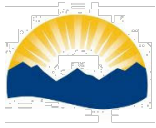
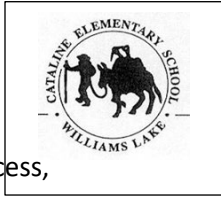




# Cariboo-Chilcotin School District No. 27 2024-2025 School Plan for Learner Success



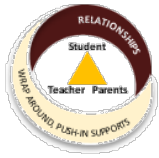
## School Name: Cataline Elementary School



**Ministry of Education Framework:** A shared commitment to **improve** student success, equity and inclusivity of learning **outcomes for all students** with a particular focus on Indigenous students, children and youth in care, and students with disabilities and diverse abilities.



**District Plan for Learner Success:** School Plans for Learner Success are aligned with the goals and focus areas for improvement of the District plan. Unique priorities, needs, and strengths of the school community are reflected in the school-specific plans.



**SD 27 Framework for Collective Responsibility:** support for students is the responsibility of everyone in the District. It is guided by a framework which includes common information, effective team structures and processes, strategic responses, and collaborative relationships.



**Circle of Courage:** (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

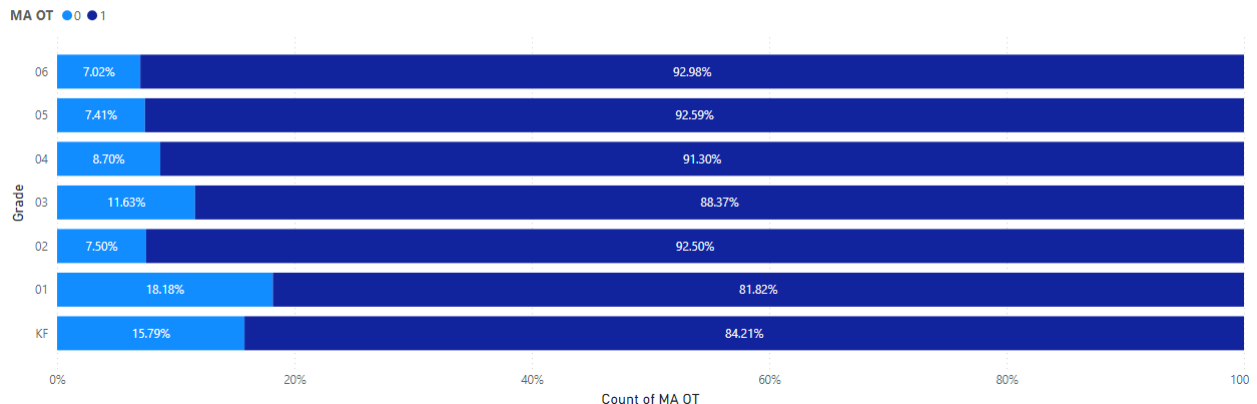
## Intellectual Development

**Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level**

### 2023-2024 Results:

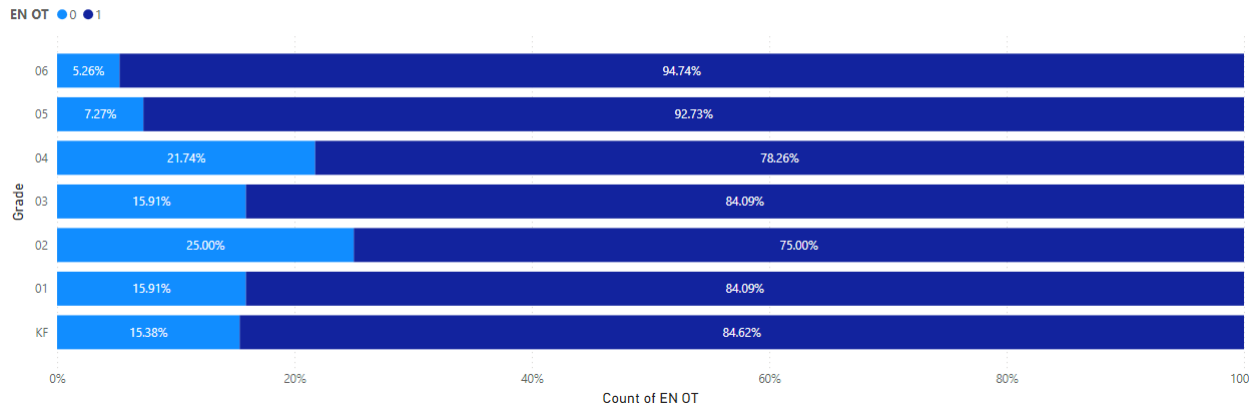
- Percentage of students meeting or exceeding literacy expectations:

On Track MA - Percent Passing

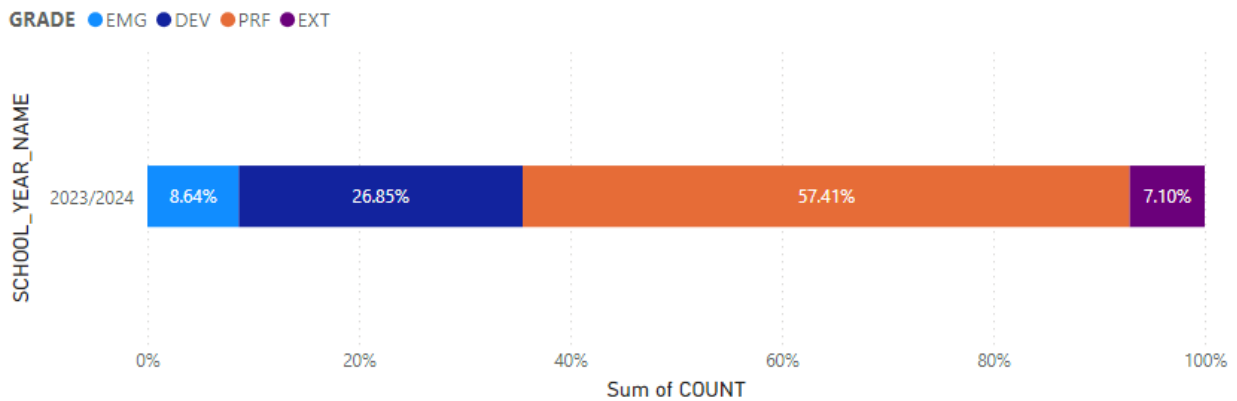


## June 2024 Results:

### On Track EN - Percent Passing



### Course Marks



### 2024-2025 Goals and Focus Areas:

- Process driven instruction - looking at scope of sequence and intentional teaching according to needs of individual students
- Looking at the DART/EPRA data and glean information that will drive teaching to learning needs
- Looking at writing assessment data to drive teaching

### Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - Differentiated instruction (meeting students where they are at)
  - Expand engagement in common classroom practices from research (Adriane Gear, Faye Brownlie)
  - Increase daily writing across the curriculum - providing consistent, targeted descriptive feedback with the opportunity for students to revise.

