at the last three years' results of this survey to help determine our students social emotional needs as well as actionable next steps. | <p>The following grade 5 students reported the presence of a social emotional well-being asset (the school district average is shared in brackets).</p> <ul style="list-style-type: none"> <li>- 79% of students report having strong adult relationships (SD23=77%)</li> <li>- 77% of students report participation in afterschool activities (SD23=79%)</li> <li>- 69% of students report having strong peer relationships (SD23=78%)</li> <li>- 66% of students report regularly eating meals with adults in their families and having a good night's sleep (64%)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                             |

# School Community Student Learning Plan

| Type of Student Learning Evidence | Short Description                                                                                                                                                                                                                    | Further Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Empathy Interviews                | The principal and vice principal of DRE visited HS Grenda Middle School to have empathy interviews with former DRE students with the purpose of learning more about their experience transitioning from elementary to middle school. | <p>Two key questions asked of former DRE students.</p> <p>What do you want DRE students to know about middle school?</p> <ul style="list-style-type: none"> <li>- Middle school is a lot different than elementary school, but it's not as overwhelming as you might think</li> <li>- Lockers, the bathroom, peer pressure, and girl drama can be tricky</li> <li>- Be sure to be kind and polite</li> <li>- We reflect about our learning all the time</li> <li>- When you do group work, you can't hide from your responsibilities</li> </ul> <p>How can the DRE staff support their students with the transition to middle school?</p> <ul style="list-style-type: none"> <li>- Consider teaching in community (or with a partner)</li> <li>- Challenge students with their learning</li> <li>- Especially writing and math</li> <li>- Provide opportunities for students to collaborate</li> <li>- Mix up the students when designing collaboration</li> </ul> |
| Student achievement data          | FSA Literacy. Grade 4 scores for the 2022-23 school year.                                                                                                                                                                            | <ul style="list-style-type: none"> <li>- 33% Emerging. Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning.</li> <li>- 63% On Track. Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning.</li> <li>- 0% Exceeding. Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Student achievement data          | FSA Numeracy. Grade 4 scores for the 2022-23 school year.                                                                                                                                                                            | <ul style="list-style-type: none"> <li>- 22% Emerging. Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning.</li> <li>- 76% On Track. Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning.</li> <li>- 0% Exceeding. Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

# School Community Student Learning Plan

| Type of Student Learning Evidence | Short Description                                                                                                                                                                                                                                                                                                                                                                                                                                             | Further Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Empathy Interviews                | <p>We had a learning conversation with members of our Parent Advisory Council. We asked four basic questions:</p> <ul style="list-style-type: none"> <li>- What was learning like for you in school?</li> <li>- What are your hopes and dreams for your child around school and learning?</li> <li>- What does my child enjoy about school?</li> <li>- After visiting a class this morning, what were your impressions of the learning you joined?</li> </ul> | <p>Common themes which emerged:</p> <ul style="list-style-type: none"> <li>- parents want their children to be safe, happy, and enjoy school</li> <li>- parents hope that their children stay curious and never stop learning</li> <li>- parents of special needs children hope that their children have the same opportunities as everyone else.</li> <li>- parents of primary-aged children report that they love school and their friends</li> <li>- parents of intermediate-aged children report that their children enjoy their friends but find school more difficult.</li> </ul> <p>Parents impressions of learning in the classes in which they visited included:</p> <p>"I want to go back to K. I got invited to a birthday party. Playing with loose parts. Created a story."</p> <p>"I liked how the students were doing math on the walls. You had to show your thinking." (Gr 3)</p> <p>"I could tell being inclusive was really important in that class. It made me feel better." (Gr 3)</p> <p>"The students window shopped to get ideas from each other. When I went to school you covered your work so others couldn't see, and not only for Math. Here, one person has the pen, one erases, talks to each other, and collaborates." (Gr 3)</p> |

## 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?):

We can note that:

- 82% of DRE students are meeting or exceeding expectations on their learning update as compared to the district average (76%)
- 72% of Grade 4 students in the 2022-23 school year are On Track in their Numeracy achievement as assessed by the FSA.
- There is very little evidence in the area of numeracy which might help direct our efforts. We look forward to collaborating with the district for assistance in this area.

