

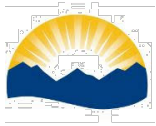


Cariboo-Chilcotin School District 2021-2022 School Plan for Learner Success



Year End Reflection

School Name: Mile 108 Elementary



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 or diverse abilities.



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.

Analysis of Evidence

The following evidence of student learning is informing this plan; Overall 'On Track' data generated from report card assessments, as well as data collected from the school level reading (DART / EPRA) and School Wide Write data.

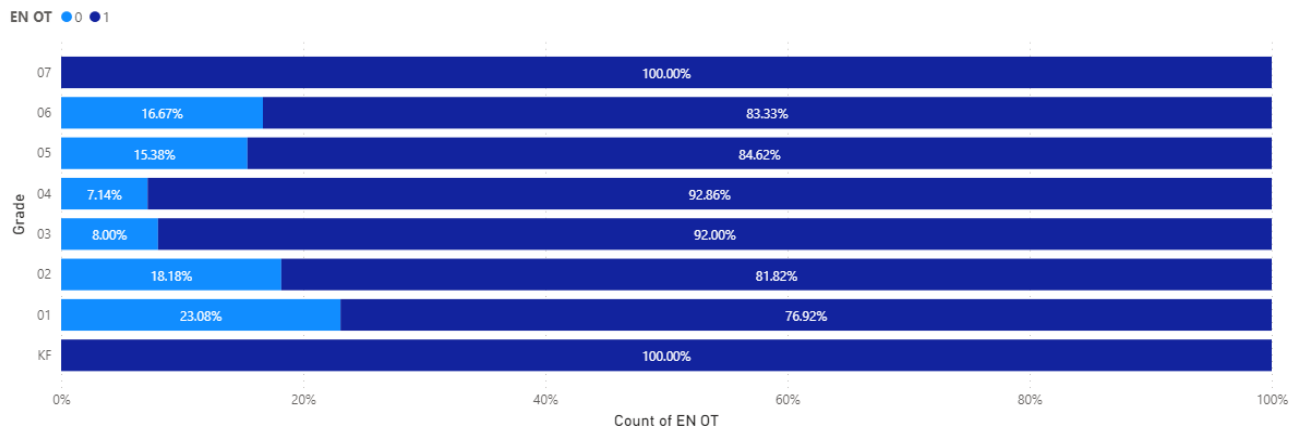
Intellectual Development

Educational Outcome 1: Students proficient or extending literacy expectations for each grade level

Overall English Language Arts (Report Card Assessment June 2021)

All Students School Wide = 89% on track (passing)
Indigenous Students = 90% on track

On Track EN - Percent Passing



Reflection on Report Card Data

While June 2022 report card data is not yet available, mid-year analysis indicates 90% of our learners are on track. Mile 108 has made significant gains this year in assessing learners based on competency-based learning standards. This has translated into report card comments that are; aligned with the current curriculum, strength based, and focused on learning rather than doing. We should therefore see a shift in student learning outcomes as they become more aware of learning targets thus leading to an ability to set learning goals a significant factor in student success (Hattie, 2008) rather than focusing on assigned tasks and improving marks.

Areas for further growth:

Supporting an understanding of setting clear learning targets so students understand what learning success looks like and to set goals for what they need to do to get there. This will not only support student learning but will help teachers to include 'next steps' as they communicate student learning to learners and to parents.

School Level Reading Assessment DART / EPRA (BC Performance Standards)

2020-2021

All Students = 60% proficient or extending (Score = 3 or 4)

Indigenous Students = 100% proficient or extending (Score = 3 or 4)

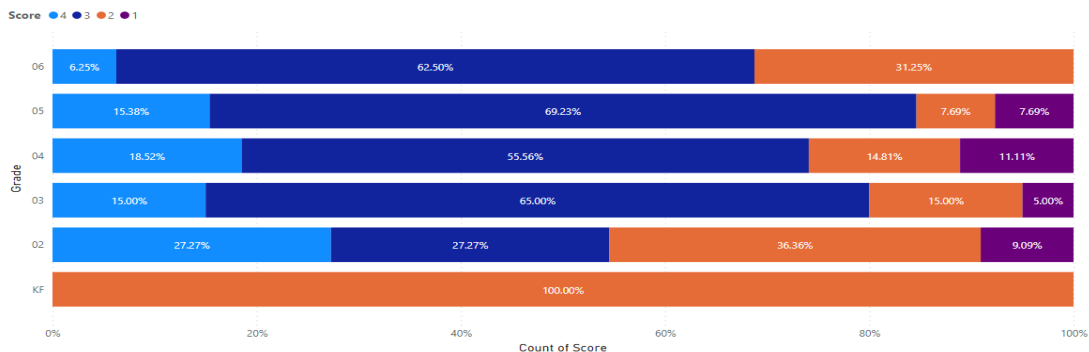
2021-2022

All Students = 80% proficient or extending (Score = 3 or 4)