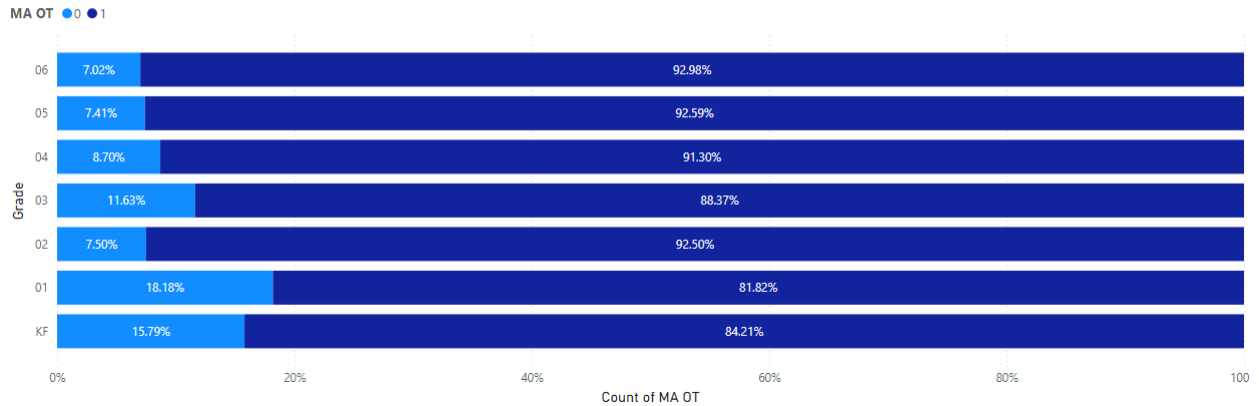
- With formative feedback students will have opportunity to learn and improve
- Ensuring all students are accessing grade level curriculum
- Class Home reading program
- Reader's theatre
- Daily cross curricular writing/reading
- Use of OSMOs for building and reinforcing foundational literacy skills
- UFLI instruction – focus on primary years phonological awareness & process
- Using explicit and systematic phonics program that introduces students to the foundational reading skills
- Engaging in phonological awareness screening and concepts of print for all primary students in K-3 with classroom teachers, literacy lead teacher and school speech and language pathologist (Ms. Perry, Ms. Eilers, Ms. Lundeen, & SLP-EA Mrs. Johnson)
- Improve home communication *frequency* to better engage parents
- SBT meetings to address at-risk or vulnerable learners
- Responsive intervention with school support team
- Letter Buddies – in school literacy mentorship
- Actions for Enhancing Staff Capacity & Learning
  - Collaborative capacity building - revisit and review literacy scope and sequence document created by Cataline staff and put into classroom plans - build into weekly schedule using Teacher Prep schedule to align grade & teacher. – teachers were able to connect with grade groups to collaborate about lessons/instruction.
  - Teacher collaboration – building instructional capacity with collaboration sessions around assessment (e.g. pre-FSA meeting – develop scope & sequence of assessment; pre-EPRA collaboration meeting – reviewing resources, assessment process, what next, & use of mentor & district helping teacher experts): collaborative benchmarking session.
  - Teacher, LST & EA Meetings – weekly schedule collaboration time for teachers and support staff to discuss student support
  - Use time in staff meetings, collaboration times, and professional development sessions to ground common practices
  - Making learning more intentional and visible for students - learning intentions of lessons visible for learners and known by teachers
  - Support PRO-D opportunities focused in literacy instruction
  - Ensure teachers have the resources required to support literacy instruction
  - District Learning Series – Literacy experts collaboration & modeling instruction (e.g. Faye Brownlie)
  - In school teacher mentorship & use of Helping Teachers/Experts to assist & guide instruction

**Educational Outcome 2:** Students will meet or exceed numeracy expectations for each grade level

2023-2024 Results:

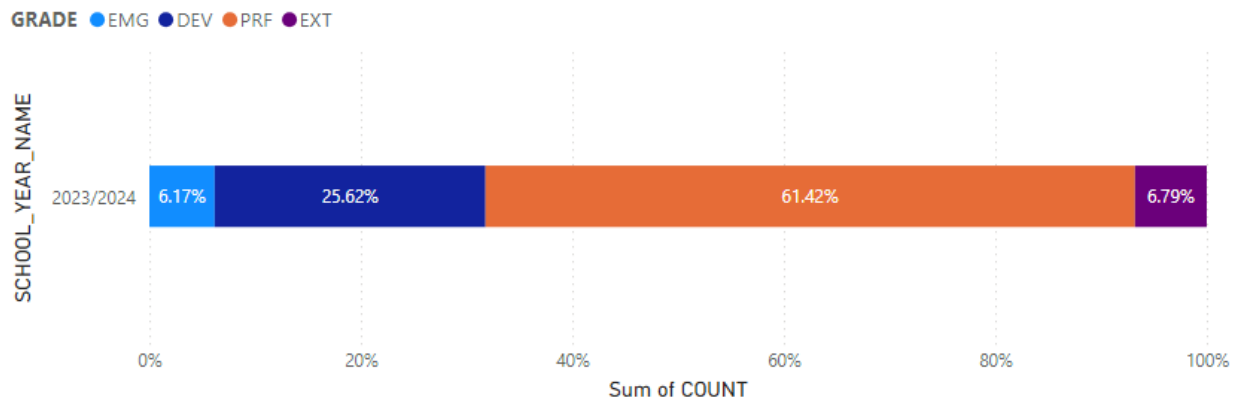
- Percentage of students meeting or exceeding numeracy expectations:

On Track MA - Percent Passing



### June 2024 Results:

Course Marks



### 2024-2025 Goals and Focus Areas:

- To increase visible thinking, connection-making and reasoning and therefore improve numeracy outcomes for our students in grades K-6.
- Teaching with differentiation and hands on learning
- Continue building teacher capacity with Carole Fullerton – consistency of teaching practice & learning among school

### Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - Using guided instruction approach to meet students where they are at
  - Connect teachers with learning series numeracy experts & resources: Carole Fullerton
  - Using Peter Liljedahl and Carole Fullerton strategies to get students engaged and working together (vertical learning spaces, group work, visible, hands on, manipulatives)
  - Find access points at grade level curriculum for all students while also supporting students in developing basic skills at their level

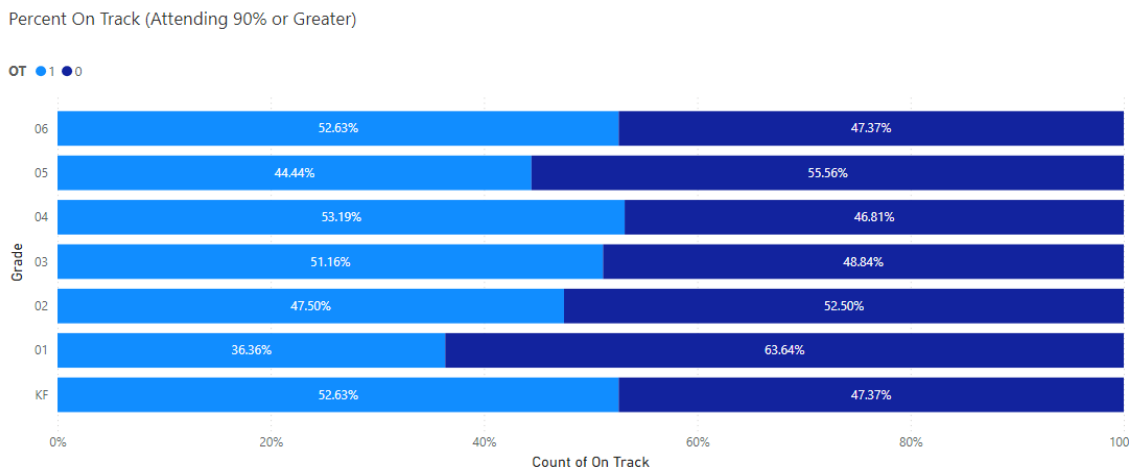
- Clear understanding of grade level expectations
- Guided math centers/activities
- Buddy math opportunities – teachers and students did not have an opportunity to participate in this learning this school year
- Classrooms equipped with the tools (manipulatives) students need for rich tasks
- Ensure teachers have the resources required to support literacy instruction
- Using OSMOs to build foundational skills
- Using digital software to reinforce foundational skill developmen (district Mathletics license)
- Actions for Enhancing Staff Capacity & Learning
  - Connect our teachers with learning series numeracy experts:
    - Carole Fullerton Pro-D and resources
  - Encouraging team collaboration through class/teacher observations and team teaching
  - Teacher mentorship opportunities - Colleague mentorship (Numeracy lead teachers who are familiar with Carole Fullerton’s pedagogy)

## Human and Social Development

### Educational Outcome 3: Students will feel welcome, safe and connected to their school

#### 3.1 Attendance

#### June 2024 Results:



#### 2024-2025 Goals and Focus Areas:

- 100% of students attending 90% or greater end of June 2025

#### Strategies and Structures:

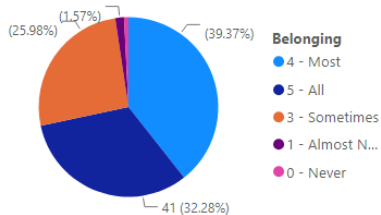
- Actions for Enhancing Student Learning and Experience:
  - Connecting with families to provide support (wrapping around)
    - Offering alternatives to get kids to school
    - Welcoming students no matter what time of day they arrive at school
  - Connecting with caregivers within the first two weeks in a positive manner with a newsletter and phone call
  - Phone call follow up for children missing three days in a row (CYIC – 2 days)

- ISW, YEW, Transitions support workers connection to student and families
- Breakfast & lunch program
- Welcome slip – “Glad you are Here”
- Attendance incentives – weekly draw
- Alternate transportation if required
- Encourage parent volunteers in school
- Actions for Enhancing Staff Capacity & Learning:
  - Strong *Children In Care* monitoring
  - YEW, ISW and Transitions support involvement with vulnerable students
  - Increased direct communication with caregivers and teachers
  - Supporting teacher professional learning in related areas
  - Increasing our understanding of school-based team work
  - Continuing health and wellness programs and processes