#### Student Learning Goal 1:

Numeracy. How do we create the conditions for learner agency so that students develop a deeper understanding of numeracy?

# School Community Student Learning Plan

## 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:** Numeracy

**Curricular Competencies:** Reasoning and analyzing; Understanding and solving  
Connecting and reflecting  
Communicating and representing

## Core Competencies

- ☒ Communication
  - ☒ Connect and engage with others
  - ☒ Acquire interpret, and present information
  - ☒ Collaborate to plane, carryout, and review constructions and activities
  - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Critical Thinking
  - ☒ Analyse and critique
  - ☒ Question and investigate
  - ☒ Develop and design



# 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                                                                                                                    |
|------------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quantitative     | Mathematics mark on students' learning updates | As we analyze students' mathematics scores, we will need to identify our Indigenous and special needs students. We also should note student achievement based on gender. |

| Type of Evidence | Short Description of Evidence                                                                         | Considerations for Equity & Inclusion of All Learners                                                                                                            |
|------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quantitative     | Grade 4 FSA results. We will note the number of students who are On Track and Exceeding Expectations. | As we analyze students' FSA scores, we will need to identify our Indigenous and special needs students. We also should note student achievement based on gender. |

| Type of Evidence | Short Description of Evidence                                                                                                                                                                                                                                                                                                                                                                                        | Considerations for Equity & Inclusion of All Learners                                                                                                                                                   |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualitative      | <p>Scan our students with these questions:</p> <ul style="list-style-type: none"> <li>- What has learning math at school been like for you so far?</li> <li>- Do your friends like math?</li> <li>- What is something that a teacher can do for you so that you can be at your best for math?</li> <li>- Can you name two adults in the building who care for you and believe that you will be a success?</li> </ul> | As we plan and organize our scan, we will need to be sure to have learning conversations with a broad representation of our learners including Indigenous students as well students with special needs. |

| Type of Evidence | Short Description of Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Considerations for Equity & Inclusion of All Learners                                                                                       |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Qualitative      | <p>We will need to monitor our ability to create the condition for learner agency by scanning students and teachers about:</p> <ul style="list-style-type: none"> <li>- have we established a classroom culture of inquiry and creativity?</li> <li>- have we created the conditions for learner engagement?</li> <li>- are we communicating learning targets?</li> <li>- have we made time for feedback?</li> <li>- are teacher empowered to flex their agency in the classroom?</li> </ul> | We will need to identify our Indigenous and special needs students. We should scan teachers and students of differing grade levels as well. |

# School Community Student Learning Plan

## Taking Action and Learning

### Leading Professional Learning:

- During our October 2023 Implementation Day, staff developed a common understanding of learner agency using the model developed by Shane Safir and Jamila Dugan.
- During our November 2023 staff meeting, staff unpacked the difference between mathematics and numeracy with the help of material from Janice Novakowski (Richmond School District Numeracy Lead). Mathematics is an area of learning in the BC curriculum. "Numeracy is the willingness and ability to interpret and apply mathematical understanding to solve problems in complex situations, and the perseverance to analyze and communicate these solutions in ways that are relevant to the given context."
- teachers are working with the District's Instructional Learning Team to learn more about numeracy pedagogy. Through the ILT, we also have been able to network with other schools around this topic as well.
- One of our Lead Teachers, Lane Hardy, is working with the District Numeracy Team. Working with the District Team, Lane has met with lead teachers from other schools and conducted empathy interviews with DRE teachers. The long term goal of the team is to co-create a District assessment tool.
- In October 2022, Grade 4 teachers Geneva Lively-Lambert, and Barb and John Prescott attended the "What School Could Be" workshop. They were able to network with educators from Quigley Elementary around best practices in numeracy. Their work continues.