Indigenous Students = 100% proficient or extending (Score = 3 or 4)

By Grade Level

District Assessment Scores



School Level Writing Assessment (BC Performance Standards)

2020-2021

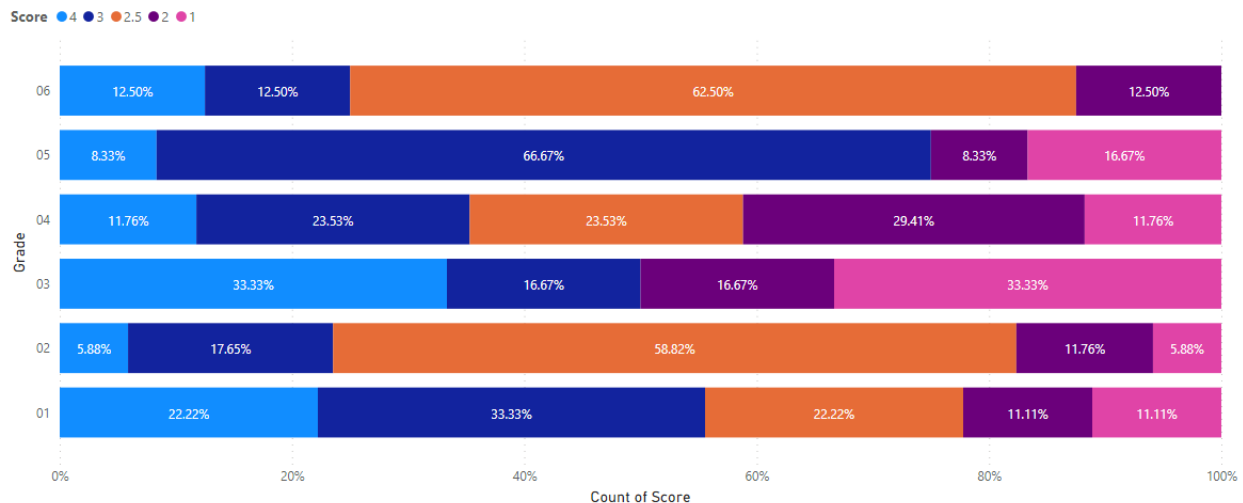
All Students	=	45% proficient or extending (Score = 3 or 4) 75 % (Score of 2.5, 3 or 4)
Indigenous Students	=	44% proficient or extending (Score = 3 or 4) 100% (Score of 2.5, 3 or 4)

2021-2022

All Students	=	40% proficient or extending (Score = 3 or 4) 80 % (Score of 2.5, 3 or 4)
Indigenous Students	=	66% proficient or extending (Score = 3 or 4) 100% (Score of 2.5, 3 or 4)

By Grade Level

District Assessment Scores



2021-2022 Goals and Focus Areas:

- Improve the number of students in grades 1-7 reading at proficient or extending levels of reading and writing as measured by the BC Performance Standards.
 - Reading focus (comprehension strategies, text features and fluency)
 - Writing focus (details and voice)

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - School wide focus on explicitly teaching reading strategies (identified from EPRA/DART as a need)
 - Emphasis placed on teaching reading strategies (entire class, small group and one-on-one instruction)
 - Targeted interventions for individual students who are not yet proficient readers and writers

- Actions for Enhancing Staff Capacity & Learning
 - Whole staff review of ELA curriculum and provincial standards
 - Understanding of know, understand, do in curricular standards
 - Writing ‘I can....’ statements to focus instruction on learning intentions and performance standard criteria
 - Whole staff review of EPRA/DART results
 - Whole staff review of SWW to anchor assessments
 - Ongoing review of formative assessment practices
-

Reflection on Literacy Goals

After the Fall school wide assessments, teachers worked collaboratively to analyze the assessment evidence. Each teacher identified focus areas for instruction based on their class profiles. Teachers wrote overviews in each of the three terms articulating instructional focus areas based on their class profile and the curricular competencies for reading and writing. Teachers targeted their instruction based on the focus areas identified. This was evident in the teachers’ reflections on the improvements students made specific to the focus areas they had identified in the Fall as measured by the Spring assessment results. It is worth noting some of the specific strategies that teachers celebrated as being particularly powerful.

