

School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

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

Overarching Goal:

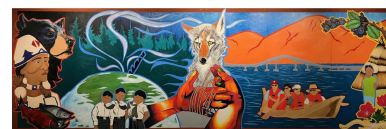
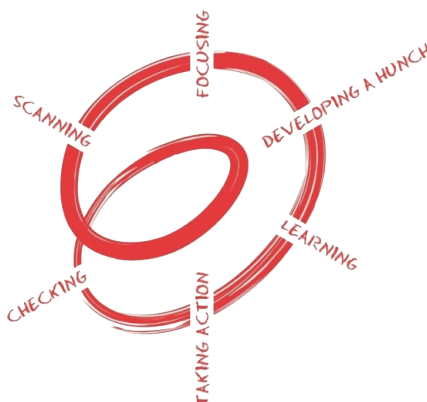
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



*LifeLine - Shiloh 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: Ecole Belgo Elementary

School Year: 2022-2023

School Level: Elementary School

School Type: Dual Track French Immersion

Family of Schools: Rutland Family of Schools

Overall School Population: 300

Student Population Indigenous: 40

Student Population, Children in Care: 0

Student Population, SPED: 18

Student Population, ELL: 28

Principal: LeeAnn Yapps

Grade:

- ☒ K
- ☒ Gr. 1
- ☒ Gr. 2
- ☒ Gr. 3
- ☒ Gr. 4
- ☒ Gr. 5
- ☒ Gr. 6

Number of Administrators: 1

Number of School-Based Teachers: 21

Number of School-Based Support Staff: 7

School Community Student Learning Plan

School Learning Story

Background:

École Belgo Elementary is currently enrolling approximately 300 students for the 2022-2023 school year. Approximately 100 of our learners are enrolled in the English Program (K to grade 5), while the others are enrolled in the French Immersion Program (K to grade 6).

We continue to support our students with their social emotional wellbeing at a classroom level and as a school. As a school, we have begun a new chapter in our story. Looking at our data, we feel that it is important to support our readers so that they can be more successful.

As a starting point, we are increasing student access to good-fit books for all readers. We brought all of our leveled books to one centralized location. This includes more choice on what to read, providing access to all levels for all children.

The reading learning priority committee has spearheaded some initiatives to make reading more visible at Belgo and to find fun ways to promote and foster a joy of reading for the Belgo Bears.

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 have scanned students about their reading (June 2022). As a starting point, we ensured that staff was consistently collecting students reading data. This now gives us a baseline to grow from (2021-2022 and ongoing). We use this data to guide our supports for students.

We did a staff empathy scan in January 2023 to see how we can better support our learners in FI and English.

School Community Student Learning Plan

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

Type of Student Learning Evidence	Short Description	Further Details
Other	Surveys completed with a cross-section of students K-6 (June 2022)	Students see themselves as good readers. They enjoy the activities we do at school to bring joy to reading. They are excited to do more and present suggestions. They read at home and like graphic novels and series.
Student achievement data	Written Learning Updates ELP data GB+ PM Benchmarks FSAs	English Program: There is significant improvement of reading skills. With consistent support, students improve from Tier 3 to Tier 1. French Program: Although there is an improvement with students' reading in English after grade 3, students who are identified as Tier 3 readers do not improve. They remain in Tier 3 until they leave after grade 6.
Student achievement data	Observations Assessment before and after small group intervention	-students need more time to review and practice sounds after group instruction -students see success using decodable books (following a scope and sequence)
Empathy Interviews	Staff Empathy Interviews	-support staff putting out fires consistently -shortage of support staff (short CEA support almost every day) -dual track school creates exceptional needs not obvious (streams are not the same; budget constraints; student needs in FI & English are different; support staff need to be bilingual when supporting ; parent engagement is different, etc.) -finding it difficult to get to deeper learning when always putting out fires -
Empathy Interviews	Interviews with all students (at a class level); specific questions asked and discussed in a class discussion; one staff asking questions & one staff taking notes	-students want more clubs -students want whole school activities -they don't all know what belonging means -many students celebrate different things & would like us to celebrate at school (ie. Diwali, Ramadan, etc.) -some students feel like they don't belong -teachers do a good job inside the classroom but students don't mix enough in the school community -students liked after school activities like the Halloween Dance, Winter Wonderland, Fun Fair, Movie nights

Student Learning Priority 1

School Community Student Learning Plan

Focusing

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

We know that the majority of our learners are reading below grade-level. For the most part, students enjoy reading and see themselves as good readers.

Student Learning Goal 1:

Improving the reading for all learners while fostering the joy of reading

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

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
- ☒ 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	Student Surveys completed in June 2022	Ensuring that indigenous students have a voice

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	GB+, PM Benchmarks	Being explicit when looking at data to understand more around the why

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Written learning updates	Looking at the growth

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Empathy interviews with staff	Including all voices, not just the loudest. Doing the interviews in small groups to allow for more voices

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Monthly Reading Challenge	Ensuring that students who may not do this challenge at home have the opportunity to do it at school, have their photo included on the bulletin board as well as have the chance of winning the monthly prize

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

- FI ELP support by Joanne Brunel and Joanne Lapointe to ensure that all teachers use best practice in targeting and supporting learners
- Adrienne Gear workshop (August 2022) for all interested staff
- ELP support for Intermediate teachers so that they can continue to support struggling readers with fundamental skills
- ILT meeting with primary French Immersion teachers to discuss ways to better support as well as building capacity in instruction
- Targeted time for teachers to learn about reading practices that can be used in class to support phonetics in FI & English
- Desire to learn more about the 'Science of Reading' to create a scope and sequence in both French Immersion and English programs

School Level Strategies and Structures:

- increasing student access to good-fit books for all readers by bringing all leveled books to one centralized location
- more decodable books for students to practice their sounds and reading strategies at their level
- whole school activities to foster the joy of reading and creating visibility
- hiring a class support teacher to help support learners, provide release time for assessment and support initiatives
- collaborative time available weekly for teams of teachers to look at inquiry, target their learning or work on short-term initiatives
- non-enrolling team meeting time to review the learning priorities and discuss next steps
- inviting Linda Lovista to come and help students create a whole school book with the idea of inciting students to write, publish and share their own personal and class books with others
- DEAR school wide
- Collaboration with specific classes and bookstore

Classroom-level Instructional Strategies:

- explicit focus for tier 2 and tier 3 learners in Daily Five
- additional support for K, grade 1 and grade 2 learners still not meeting within ELP
- additional classroom support in specific classrooms
- platooning support for FI grade 1, 2 & 3 learners
- release time for class support teacher and primary FI teachers to discuss how to support readers during Daily 5 (create sustainable practices and activities that can continue in years to come)

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	
District Strategic Plan - Family & Community Engagement	

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	workshop with Adrienne Gear	2000
Staffing, Supplies	completing leveled books for all levels	6000
Staffing, Supplies	bilingual classroom support teacher	50000
Staffing, Supplies	.3 teacher to target learning in one classroom	20000
Other	new furniture and carpet for library	5000
Staffing, Supplies	reading river bookshelves and bins	2000

School Community Student Learning Plan

Checking for Impact

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

- We are happy that we have data for all of our students and know where they are on their reading journey
- Wondering why we are still have some shortcomings with the growth of our readers
- Students need more time to practice their reading

Recommendations for next steps for this School Student Learning Priority:

- scope and sequence for reading in French & English (including the library scope and sequence) (we are having conversations at the district level about this- this is coming and we may need to wait or do our own scope and sequence)
- more practice time built in to allow consolidation of skills (Daily Five)
- opportunities for staff learning re: Daily Five (K/1)
- need more street level data for class level joy of reading (surveys)
- engaging parents about reading at home (foster a joy of reading at home)
- learning about pedagogical documentation (documenting conversations)
- consulting with an expert in whole school reading improvement (July 2023)
- continued support in targeted support in classes as needed

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?):

Students have minimal connections with classmates and peers outside of school hours

Students don't know how to socially engage peers to play or join games; they also have difficulty working through any conflict

Student Learning Goal 2:

Belgo is a place where all students feel a sense of belonging and play a role in creating a caring community.

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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- ☒ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
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School Community Student Learning Plan

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 - ☒ 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
Quantitative	attendance	Does feeling connected and feeling like they belong improve the attendance of students?

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Survey of new families after Pre- K Exploration Sessions	Being explicit to ensure representation from our Indigenous families and our at-risk families

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
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Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Student Scanning after Club Days	March & June Capturing how students feel about clubs;

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Parent Scans throughout the year	Trying to get a cross-section of parents to get good representation

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

- Trauma Informed Practice (Taunya Shaw presented) at April 2023 Staff Meeting
- SOGI Tools for Teachers (Renee Opperman presented) at May 2023 Staff Meeting
- Marilyn Green presented to parents at January 2023 evening (Mental Health and Wellness for Parents). Invitation out to all other Rutland elementary schools to attend
- Staff Book Clubs- Thrivers & Kids These Days invitation out to all staff (12 took part)
- What Schools Could be Symposium
- Making connections to Wayi Wah! during Implementation Day (Chapter 'So Let's Talk About the R Word')

School Level Strategies and Structures:

- targeted lessons and activities in classes to support skill development for self-regulation, building friendships, empathy, compassion, integrity, healthy relationships using consistent language with ongoing opportunities for practice
- assemblies to support and practice these SEL skills
- involving classroom teachers in problem solving and conflict resolution when their students are implicated (for support and to create consistency)
- ongoing discussions about our struggling learners and how we can support them through connections and relationships (discussions and learning at staff meetings)
- Whole school activities that involve our families (Winter Wonderland, Parent Appreciation, Indigenous Peoples Day, Whole School Read-Ins)
- Clubs for grade 3-6 students during the school day
- Primary clubs for K-2 students during the day
- Big Friendly Groups (remixing all of our students into family groups and doing fun activities)
- Spark Champions (connecting staff with students who don't feel connected)

Classroom-level Instructional Strategies:

- targeted lessons and activities in classes to support skill development for self-regulation, building friendships, empathy, compassion, integrity, healthy relationships using consistent language with ongoing opportunities for practice
- intermingling French and English classes together for learning (targeted)

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

District Strategic Plan - Priorities	Description
District Strategic Plan - Family & Community Engagement	

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Staff Book Club	500
Staffing, Supplies	Material for clubs	200
Other	SEL Assemblies	0
Other	Winter Wonderland Evening	200
Other	K Exploratory Days	200
Learning Resource	Parent Book Club	0
Other	Big Friendly Groups	
Other	Primary & Intermediate Clubs	500

School Community Student Learning Plan

Checking for Impact

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

- We recognize that we need to collect more quantitative data in this process.
- We recognize that everyone is connected to two adults in our school.
- We are at a starting point.

Recommendations for next steps for this School Student Learning Priority:

- Collect more quantitative data
- Develop a survey for students, to hear their voice
- Create a calendar and plan by June 2023 to help move specific activities, events and initiatives into 2023-2024 and beyond
- Ensure that we find time to reflect and not move too quickly
- More collaboration between classes
- Using outdoor learning spaces with various groupings
- Continued big buddy classes
- Big Friendly Groups
- Kindness Club
- Celebrating ELL in our school community
- Check ins with our students to see if students feel connected
- Spark Champions