### School Level Strategies and Structures:

Numeracy is our focus for the 2023-24 school year. Our next steps are to:

- teachers are working in collaborative groups on a numeracy inquiry question. The groups' inquiries fit under the umbrella question "How do we create the conditions for learner agency so that students develop a deeper understanding of numeracy?"
- teachers have been learning to develop numeracy tasks through the work of SFU's Peter Liljedahl.

### Classroom-level Instructional Strategies:

- we have invested in white boards and "Wipe Sheets" so that students can collaborate together on numeracy tasks and make their thinking visible to others.
- we have purchased math manipulatives to help students show their learning in more than one way.
- we have purchased the book Mathematics Tasks for the Thinking Classroom, Grades K-5 by Peter Liljedahl to help teachers develop numeracy task for students.
- Use of math manipulatives to help students learn key concepts in a way that is impactful and long lasting

### 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 |             |
| Equity in Action Agreement – Pedagogical Core             |             |

### Budget Allocations

| Resource Type     | Resource Description                                                        | Estimated Budget |
|-------------------|-----------------------------------------------------------------------------|------------------|
| Learning Resource | Mathematics Tasks for the Thinking Classroom, Grades K-5 by Peter Liljedahl | 200              |
| Other             | White Boards and Wipe Sheets                                                | 1200             |
| Learning Resource | Math Manipulatives                                                          | 200              |

# School Community Student Learning Plan

## Checking for Impact

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

After reflecting on the above evidence, our staff identified numeracy as an area in need of growth. Numeracy will be our learning focus for the 2023-24 school year. Our school inquiry question associated with priority now is refined as "how do we create the conditions for learner agency so that students develop a deeper understanding of numeracy?"

### Recommendations for next steps for this School Student Learning Priority:

1. Staff will work in collaborative professional numeracy inquiry groups of 4-5 teachers. These groups will identify inquiry the target groups of students who will be part of the teachers inquiry.o investigate which fits under the umbrella of our broader numeracy inquiry question listed above. Staff will identify a collective understanding of numeracy. Important questions to answer include:

- What is numeracy anyways?
- Do we use the new performance standards (interprets, applies, solves, analyzes, communicates) to measure?
- How often do our students demonstrate agency? Meaningful or token?

2. Identify the learning targets.

- What is getting in the way of students having agency?
- Or experiencing a deep understanding of numeracy?

3. Design a change strategy and set goals

- Continue the collaborative discussion of the meaning of learner agency as well as having a deep understanding of numeracy.
- What does it mean for students to master these concepts? Then, work together to create tasks and assessments to achieve it.
- What do we do now that we know these students need to master specific skills that have been holding them back?

4. Collaboratively teach, learn, and assess

- Observing one another's lessons, providing feedback, and revising their lessons and practice. Does it seem to be working?

5. Scan and reflect

- What's working?
- What's not?
- How do we know?
- How can we adjust?

## 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?):

- fewer male students (64%) are meeting expectations on the PM Benchmark than female students (72%)
- fewer Indigenous students (52%) are meeting expectations on the PM Benchmark than all students (68%)
- fewer male students are meeting, fully meeting, or exceeding expectations on the SWW (62%) than of female students (72%)
- More Indigenous students are meeting, fully meeting, or exceeding expectations on the SWW (69%) than all students (67%)
- 63% of Grade 4 students in the 2022-23 school year are On Track in their Literacy achievement as assessed by the FSA.

#### Student Learning Goal 2:

Literacy. How can we create the conditions for learner agency so that our students can read and write with increased complexity and depth?

