

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:

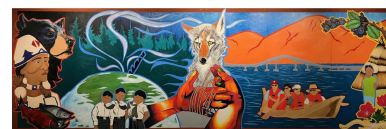
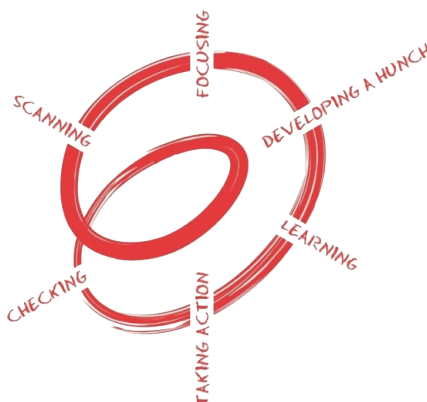
Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)

[Spirals of Inquiry Playbook](#)

[Equity in Action Agreement](#)



LifeLine - Splendor Brilliance
Shelton Lurie / KSS Art Students / Timothy Mayer, Art Teacher
KSS Mural Project

Fostering Indigenous student success through the lens of equity



School Overview

School: Rutland Senior Secondary

School Year: 2023-2024

School Level: Secondary School

School Type: English

Family of Schools: Rutland Family of Schools

Overall School Population: 1724

Principal: H. Alexander

Vice Principal: J. Atkins

Vice Principal: M. Johnston

Vice Principal: R. Gandham/Adam Miller

Grade:

☒ Gr. 4

☒ Gr. 10

☒ Gr. 11

☒ Gr. 12

Number of Administrators: 4

Number of School-Based Teachers: 86

Number of School-Based Support Staff: 53

School Community Student Learning Plan

School Learning Story

Background:

Our learning community is located on the Traditional Territory of the Syilx Okanagan people.

Welcome to Rutland Senior Secondary school. RSS is an exceptional place for students and staff. The amazing students, staff and diverse courses we offer are what make RSS a special place to work and learn as we continue to shift from a teaching culture to a culture based on Learning.

We do this by using the 'Spirals of Inquiry' as a tool to gather information and use this information to make informed decisions. We ask our students questions about their experiences in school and the patterns & trends that emerge from their answers drive the work we do in our school.

RSS students are actively involved in the school through many curricular and extra-curricular activities. Our students are active in academic programs such as Advanced Placement and the core academics. Others excel in our extensive applied skills, modern languages and fine arts programs. The athletic teams have a rich history of excellence. Everyday at RSS one can see students engaged and active in their learning.

The 178 staff, including 4 Administrators, 94 Teachers, 45 Educational Assistants, 9 Clerical and 5 Custodial members, along with other community support staff, are proud to work at Rutland Senior Secondary. Teachers are constantly exploring new ways to teach the academic subjects and help meet students' needs. Our elective teachers are always creating new courses based on students' interests and needs. Teachers are available to help students and to communicate in various ways with parents to address any concerns.

The diversity and variety of RSS programs is arguably the best in British Columbia. Some of the specialty programs include Forestry, Emergency Medical Responder, Firefighting, BCIT Dual Credit, (CISA), Okanagan College Dual Credit programs (Trades Sampler), Outdoor Education, Indigenous Learning Community, Cafeteria - Culinary Arts, Cutter's Edge Program, Advanced Placement, a Pre-school Program, Pre - AP Courses, Leadership and Sports Academies (Hockey, Soccer, Baseball) and a Pre-Lifeguard Academy which is no doubt why RSS is a school of choice in our district.

Our focus starts with our Three Pillars of Academics, Athletics and Leadership. From there, in partnership with our Staff, Students and Parent Advisory Council, we gather information through scanning, identify Patterns and Trends and develop our 'If - Then' statements. These become our goals. We do work to support our students in order for them to graduate on time with dignity, purpose and options. At RSS we embrace our work of continually building a culture of Learning for ALL adults and students.

"A CARING COMMUNITY CHALLENGING STUDENTS TO PURSUE EXCELLENCE IN LIFELONG ENDEAVOURS,"

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.**

Regular ongoing student scans (Weekly)

Student Voice in our staff meetings

Staff feedback - to be gathered during May 2024 Staff meeting which will be entirely dedicated to sharing student patterns and trends and then seeking staff feedback as well.

