

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:

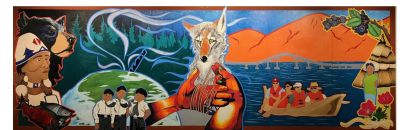
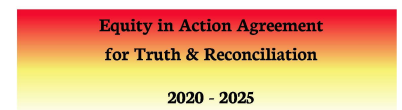
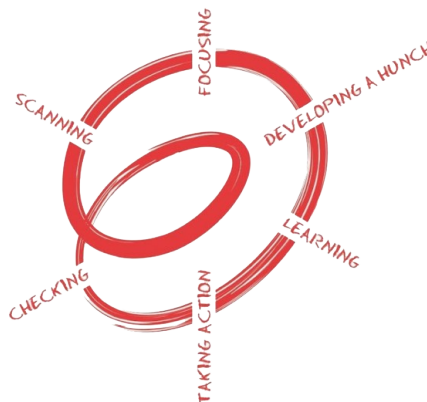
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



Fostering Indigenous student success through the lens of equity



School Overview

School: South Rutland Elementary

School Year: 2023-2024

School Level: Elementary School

School Type: English

Family of Schools: Rutland Family of Schools

Overall School Population: 250

Student Population Indigenous: 61

Student Population, Children in Care: 5

Student Population, SPED: 44

Student Population, ELL: 77

Principal: Mark Watson

Grade:

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

Number of Administrators: 1

Number of School-Based Teachers: 15

Number of School-Based Support Staff: 2

School Community Student Learning Plan

School Learning Story

Background:

South Rutland Elementary is located on the traditional territory of the Syilx/Okanagan People. The Syilx/Okanagan People's territory is a diverse and beautiful landscape of deserts and lakes, alpine forests and endangered grasslands. It extends over approximately 69,000 square kilometers. The northern area was close to Revelstoke, and the eastern boundary was between Kaslo and Kootenay Lakes. Geographically South Rutland is located near the center of the territory in the beautiful city of Kelowna. At SRE we subscribe to the notion that authentically engaging with our community to understand the needs and hopes of our learners is foundational to putting students at the center of their learning. Authentic engagement provides our community agency as we strive to put students at the center of their learning. In our efforts to successfully meet the needs of our community, we continually scan our community. Recently the following questions were asked:

What are your hopes for your child's learning experience at South Rutland Elementary?

What is important to you as a parent/guardian regarding your child's school experience?

What is it like to be a parent / guardian at SRE? (If a new family was moving into the area and considering sending their child to SRE what would you say to them)?

Can you describe a time when your child was excited about their learning? What projects, events, or experiences does your child tell you about?

At SRE we are committed to supporting "Confidence" in our learners. We have focused on Resiliency, Positive Assessments for Learning, and learning activities that are designed to meet the needs of each of our students. We have done this so that students are willing and able to challenge themselves with their learning. To what degree do you feel we have accomplished our goal of developing "Confidence" with your child(ren)?

Is there anything else you want to tell us about your experience of being a parent/guardian at South Rutland Elementary?

In addition to our community scans, staff and student reflections are also welcomed and explored throughout the year. Staff engaged on the following inquiry:

How do the OECD Principles of Learning and First Peoples Principles of Learning connect to our goals?

What else do we need to support Learning at SRE?

What makes you and/or students happy at school?

Beyond the scans, we continue to monitor and adjust our practice in response to learning evidence such as:

- Benchmark levels in Literacy and Numeracy
- Social emotional wellness
- Student achievement in Essential Learning
- Student growth in Core Competencies
- Middle Years Development Instrument
- Student Learning Survey

Adaptive Challenge

Our school scan data and learning evidence is highly connected to our adaptive challenge. The following parent comments are reflective of our scan data and helped shape our thinking:

"I hope for an engaging learning experience that can be flexible and inclusive to all learning styles. I would like to see a broader range of learning styles that would not only be useful to neurotypical kids, but neurodivergent kids also. It's important that my child thrives emotionally as well as academically."