#### 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

**Curricular Competencies:** Comprehend and connect (reading, listening, viewing)  
Create and communicate (writing, speaking, representing)

# School Community Student Learning Plan

## Core Competencies

- ☒ Communication
  - ☒ Connect and engage with others
  - ☒ Acquire, interpret, and present information
  - ☒ Collaborate to plan, carry out, and review constructions and activities
  - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Creative Thinking
  - ☒ Novelty and value
  - ☒ Generating ideas
  - ☒ Developing ideas
- ☒ Critical Thinking
  - ☒ Analyse and critique
  - ☒ Question and investigate
  - ☒ Develop and design



# 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                                                                     |
|------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Quantitative     | PM Benchmark - Reading        | How can we support the achievement of our Indigenous and male learners who are reading at PM levels below other students? |

| Type of Evidence | Short Description of Evidence | Considerations for Equity & Inclusion of All Learners                                                                                                                                                                                                 |
|------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quantitative     | School Wide Write - Writing   | Our Indigenous students currently are performing better than the rest of our student population. We will continue to monitor this aspect. We also will monitor the results of our male students who are scoring below our female students on the SWW. |

| Type of Evidence | Short Description of Evidence                                                                         | Considerations for Equity & Inclusion of All Learners                                                                                                            |
|------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Quantitative     | Grade 4 FSA results. We will note the number of students who are On Track and Exceeding Expectations. | As we analyze students' FSA scores, we will need to identify our Indigenous and special needs students. We also should note student achievement based on gender. |

| Type of Evidence | Short Description of Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Considerations for Equity & Inclusion of All Learners                                                                                              |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualitative      | <p>We will need to monitor our ability to create the condition for learner agency by scanning students and teachers about:</p> <ul style="list-style-type: none"> <li>- have we established a classroom culture of inquiry and creativity?</li> <li>- have we created the conditions for learner engagement?</li> <li>- are we communicating learning targets?</li> <li>- have we made time for feedback?</li> <li>- are teacher empowered to flex their agency in the classroom?</li> </ul> | <p>We will need to identify our Indigenous and special needs students. We should scan teachers and students of differing grade levels as well.</p> |

# School Community Student Learning Plan

## Taking Action and Learning

### Leading Professional Learning:

- Dante Wetherow led a professional learning "Lunch and Learn" about UFLI Foundations. UFLI Foundations is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It was attended by 14 teachers.
- Three of our lead teachers, Holly Langlois, Ashlee Spinks, and Lisa Marshall, continue to work closely with the ILT to network with other schools around best practices around writing. These three teachers have hosted educators from PGE, QGE, and BME to share their professional practice using "Loose Parts." These materials give children the space to play, be inventive and promote creative thinking and problem solving. They can be combined, taken apart, redesigned, and placed together in multiple ways. They help to create language rich interactions that develop vocabulary and conversation. Our teachers have used these materials (which allow children to create their own games, narratives, and talk about their experiences) as part of "Story Workshop" and as a means for children to retell and create meaning from what they have read or heard.
- Members of the Early Learning Team have been working with our new teachers to help them learn how to complete the Early Learning Profile with their students.

### School Level Strategies and Structures:

- Access to decodable & good fit reading sources
- Use of Early Learning Profile to identify students in need of support as well as to guide instruction
- Intensive reading support for struggling readers available through the learning lab
- Morning reading program for struggling readers

### Classroom-level Instructional Strategies:

- Use of phonemic awareness resources such as UFLI and Heggerty
- Pedagogical documentation – making student thinking visible
- Loose parts activities & provocation tables
- Daily oral reading opportunities
- Weave Indigenous ways of knowing and doing into numeracy and literacy activities

### 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 |             |
| Equity in Action Agreement – Pedagogical Core             |             |

### Budget Allocations

| Resource Type         | Resource Description               | Estimated Budget |
|-----------------------|------------------------------------|------------------|
| Learning Resource     | new reading resources              | 2000             |
| Learning Resource     | new writing resources              | 5000             |
| Learning Resource     | new materials for loose parts bins | 500              |
| Professional Learning | UFLI Foundations Manual            | 1000             |

# School Community Student Learning Plan

## Checking for Impact

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

After reflecting on the collective evidence for this learning priority, we identified the literacy learning priority as a strength. We have refined our inquiry question associated with this learning priority to be "how can we create the conditions for learner agency so that our students can read and write with increased complexity and depth?"