Parent feedback gathered at our January 2023 Dance Show night and at our March 2024 Parent Teacher Conference Night. We are also gathering information through the Ministry Parent surveys and ongoing conversations with parents

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

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	On going Weekly Student scans asking students about their experiences here as students and what we can do to improve that experience	different groups and grades of students. Indigenous, Visible Minority, International/ELL LGBTQ Students

School Community Student Learning Plan

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?):

Students feel valued and connected with multiple staff members

Students feel that we value cultural diversity and would like us to do more work around this

Students struggle with the lack of Washrooms especially for LGBTQ and Trans students looking for Single Use washrooms

Students appreciate having a voice and feeling heard by the Admin via the scan process and have offered to share their voices with

To provide structures and opportunities to listen to the unheard voices of RSS and improve the Equity of all RSS community members in order to continue to create a more inclusive school community who support and value Equity.

Be purposeful in the work we do to share encourage our all of us to learn from our Diversity. Amplify and share our student voices and connections to building our community.

Student Learning Goal 1:

All students will see themselves in our school and will understand that their cultural relationships and cultural contexts shape who they are, and that they can communicate and engage with others. They will know that they have a voice in our school and can contribute to the school 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)
- ☒ 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](#):

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
- ☒ Positive and Personal Cultural Identity
 - ☒ Relationship and cultural contexts
 - ☒ Personal values and choice
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Well-being
- ☒ 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	Staff have lead cultural recognitions and or celebrations in our school including Diwali, Holi, Truth & Reconciliation Day, MMIW Day, Ramadan, EID, Ukrainian Easter etc.	Not limited to Indigenous learners - this work is in support of providing all of our students with a voice and creating supports and space for their voices to be heard and action to be taken.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Student voices as they are provided opportunities to share in their experiences as students who connect with and identify with various cultures and groups in our school	Not limited to Indigenous learners. All students share their cultures and identities with and learn from

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Student Learning Survey - Ministry Evidence	Not limited to Indigenous Learners

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Incorporate student stories into our staff meetings and our Implementation Day. This approach ensures that our student perspectives remain central to our staff's work, connecting it with everything the adults are doing. Each month, our Curricular Leaders lead staff meetings focused on our three school learning priorities. At the end of each staff meeting, we actively seek student perspectives and provide a platform for student voices. In addition to Curricular Leaders (CLs), some staff members offer learning sessions during lunch and after school. These sessions are beneficial for staff members working on their Professional Growth Plans (PGPs) for the year.

School Level Strategies and Structures:

Ongoing structured conversations with students allow us to listen to their stories about their experiences. We then share the patterns and trends with our Curricular Leaders, who in turn support the learning for all of our staff during staff learning sessions each month, including Implementation Day.

In October 2023, our staff meeting was led by teachers, including those specializing in International/ELL, LAT, SEL/BIT. They discussed supports provided to students and strategies for classroom teachers, which they could implement immediately after the session.

Every Friday at noon, our administrators conduct student scans, asking students about their experiences within the school.

During the March 2024 staff meeting, we introduced all of our ELL support staff and community partners to the rest of the staff. This helped everyone understand who is available to support both staff and, more importantly, our growing ELL student population.

Our students celebrated the Lunar New Year in the school forum, providing an opportunity for all staff and students to learn about this cultural celebration.

Additionally, a teacher initiated an ongoing Arabic Club for staff and students interested in learning about Arabic culture. The club meets weekly during lunchtime on Thursdays.

We also hold monthly Cultural Sharing days, featuring celebrations such as Vaisakhi, Day of the Dead, Lunar New Year, Eid, and a Multi-Cultural Expo. Notably, we celebrated SOGI Day in the forum, an event attended by Trustees on December 11, 2023.

The Multi-Cultural Expo, held twice per year in the school forum, has become a staple event. More teachers are bringing their classes to participate, ensuring that these cultural celebrations are shared prominently with the entire school community, including supportive parents.

Classroom-level Instructional Strategies:

Teachers now more confident and willing to provide different cultural perspectives in their teaching and instructional design in their classes. Students are reporting that they really enjoy learning about other cultures and getting to know more about each other and have an appreciation that their fellow students enjoy sharing their cultures with the rest of the school. This is a strong theme shared by our students in our weekly scans.

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	The title says it all - our work is exactly this work around equity & inclusivity while sharing and celebrating our various cultures with each other.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Staffing, Supplies	Staff members who are allies and advocates for our students	5000

School Community Student Learning Plan

Checking for Impact

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

Gathering feedback collated in Google forms via our Curricular leaders and Admin from our scanning of students, staff and parents. Pulling the patterns and trends out of this evidence and creating structures moving forward to make this work and the next steps clear. Constantly sharing our evidence (patterns and trends that emerge) with the staff, students and Parents.