"The staff of SRE have always given the impression they have the child's best interests in mind and have always been willing to go above and beyond to assist. My child has also never mentioned a bad day because of a staff member. That says a lot.

I love the teachers and efforts of this school. I only wish that the entire public school system would complete an overhaul when it comes to considering all learning styles and different needs of all children."

We are thankful for our committed staff who work tirelessly to: meet the individual needs of each and every student, engage in meaningful collaboration, engage in professional learning, and value community and families as partners in education.

School Community Student Learning Plan

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.**

how are we doing
what are our strengths
where do we need to focus
what is our evidence

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

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Staff and parents were invited to participate in a empathy interview	Patterns and trends suggested a desire to explore three key areas more deeply. - Community engagement - Foundational skills with a focus on literacy - Stretching all learners through quality tasks
Student achievement data	ELP, ongoing Classroom assessments and Reporting Documents	Evidence pointed to the literacy as a growth area for learning Evidence supported that differentiation was necessary in order to stretch the learning/thinking of our students
Other	Staff and families were invited to give input into our learning priorities through a google form.	Evidence pointed to a strong desire to move forward with our learning priorities and also pointed to some specific examples of where we are doing well and where we need to focus
Pedagogical documentation	-4 Food Chiefs placemat exercise at implementation day with staff - Visible Thinking Exercise at Implementation Day with staff	Trends supported the above notion that Foundational Skills, sense of community and building capacity in our learners (teachers and students) should be areas of focus

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?):

Evidence points to the "Caring Community" as a relative strength at South Rutland Elementary. Evidence also indicates the that an engaged community is a critical factor in the success of our students. As Establishing/Nurturing a caring community at SRE is so foundational to student success it has remained as a Learning Priority at SRE. We believe we can continue to leverage this relationship of authentic parent and community partnerships to increase student engagement, student achievement, and student/family well being.

Student Learning Goal 1:

Nurturing/extending a caring relationship with our community to meet the needs of our learners

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](#):

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
- ☒ 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	Scans	We continue to scan our families and hearing positive feedback regarding the climate we are fostering. We also hear from our families the significance of a safe community. For example, this parent comment: "The staff of SRE have always given the impression they have the child's best interests in mind and have always been willing to go above and beyond to assist. My child has also never mentioned a bad day because of a staff member. That says a lot. I love the teachers and efforts of this school. I only wish that the entire public school system would complete an overhaul when it comes to considering all learning styles and different needs of all children."

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Observations	We are witnessing an increase in parent participation in school wide events. We suggest that this involvement will lead to gains for all of our learners. This year staff community events included; Welcome Day, Celebrations of Learning, Parent Teacher Conferences, Winter Concert, Winter Craft Fair, Harmony Day Activities, Welcome to Kindergarten Activities. Staff have continued to have a high degree of participation in these beyond the bell activities.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student Attendance	Student attendance is improving. We will continue to monitor this particularly for our vulnerable families. We recognize that there are many barriers to attendance and that a positive supportive community can engage to support these families to overcome the barriers

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Parent engagement %'s with SeeSaw	This is relatively new and we will be reviewing the frequency and quality of parent engagement in the 2023-24 school year. See Saw allows us to track usage from families

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	External Partnerships	Increase in volume and quality of external partnerships - UBC O stem workshops - Explore Sportz - Headstart - YMCA Beyond the Bell - Okanagan Regional Library - UBC-O teacher candidate program - Chefs in the Classroom

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

- Professional Reading including: Lessons learned from Gregg Behr: "When You Wonder, You're Learning: Mister Rogers' Enduring Lessons for Raising Creative, Curious, Caring Kids" may guide our thinking
- Collaborative learning opportunities within the school, network of schools and district specialists

School Level Strategies and Structures:

Staff will choose 1 (or more) of our Priorities to focus their learning.