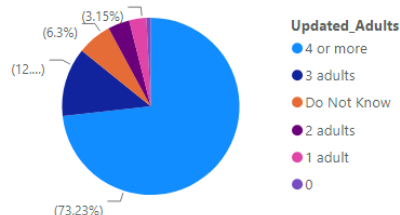
### 3.2 Connection to School

#### June 2024 Results:

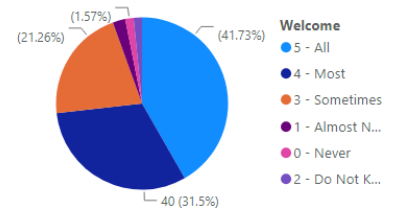
Sense of Belonging



Adults that Care



Feel Welcome at School



#### Goals and Focus Areas

- To increase students’ overall feelings of school connectedness (welcome, safe and connected), while having 2 adults they feel are supports and can trust

#### Strategies and Structures

- Actions for Enhancing Student Learning and Experience
  - Supporting students through a trauma-informed lens, rather than focusing on a deficit model
  - Meeting and greeting students at the door every morning (not just letting them in)
  - Using data and teacher knowledge – tag specific students who are vulnerable, don’t feel like they are welcome or belong with specific teachers for intentional 2 tags a week
  - YEW worker organize activities during break times to offer choices for kids “lost”
  - Offerings of lunch time sports in gym or outside, games in the library or outside, crafts etc.
  - Continue with trauma informed learning for staff
  - Opportunities for engaging learning (i.e. outside, vertical, project based)
  - Opportunities to learn First Nations languages and culture
  - Connections with outside agencies, stakeholders, and community partners
    - CYMH, BBBS Mentorship, Rotary (Starfish backpacks),

- Celebrating student successes - Student of the Week & Recognition Assemblies
- Morning walk to build connections (past and current)
- Students job program
- Opportunities for students to learn about/engage in self-regulating behaviours
  - o Spot Program
- Wellness Wednesdays – mindfulness practice & strategies
- Student of the Week – PAC & Open Book sponsorship
- Lunch clubs and school sports – guitar club, archery, yoga, art club, chess club, outdoor games
- Peer groups – SEL & building relationships with adult support – afternoon targeted student social groups with IWS & YEW
- Use of Medicine Wheel to inform & reflect practice
  - Restorative model approach
- Actions for Enhancing Staff Capacity & Learning:
  - YEW, ISW and Transitions support involvement with vulnerable students
  - Supporting teacher professional learning in related areas – EASE Training, Non-violent Crisis intervention training, Trauma Informed School – strategies
    - o Increase training opportunities – Goal: most staff to receive Trauma Informed Resilience Schools training
  - Increasing our understanding of school-based teamwork
  - Continuing health and wellness programs and processes

### **Results:**

- *73% of students felt welcomed at school most or all the time. 4.7% of students almost never or never felt welcomed at school.*
- *67% of students felt a sense of belonging at school most or all the time. 4.7% of students almost never or never felt a sense of belonging at school.*
- *67% of students felt a sense of belonging at school most or all the time*
- *91% of students felt they had at least one adult who cared about them at school. 0.53% of students felt they did not have an adult care about them at school. They remaining students 'did not know'.*

### **3.3 Careers and Core Competencies**

- Job applications
- Seven Sacred Teaching Model – guide & reflect competencies
  - o Student of the Week – reflect 7 Sacred Teachings
- Collective responsibility for students (garbage clean up, room clean up etc.)
- Student leadership
- Peer helpers
- SD27 ADST Helping Teacher connection and collaboration – bringing expertise and resources into the classroom

### **Other Focus Area**

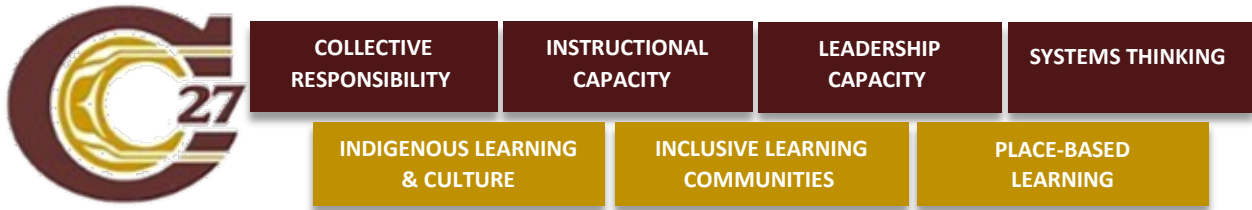
#### **Collaborative Practice:**

- Focus on team teaching: strengths-based approach for teachers as well – sharing our skills/knowledge