Student feedback in our weekly scans is proving that this work is connecting with our students who are proud of the diversity of the school and clearly recognize the need to continue learning about each other to continue to build the culture of our school and that the students appreciate the learning.

Recommendations for next steps for this School Student Learning Priority:

How do we know that what we have been doing is working? Scanning our staff at the May 2024 staff meeting. We have worked with our CL's to design questions for the staff in small groups. We will meet in circle with 2 CL's per group and one will facilitate a discussion and the other CL will record the comments (without attaching names). At our next CL meeting in June, we will analyze the data in order to see what our next steps will be. At this point our work in this area will continue next year as this is an ongoing focus for our school community.

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?):

Supporting our Indigenous students while continuing to have our staff engage in learning around Indigenous ways with the intended outcome of improving learning for our school community.

Through an initiative of the Network of Inquiry of Indigenous Education (NOIE), we were able to scan a sample of our Indigenous students throughout grades 9 - 12. Following the Kaser and Halbert's Spiral of Inquiry questions, we were able to look at the data and find a focus that helped us develop a hunch. Our hunch was that our Indigenous students are quite comfortable and connected to their Indigenous Learning Community teachers and advocates, but not well connected to adults in the building beyond that. The scans further showed that there were reasons that our Indigenous students were not reaching out to or feeling comfortable with other adults in the building. Specifically, students hesitated to reach out to adults in student supporting roles because they felt they had not developed trusting relationships.

Our priorities became clear that we needed to find better connections for our students to our counsellors, administrators, learning assistant teachers and adults in similar supportive roles. This would ensure that Indigenous students would have a level of comfort necessary to reach out to the supports outside of Indigenous Education and the Indigenous Learning Community.

Student Learning Goal 2:

All students will learn about the history of Indigenous peoples in Canada and our work moving forward regarding Truth & Reconciliation with an appreciative understanding of Indigenous cultures. Additionally, our Indigenous students will know and utilize all of the school level supports available to them with purposeful connections made as soon as they enter our school regardless of the grade level upon entry.

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

- ☒ 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
 - ☒ Generating ideas
 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
- ☒ Positive and Personal Cultural Identity
 - ☒ Relationship and cultural contexts
 - ☒ Personal values and choice
 - ☒ Personal strengths and abilities
- ☒ Personal Awareness and Responsibility
 - ☒ Self-determination
 - ☒ Well-being
 - ☒ Explain/recount and reflect on experience and accomplishments
- ☒ Social Awareness and Responsibility
 - ☒ 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	We will rescan our Indigenous students on an ongoing basis using similar inquiry questions from our prior scans. This will show us growth in building trusting and supportive relationships.	Creating safe, trusting relationships with staff in supporting roles will help our Indigenous students in their social emotional learning and their mental health.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Further scans will include our non-enrolling teachers to gain insight into how often and comfortable our Indigenous students are in approaching these staff members and how often our non-enrolling staff members enter into the Indigenous Learning spaces.	Encouraging our staff in non-enrolling roles to build relationships in the spaces where our Indigenous students learn.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	We have created a short survey for our Indigenous students. Areas include: Learning, Relationships, Spaces, School Culture, Community & other. Designed in Google Forms, students will be asked to fill out the survey in the Fall and Spring and we hope to gather evidence over time in order to have a measurement in order to see if our work is making a difference for our Indigenous Learners	Entirely designed for Indigenous Learners to provide feedback through a survey.

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Quantitative	Grad Rate of OUR Indigenous Students	

Taking Action and Learning

Leading Professional Learning:

We have a group of Curricular leaders leading our learning for our staff throughout the year in our staff meetings. Learning is ongoing and embedded in our learning so as to purposely not be done as a check box.

Recognizing Indigenous Peoples Day, The Moose Hide Campaign, Red Dress Day, Orange Shirt Day, Drumming Ceremonies in the Forum whereby the rest of the school watches respectfully provide a powerful cultural experience. Drumming holds deep significance in many Indigenous traditions, symbolizing unity, connection, and resilience.

School Community Student Learning Plan

School Level Strategies and Structures:

Orange Shirt Day and Personal Land Acknowledgements:

Focusing an entire staff meeting on Orange Shirt Day demonstrates a commitment to acknowledging the legacy of residential schools and their impact on Indigenous communities.

Creating personal Land Acknowledgements is a powerful way to recognize the traditional territories on which the school stands. It's a step toward reconciliation and understanding.

Chalk Messages on School Sidewalks:

The act of using orange chalk to write messages of understanding and reconciliation on the school sidewalks is symbolic and visible. It ensures that students encounter these messages daily, reinforcing the importance of Indigenous perspectives.