- Staff will engage in learning opportunities as they arise review qualitative and quantitative evidence as it pertains to their chosen Priority
- Staff will report out, and lead learning on their chosen priority at staff meetings, Implementation day, etc.
- We will engage in timely learning that will evolve in support of this priority

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	

Checking for Impact

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

Evidence points to increased parent engagement, Improved attendance of students, and extension activities beyond the bell that are engaging parents. Feedback regarding our changes to Kindergarten entry (W2K), Winter family night, and year end celebration have been well received. Positive feedback from parents and staff regarding climate and a recognition of the efforts of parents to support our Harmony Day Celebration. Data shows a high level of need (financial and otherwise) exists in our community

Collaborative practice among staff is growing

Students reporting that they feel safe to learn, explore

Morning reading club supporting literacy goal and benefitting from staff/parent volunteers

Recommendations for next steps for this School Student Learning Priority:

Recognition that this priority must remain in the foreground as we work together with families to support student learning. Extensions to parent learning opportunities have been requested. We will need to support our learners as we adjust to new achievement reporting policies and the changes this will bring.

School Community Student Learning Plan

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?):

Our scanning process indicated a few significant trends around literacy. Specifically we recognize the extensive range of learning styles and needs of our students. From students requiring additional support with their alphabet knowledge, their phonological and phonemic awareness, high frequency words and their fluency. Connected to this are additional factors including student stamina, exposure time on literacy (impacted by pandemic complications). We are seeing trends in our intermediate students requiring additional supports with their writing, as evidenced in our data collection.

Student Learning Goal 2:

A focus on Foundational Skills with a spotlight on literacy

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)
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- ☒ 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: Embracing best practice to support individual student needs and use developmentally appropriate strategies to bring meaning and to read/write/respond fluently at each grade level

School Community Student Learning Plan

Core Competencies

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 - ☒ 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
- ☒ Other



School Community Student Learning Plan

Checking for Impact

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

When we look at individual student data we are seeing improvements in foundational skills as measured by ELP and reporting documents. We are seeing some excitement on staff for the ability to authentically collaborate with others within the school and beyond (school visits). Increased consistency in staff in terms of common language practices and focused resources. We are also seeing Increased parent engagement and improved attendance of students. Collaborative practice among staff is growing. Staff are in a learning phase and we expect more pedagogical changes as we continue our journey (UFLI and Inquiry)

Recommendations for next steps for this School Student Learning Priority:

Again, individual student data shows growth in area of foundational skills. Morning reading club supporting literacy goal and benefitting from staff/parent volunteers. Data supports that interventions with Tier 3 literacy support are helping students increase their reading levels; this is particularly important and evident with our ELL and indigenous learners.

We are at Early stages with some of the data. Recommendations for next year include:

- Shared Leadership in leading school Priorities
- Creating opportunities for staff to authentically collaborate with others within the school and beyond (school visits)
- Support staff in accessing timely support in terms of learning resources, professional learning opportunities, etc. to support their learning
- Seek Opportunities for authentic Community involvement and agency
- Targeting resources to support our priorities

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?):

Our school evidence points to a significant diversity of learning needs for our students. Evidence suggests that these needs are best addressed by the creation of differentiated learning opportunities/tasks that allow all learners to engage and grow in their learning. To this end, staff are committed to the notion that high quality tasks with access points for all students will result in improved student engagement, achievement, and well being.

Student Learning Goal 3:

Stretching all Learners through Quality Tasks

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

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

Curricular Competencies: This priority stretches across all curricular competencies as we seek to create opportunities for learner agency

School Community Student Learning Plan

Core Competencies

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 - ☒ Building Relationships



School Community Student Learning Plan

Checking for Impact

Recommendations for next steps for this School Student Learning Priority:

Data is showing more opportunities for students to engage in tasks that foster student agency. We feel our horizontal connections (Head Start / UBC-O) will be great partners as we grow in this priority. We are at Early stages with some of the data. Recommendations for next year include:

- Seeking opportunities / learning to support the development of tasks with a high degree of student agency

Shared Leadership in leading school Priorities

- Creating opportunities for staff to authentically collaborate with others within the school and beyond (school visits)
- Support staff in accessing timely support in terms of learning resources, professional learning opportunities, etc. to support their learning
- Seek Opportunities for authentic Community involvement and agency
- Targeting resources to support our priorities