### Recommendations for next steps for this School Student Learning Priority:

- Leverage the work that we will be doing to move forward our numeracy learning priority on our literacy literacy learning priority as both inquiry questions are investigating ways of better creating the conditions for learning agency.
- Continue to work with the Instructional Learning Team to develop the capacity to create the conditions for learner agency.
- Continue to invest in materials for "loose parts" in order help students to create deeper and more complex writing compositions.
- Continue to invest in updated leveled-reader books so that all our students quality reading material which is accessible to them.

# School Community Student Learning Plan

## Student Learning Priority 3

### Focusing

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

MDI Results:

- students' ability to identify a positive peer relationship (69%) is well below district average (78%).
- students reporting a high level of optimism (30%) and absence of sadness (33%) as related to their growth mindset is well below district average (optimism=50%; absence of sadness=50%)
- students reporting a high level of self-regulation in the long-term (33%) and the short-term (29%) is well below the district average (long-term=45%; short-term=40%)

### Student Learning Goal 3:

Social Emotional Learning. How can we develop our students' self awareness, self-regulation, and willingness to take risks so that they view themselves as fearless learners who are able to contribute to a positive school culture?

**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

# School Community Student Learning Plan

## Core Competencies

- ☒ Positive and Personal Cultural Identity
  - ☒ Relationship and cultural contexts
  - ☒ Personal values and choice
  - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
  - ☒ Self-determination
  - ☒ Self-regulation
  - ☒ Well-being
  - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Social Awareness and Responsibility
  - ☒ Contributing to community and caring for the environment
  - ☒ Solving problems in peaceful ways
  - ☒ Valuing diversity
  - ☒ Building Relationships



# 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      | <p>Empathy Interviews following the framework of the "four key questions."</p> <ul style="list-style-type: none"> <li>- Can you name two adults at DRE who believe in you?</li> <li>- What are you learning about?</li> <li>- How do you learn best?</li> <li>- What is the most important thing that you want us to know about your experience at DRE?</li> </ul> | We will need to be sure that we include Indigenous students as well as students of special needs in our results. |

| Type of Evidence | Short Description of Evidence                                                                                                                                                                                                                                                                                                                                         | Considerations for Equity & Inclusion of All Learners                   |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Quantitative     | <p>MDI results. Key indicators might include:</p> <ul style="list-style-type: none"> <li>- percentage of students who say that they have strong peer relationships</li> <li>- percentage of students who have high levels of optimism and absence of sadness</li> <li>- percentage of students who report having high short and long-term self-regulation.</li> </ul> | The MDI currently does not report results based on Indigenous learners. |

# School Community Student Learning Plan

## Taking Action and Learning

### Leading Professional Learning:

- DRE teachers lead the acknowledge at each staff meeting and Implementation Day. After the acknowledgement, the staff member shares some learning that they have done around the Syilx people. Sometimes, something is shared about the history or culture of the Syilx Okanagan people. Other times, the teacher shares a resource or learning activity that has been successfully tried in the classroom.

### School Level Strategies and Structures:

- Our parent community has been an integral part of helping us co-create a positive school culture. Through the PAC, they have help organize "Break the Rules" Day and Movie Nights as well as other events which promote school unity and culture.
- Our staff have organized events which have helped promote positive school culture by bringing us together. These include our Winter Concert Series, DRE's Got Talent, and our multiple DRE Spirit Days.
- As part of our Caring Communities work, the "12 Days of Christmas" fundraiser raises hundreds of pounds of food for our local food bank.
- DRE hosts a Truth and Reconciliation Week. This week is and opportunity to acknowledge the history of residential schools in Canada and honour the survivors, their families, and the communities that experience ongoing intergenerational trauma. Learning happened through whole school and classroom-based activities.
- Integrated support including: Counsellor, Inclusion Teacher, ARC clinician, Indigenous advocate, RCMP Liaison Officer

### Classroom-level Instructional Strategies:

- Teaching students about kindness and how to be a good friend
- Teaching students how to identify and recognize bullying
- Opportunity to reflect on how we can support Truth and Reconciliation
- Sharing and gratitude circles
- 

### 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          |             |
| Equity in Action Agreement – Learning Environment (School Culture) |             |

### Budget Allocations

| Resource Type | Resource Description                                                                                             | Estimated Budget |
|---------------|------------------------------------------------------------------------------------------------------------------|------------------|
| Other         | These school culture activities have been community or PAC funded, and thus, haven't impacted the school budget. |                  |

# School Community Student Learning Plan

## Checking for Impact

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

After reflection on the evidence, we identified our inquiry question for this learning priority as "How can we develop our students' self awareness, self-regulation, and willingness to take risks so that they view themselves as fearless learners who are able to contribute to a positive school culture?"

