# 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.
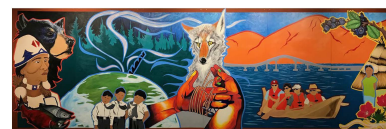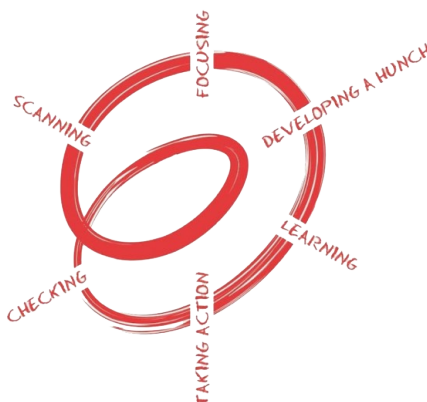
**Overarching Goal:**

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

## School Overview

**School:** Webber Road Elementary
**School Year:** 2023-2024
**School Level:** Elementary School
**School Type:** English
**Family of Schools:** Westside Family of Schools
**Overall School Population:** 200
**Student Population Indigenous:** 48
**Student Population, Children in Care:** 1
**Student Population, SPED:** 21
**Student Population, ELL:** 7

**Principal:** Sylvain Guignard
**Grade:**
☑ K
☑ Gr. 1
☑ Gr. 2
☑ Gr. 3
☑ Gr. 4
☑ Gr. 5

**Number of Administrators:** 1
**Number of School-Based Teachers:** 10
**Number of School-Based Support Staff:** 3

## School Learning Story

**Background:**

OUR STORY

Our day begins early at Webber Road Elementary. Enthusiasm abounds as last minute preparations for each
day ensure the safety, learning, and well-being of each of the children. It is true that we support a diversified community of learners. Our underlying school philosophy is based on a whole child approach, with wrap-around support. We take much of our day-to-day operation from some elements of the First People's Principles of Learning.

FIRST PEOPLE"S PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. Our team is vast, empathetic, and supportive of all of our learners. We work with community supports of an ARC worker, Strong Start, RCMP, Breakfast Clubs of Canada, Metis Society, and Westbank First Nations.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
Embedded in our instructional practice, is room for hands-on learning, experimentation, building, project-based learning, and for student reflection and self-assessment. Many classes take advantage of having a creek near by for studies in indigenous plants and the environment.

Learning involves recognizing the consequences of one's actions. Students are involved in conversation, discussion, restorative actions, and problem solving when they find themselves in need of dealing with the consequences of their actions.

Learning involves generational roles and responsibilities; Learning recognizes the role of indigenous knowledge;

Learning is embedded in memory, history, and story. Learning involves patience and time.

## 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.**

Our staff spent the 2023/24 Implementation day going through the process called Spirals of Inquiry.
Our Scan for the Oct. 6th Implementation day involved a Self Awareness activity - See ppt. - The staff wanted to go deeper into Priority #2 (Problem Solving).
The SEL team has created a Problem Solving structure to empower students to solve problems on their own (see ppt GIFTS).
Our Webber Road RtI team is continually reviewing (Writing Data) and SEL data; each term and analysising with staff.

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

| Type of Student Learning Evidence | Short Description | Further Details |
|---|---|---|
| Empathy Interviews | The staff use the framework of enhancing learning at Webber and performed a Scan | All staff went through the process - The Essential question was, "What's going on for our Learners?" |
| Student achievement data | Webber Road uses RTI for the social and emotional well beign for students <br>*See data in Ed Plan | Still have a lot of students in Tier 2 and 3; will show graphs. |

## 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?):**
While scanning the staff, the patterns and trends that have immerged were the writing skills were developing.

**Student Learning Goal 1:**
The staff will continue to go deeper into 'why' and 'what' we can do to improve student's writing skills.