Provincial NOIIE Series and Structural Changes:

The Provincial NOIIE (Network of Indigenous Inquiry Education) series led by VP Michelle Johnston has provided a lot of learning opportunities for our staff to provide more structures and improvements in supporting our Indigenous students. It's a long-term commitment to improving Indigenous education.

Welcome Activities for support staff foster connections and understanding within the school community.

The Mental Health Wellness Fair for Families is essential, recognizing that holistic well-being includes mental health.

Family Night for Indigenous students and their families strengthens community bonds and celebrates cultural heritage.

Participating in Indigenous Graduation Ceremonies is a meaningful way to honor Indigenous students' achievements.

Classroom-level Instructional Strategies:

Circle Protocol:

Many teachers using the 'Circle Protocol' as an everyday practice. Circles hold deep cultural significance in Indigenous traditions. They symbolize unity, equality, and interconnectedness. Knowing the proper way to form and participate in a circle demonstrates respect for these cultural norms.

Seasonal Awareness:

Understanding which way to go in a circle before and after the first snowfall is a beautiful example of seasonal awareness. Indigenous cultures often have specific practices tied to natural cycles. This awareness fosters a deeper connection to the land and its rhythms. Our staff have been careful to ask if they are unsure which shows a commitment to honouring local Sylix culture and traditions.

Utilizing Indigenous Staff:

Leveraging our Indigenous staff to support and connect with students is crucial. These staff members bring unique perspectives, cultural knowledge, and personal experiences. Their presence enriches the learning environment and provides authentic connections for our staff, students and families.

Sncwips Museum and Indigenous Resources:

Visiting the Sncwips Museum is an excellent way to immerse students in Indigenous history, art, and culture. Museums offer tangible experiences that complement classroom learning.

Incorporating Indigenous resources into classes ensures that students encounter diverse perspectives, stories, and traditions. It helps break down stereotypes and fosters understanding.

Next year we will be offering the Indigenous Art class that has been running in the District and was recently approved as a Graduation Requirement. All students will have the opportunity to take this course.

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

District Strategic Plan - Priorities	Description
Equity in Action Agreement – Learning Environment (School Culture)	Equity in Action Agreement - this is the work

School Community Student Learning Plan

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Members of the NOIE group with Judy and Linda from UBC in Vancouver. Online wmeetings throughout the year along with the Year End Symposium in Vancouver for the Provincial Network to work and learn together,	0

Checking for Impact

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

Gathering feedback collated in Google forms via our Curricular leaders and Admin from our scanning of students, staff and parents. Pulling the patterns and trends out of this evidence and creating structures moving forward to make this work and the next steps clear. Constantly sharing our evidence (patterns and trends that emerge) with the staff, students and Parents.

Our school community is actively gathering feedback through Google forms, involving Curricular leaders and Admin, and scanning students, staff, and parents. This data collection process provides valuable insights into the effectiveness of our initiatives.

Some of our key steps include:

Data Collection:

Google forms serve as a practical tool for gathering feedback. They allow for structured responses and efficient data collection. Involving Curricular leaders and Admin ensures a comprehensive perspective from different stakeholders.

Patterns and Trends Analysis:

By pulling out patterns and trends from the collected evidence, we are identifying recurring themes and areas of focus. This analysis helps us to create a foundation for informed decision-making.

Structures and Next Steps:

Creating structures based on the identified patterns ensures clarity in our approach as we keep moving forward. Defining next steps based on evidence allows for intentional progress.

Transparent Communication:

Constantly sharing evidence with staff, students, and parents fosters transparency and keeps everyone informed. It reinforces our collaborative approach to improvement and furthers our belief in EVERYONE being a Learner.

Recommendations for next steps for this School Student Learning Priority:

Continue this learning and look at next steps that will emerge from our May 2023 Staff meeting. Staff will be scanned by our CL's to answer the question 'How do we know that what we are doing is working?'

We have worked with our CL's to design questions for the staff in small groups. We will meet in circle with 2 CL's per group and one will facilitate a discussion and the other CL will record the comments (without attaching names). At our next CL meeting in June, we will analyze the data with our Curricular Leaders in order to see what our next steps will be. The information we gather will provide further direction for our work next year as we continue to meet the needs of our school community.

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?):

A greater need for student voice as it relates to the New Ministry Reporting order on Assessment with Student Self-Assessment and Goal Setting.