### Recommendations for next steps for this School Student Learning Priority:

- Continue to provide students with opportunities to contribute to their school community (ie, 12 Days of Christmas Food Bank Fundraiser, Kiss-and-Drop volunteers, Buddies Program)
- Continue to learn, reflect, and learn about students who attended Residential Schools and ways it continues to affect Indigenous Peoples in Canada.
- Continue to provide opportunities for students to solve real-world problems (ie, Entrepreneur Fair).
- Continue to work with parents and families to bring events to DRE which contribute to a positive school culture (ie, movie nights, winter caroling, break the rules day).

## Plan Reflection

### Principal Reflection:

DRE staff narrowed the focus of our work in 2023-24 on our numeracy learning priority. We focused our efforts through the inquiry question, "How can we create the conditions for learner agency so that students develop a deep understanding of numeracy." Work was still being done on our other priorities, however, we made a conscious effort to shine a spot light on numeracy through the lens of learner agency at every opportunity. For example, during our staff meetings and implementation days, the staff designed professional learning to understand the differences between numeracy and mathematics. We also learned how to design quality numeracy tasks, and we also completed some of these tasks ourselves in order to give us an immersive experience from a student's perspective. As staff became more comfortable with their numeracy pedagogy, a number of them stepped up to lead portions of staff meetings so that they could share their work. We were very conscious about ensuring we were designing learning to amplify student voice and agency. Soon, we had students working collaboratively together and experiencing deeper learning. As one parent visitor to a classroom doing numeracy mentioned, "The students window shopped to get ideas from each other. When I went to school you covered your work so others couldn't see, and not only for Math. Here, one person has the pen, one erases, talks to each other, and collaborates."

Including families in meaningful conversations about learning has been another powerful aspect of DRE's SCSLP this year. We started by asking the question "How can DRE engage families as we identify and work towards our school learning priorities?" We went about extending an open invitation to families to join us during the school day for a conversation and immersive experience of learning at DRE. During the conversation, we were able to share the work being done in our five-year plan as well as the evidence that has brought us to this point. Then, we asked families about their hopes and dreams for their children at school. Overwhelmingly, families said that they wanted their children to be happy at school. They also shared that they wanted their children to be curious and "never stop learning." Families with special needs children indicated that it was important to them that their children received an equitable and inclusive learning experience at school. We also invited the families to join a class and "be a learner" alongside other DRE students. Following the experience, families shared that the activities happening in the classes promoted creativity, critical thinking, and collaboration. One parent noted that the class was very inclusive where all children participated in the activity regardless of ability. At the end of the learning conversation, the participating parents told us that they wish all parents could have such an opportunity. They shared that it was a real eye-opener to the good work being done at school.

The learning networks which have formed between educators is another aspect which had a powerful impact on learning at DRE. The most powerful example of these networks is a group of three DRE teachers who have been using Story Workshop to improve student writing. Story Workshop is a hands-on activity that allows students to create stories visually using loose parts (common items including rocks, gems, sticks, buttons, etc). The result is students come up with deep, intricate ideas for their writing. Their writing becomes more complex and interesting. These teachers were generous in sharing their experiences with others that many other DRE teachers began incorporating Story Workshop into their literacy programs as well. With the help of the ELT, the teachers were connected to teachers from other schools. They often hosted teachers from other schools and spent time explaining how the structure could be set up at their schools. The teachers also paid reciprocal visits to learn more about student writing.