**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**

☑ Creative Thinking

    ☑ Generating ideas

    ☑ Developing ideas



# Evidence of Impact

**What evidence will we collect?**

| Type of Evidence | Short Description of Evidence | Considerations for Equity & Inclusion of All Learners |
|---|---|---|
| Quantitative | SWW | All learners |

| Type of Evidence | Short Description of Evidence | Considerations for Equity & Inclusion of All Learners |
|---|---|---|
| Qualitative | Inquiry Projects Street Data using various materials | All Learners |

## Taking Action and Learning

**Leading Professional Learning:**

The staff agreed that Adrienne Gear Literacy knowledge would be an excellent fit for our community - Adienne has come to the school and led a Winter Writing Check-up with the staff (Lunch and Learn) - Next steps: Half-day workshop with Adrienne after spring break.
*Half-day release days have occurred (2X)
We have continued to work with Adrienne for the 2023/24 school year.
* Lunch and Learn on Oct. 25th
* Full day collaboration with Adrienne (viewing SWW results to view patterns)
* Created a plan to help students improve their writing.

...Just recently, Literacy Lead, Parvina Panghali visited Webber Road to guide the staff during a Lunch and Learn (Focus was ELP and Writing Continuum)

**School Level Strategies and Structures:**

All teachers have been provided with a (.5 release day) to collaborate with Adrienne Gear - All staff have an opportunity (as a group) to assess sample SWW - See the form used.

**Classroom-level Instructional Strategies:**

The classroom instructional strategies that prioritize writing as a crucial component of the learning process are listed below:

Firstly, it incorporated the lessons collaboratively created as a staff (guidance from Adrienne Gear). This can be integrated into various subjects, allowing students to express their thoughts and ideas in a written format.

Secondly, peer review sessions have also been incorporated for students to critique each other's writing and provide constructive feedback. This approach helps develop critical thinking skills and allows students to practice their writing skills in a collaborative setting.

Lastly, providing students with writing prompts or assignments that require them to apply the skills learned in class can help to reinforce the importance of writing in various subjects. This approach can help students to develop a deeper understanding of the content and improve their writing skills.

## Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

| District Strategic Plan - Priorities | Description |
|---|---|
| Equity in Action Agreement – Pedagogical Core | |

## Budget Allocations

| Resource Type | Resource Description | Estimated Budget |
|---|---|---|
| Professional Learning | Adrienne Gear | 3000 |

## Checking for Impact

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

Reflecting on the School Wide Write, evidence gathered regarding the impact on students, particularly in the context of writing, was collected in October and November of 2023. The data and feedback were collated and our grade group teachers spent time analyzing the results to learning based on writing patterns and themes that emerged.

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

The recommendation is to implement targeted writing workshops and learning sessions to provide real-time feedback to students in order to improve specific writing skills. We will work with Adrienne Gear (Reading Power & Writing Power) to assist us on our journey.

## 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?):**
School Student Learning Priority #2 is: Problem Solving Skills

**Student Learning Goal 2:**
Staff want to lean into strategies that will stretch our learners to develop better skills to solve simple problems.

**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

## Core Competencies

☑ Communication
- ☑ Connect and engage with others
- ☑ Aquire interpret, and present information
- ☑ Collaborate to plane, carryout, and review constructions and activites
- ☑ 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

☑ Personal Awareness and Responsibility
- ☑ Self-determination
- ☑ Self-regulation
- ☑ Well-being

☑ Social Awareness and Responsibility
- ☑ Contributing to community and caring for the environment
- ☑ Solving problems in peaceful ways
- ☑ Valuing diversity
- ☑ Building Relationships

**Communication**
1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

**Creative Thinking**
1. Novelty and value
2. Generating ideas
3. Developing ideas

**Critical Thinking**
1. Analyze and critique
2. Question and investigate
3. Develop and design

**Positive Personal & Cultural Identity**
1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

**Personal Awareness & Responsibility**
1. Self-determination
2. Self-regulation
3. Well-being

**Social Responsibility**
1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. 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 | SEL teacher has created lesson for each grade level. | |

| Type of Evidence | Short Description of Evidence | Considerations for Equity & Inclusion of All Learners |
|---|---|---|
| Qualitative | The Voices program has been hired to come into our school *gr. 4/5 | |

## Checking for Impact

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

A large amount of data has been collected and reviewed by our staff. Our Response to Intervention team has dedicated time to dig into this data and to provide a focus for next year. The targeted intervention will be focusing on self-awareness and problem solving for all students

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

Webber Road will implement the Voices Program. This is an intensive 2 week program sponsored by Courage for Youth which specifically will teach students self-awareness and problem solving.