Student Learning Goal 3:

Each teacher, student and parent will be able to understand the new Ministry Reporting Order as students set learning goals and reflect on the Core Competencies in their learning and the Written Learning Updates

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

Curricular Competencies: In all classes

School Community Student Learning Plan

Core Competencies

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 - ☒ Developing ideas
- ☒ Critical Thinking
 - ☒ Analyse and critique
 - ☒ Question and investigate
 - ☒ Develop and design
- ☒ Positive and Personal Cultural Identity
 - ☒ 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
 - ☒ 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	Conversations with students about how they are assessed and if they know where they are in their learning	Same as all students

Type of Evidence	Short Description of Evidence	Considerations for Equity & Inclusion of All Learners
Qualitative	Conversations with teachers. It has become clear that we have more work to do in order to continue to support our teachers around this. We started to discover the need for this work last year including dedicating a staff meeting to this learning by one of our Curricular Leaders.	Same as all students

School Community Student Learning Plan

Taking Action and Learning

Leading Professional Learning:

Implementation Day:

Curricular Leaders played a crucial role in leading the staff learning strategies. A full-day session allowed for in-depth exploration and practical application of these strategies. By focusing on classroom-specific approaches, teachers can directly implement what they've learned to enhance our student experiences.

Ongoing Staff Learning Meetings:

The commitment to ongoing staff learning meetings led by our Curricular Leaders is crucial to furthering the Learning Agenda in our School. These regular sessions provide timely opportunities for learning and growth as we engage in the work towards meeting our objectives of our Learning Priorities.

Advance preparation for Reporting Periods ensures that staff members are well-equipped to support student progress and communicate effectively with parents.

The Board Approved Assessment Policy is a critical topic. Curricular Leaders leading these learning meetings help staff learn, understand and align with the policy from their teacher colleagues who are already comfortable with the work. Clear communication about assessment practices benefits both teachers, students and parents.

School Level Strategies and Structures:

Ongoing support throughout the year in staff learning meetings and Implementation day
Parent level information from the District to help with learning for parents - Shared by the District - <https://www.assessment.sd23.bc.ca/reporting>

Many of our teachers have chosen to work on their PGP's this year with this as their area of learning.

Student evidence in weekly scans share that they are having more conversations with their teachers about their learning goals and was that each teach can support their learning.

Classroom-level Instructional Strategies:

Implementation in Classrooms:

Teachers actively implementing their learning from staff sessions in their classrooms is a testament to their commitment to our students and our school Learning Priority. Applying new strategies directly benefits students and enhances the learning experience for students and for teachers.

Peer Connections and Mentoring:

The connection among colleagues, facilitated by Curricular Leaders (CLs), is invaluable. Mentoring and sharing insights create a supportive network where everyone can learn from each other.

Non-CLs Leading Learning Sessions:

As further evidence of the Learning Culture we are working on here, non-CLs are also contributing by leading learning sessions. Diverse perspectives enrich professional development opportunities.

Teacher Reporting and Student Feedback:

Teacher reporting through Student Written Learning Updates provides evidence of progress. It's essential for tracking growth and celebrating achievements.

The positive feedback from student scans indicates that our teachers are actively engaging with students about their learning and goal-setting. These conversations foster a deeper understanding of our student needs.

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	

School Community Student Learning Plan

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Fall of 2024 Our Curricular Leaders lead the sessions for the staff for the day. It has also been embedded in our Staff meetings which has also been lead by CL's.	600
Staffing, Supplies	Curricular Leaders who will help to lead their colleagues in this work. Lead entirely by the CL's this year throughout the year.	

Checking for Impact

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

New Proficiency Scale:

Developing a shared understanding of the language and meaning of the new proficiency scale is crucial. Clear communication ensures consistency in assessing student progress.

Reporting Order Changes:

Adjusting to the new reporting order requires alignment across the school. Removing "work ethic " and adopting student-friendly language enhances clarity for students and parents.

Teacher Comments in Written Learning Updates:

Teachers are adapting to the new language and Reporting Order. Their comments in Written Learning Updates play a vital role in providing meaningful feedback to students and the feedback from our teachers and students show that this happening on a greater scale with room to improve as teacher continue to learn.

Recommendations for next steps for this School Student Learning Priority:

Build on this work next year and stay committed to it as it becomes implemented next year.

We have dedicated many staff learning opportunities to this, most recently the April 2023 staff meeting lead by our Curricular Leaders. How do we know that what we have been doing is working? Scanning our staff at the May 2024 staff meeting. We have worked with our CL's to design questions for the staff in small groups. We will meet in circle with 2 CL's per group and one will facilitate a discussion and the other CL will record the comments (without attaching names). At our next CL meeting in June, we will analyze the data in order to see our next steps in order to continue this work next year.