- Collective responsibility approach – reflecting & utilizing all areas of education to support students – refer to collective responsibility during all meeting and collaborative sessions
- Dwayne and Tess available to allow for team teaching or collaboration
- SBT practice: improving parent communication and participation in the process



## Other Focus Area(s) Aligned with District Plan for Learner Success



### Key Focus Areas

**Place-based Learning** – Key focus will be to increased teacher learning/capacity around place-based and outdoor learning. Building upon school resources and learning materials/supplies, and creating a literacy library. Teachers will sign up for *Take Me Outside for Learning* yearlong challenge of learning outside once per week.

- a. Investment in equipment for outdoor activities and learning
- b. Ensuring all students have access to clothing, footwear for outdoor activities
- c. Participation in the Take Me Outside For Learning Challenge
- d. Support for educator participation in learning opportunities to build capacity for outdoor learning
- e. Relationships with community educators, organizations, and facilities to bring community educators into the classroom and students out into community settings

**Indigenous Learning and Culture:** Staff member engagement Indigenous Calendar, Staff meeting standing item (discussion & celebration); use of 7 Sacred Teaching & Medicine Whell to support and guide instruction, referencing FPPL.

- a. Staff learning about Truth and Reconciliation starting with a District Day (for all staff) and learning series with Monique Grey Smith.
- b. Intentional integration of the First Peoples Principles of Learning
- c. Increased visible language and culture at school
- d. Language and culture lessons presented to all classes (2 instructors & 2 days/week)
- e. Review of school library and resource collections and additional funding for Authentic First Peoples Resources
- f. Continued expectation of raising the bar and narrowing the gap versus the racism of low expectations
- f. Meaningful engagement of schools in Local Education Agreements (LEA) (regular meetings, frequent communication, data sharing, individual student learning plans, staff education on LEA purpose and commitments)
- g. Inviting local Knowledge Keepers to work with staff and students (e.g. local plants & medicine, Lahal, drum making, connecting with local First Nations communities)

## **Glossary:**

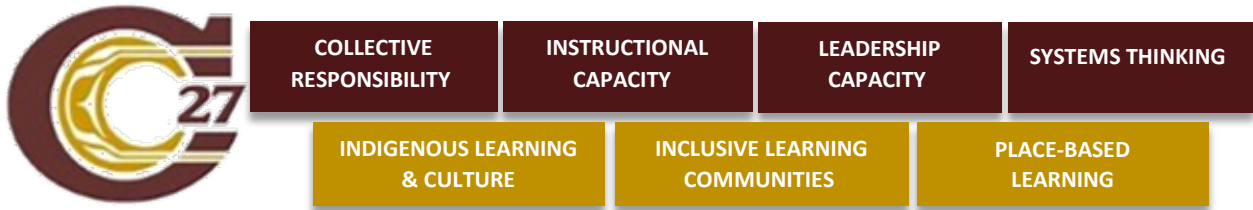
FIEPRA/EPRA / DART –Performance-based reading assessments, designed in British Columbia, by cohorts of British Columbia educators, in response to teachers’ questions about how best to use assessment information to guide their reading instruction

FSA – Foundation Skills Assessment: Provincial assessment at the grade 4 and 7 level for Reading, Writing, and Numeracy.

SBT – School Based Team: A team led by the principal that assists classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students.

SWW - School Wide Write – A SD 27 school-wide writing assessment completed by grades 1-9 every fall and spring.

## Focus Area(s) Aligned with District Plan for Learner Success



### Cataline Elementary Key Focus Areas

- **Place-based Learning**
  - How has our school engaged in place-based learning?
  - What benefits are you seeing from this focus?
  - How is this contributing to student success?
  - How do we plan to continue this work in 2023-2024?
  
- **Indigenous Learning & Culture**
  - How has our school engaged in indigenous learning & culture?
  - How are the First people's Principles of Learning visible in our school?
  - How is this contributing to student success?
  - How do you plan to contribute to continue this work in 2023-2024?
  
- **Inclusive Learning Communities**
  - How does our school support and model inclusion?
  - How do we plan to continue this work in 2023-2024?