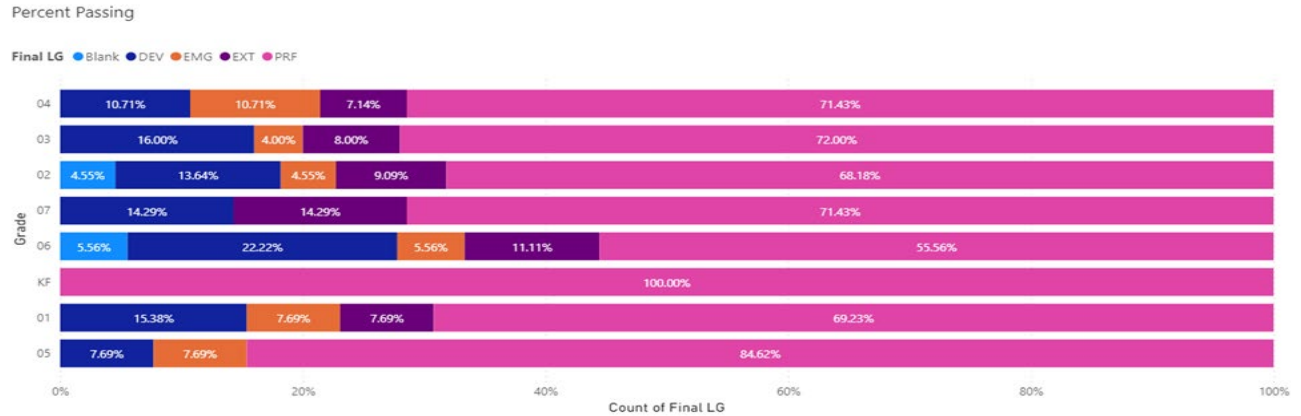
- Working side by side with the literacy helping teacher to implement innovative literacy strategies. Intensive collaborative planning and implementation lead to a gradual release of responsibility resulting in improved student learning and teacher competency and confidence. This was a true celebration!
- Specific instructional strategies that teachers noted as being impactful
 - Adriene Gear’s Writing Structures
 - Peter Lilydale’s ‘Thinking Classrooms’ strategies
 - Intensive phonological awareness focus
 - Targeted instruction on specific learning goals based on pre and post literacy assessments.

Ideas for further growth:

Breaking down areas of instructional focus into progressions of learning. Supporting teacher learning to identify what their learning targets look like at an Emerging, Developing, Proficient and Extending level of proficiency will help learners to recognize their strengths and areas for setting goals for further growth. The DART/EPRA and SWW data indicate that our learners of Indigenous ancestry continue to perform strongly at Mile 108 Elementary. Overall learners have grown substantially in reading development. Writing scores are not as strong and in fact dipped slightly this year. Writing should be a focus for next year.

Educational Outcome 2: Students will be proficient or extending numeracy expectations for each grade level

Numeracy (Report Card Assessment June 2021)



2020-2021 Goals and Focus Areas:

- Improve the number of students in grades K-7 at the proficient or extending performance scale expectations in numeracy
- Improve student capacity for mental math and problem solving

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - School wide focus on exploration of math center/math station model
 - Small group in-class support for identified gaps in number sense or extension of learning
- Actions for Enhancing Staff Capacity & Learning
 - Collecting and analyzing information from FSA and report card marks to see if there are specific areas of focus requiring further support.
 - Inter-school collegial observations of center / math station model
 - Explore First Peoples Principles of learning specific to math
 - FNEC Math First Peoples planning document “Wild Math”

Reflection on Numeracy Goals

As a school there is still more to learn about numeracy instruction that is competency based. There are pockets of numeracy instruction that is concept rather than task or computation based. Naturally, primary educators spend more time with learning numeracy through play and with manipulatives. This becomes more challenging in the intermediate grades where the stretch into instructional practices that are based on thinking, reasoning and problem solving are more challenging for some teachers.

Areas for Further Growth

Supporting teacher learning regarding breaking numeracy concepts into progressions of learning will help teachers to visualize how to develop instruction that supports learners where they are at and also how to provide opportunities to extend their learning in multiple ways. This is big work and needs more time to foster and support.

In term overviews next year, ask each teacher to take one numeracy concept and break it down into a rubric. Increase the number of concepts to break down each term.

Human and Social Development

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

3.1 Attendance Results (2020-2021)

School Wide = 96% of student attending 80% of the time or greater
Indigenous Students = 85% attending 80% or greater

3.2 Connection to School

All Students Feeling (all or most of the time)			Indigenous Students Feeling (all or most)		
	Welcome	Belonging		Welcome	Belonging
2018-19	69%	54%	2018-19	No data	No data
2019-20	67%	87%	2019-20	91%	100%
2020-21	90%	74%	2020-21	100%	100%

Students With Connections			Students of Concern		
	Adults > 3	Like School		Adult = 0	Don't like School
2018-19	46%	55%	2018-19	23%	31%
2019-20	50%	75%	2019-20	0%	13%
2020-21	90%	63%	2020-21	0%	21%

- % don't = 100% as middle score were not counted

Goals and Focus Areas

- Increase number of students in all grades feeling welcome with a sense of belonging
- Identify and investigate the few students who are not feeling connected to their school
- Identify and investigate barriers for the few individual students struggling with attendance

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - Assign specific staff members to have daily contact/check in with students with attendance concerns and / or responding on survey feel unwelcome
 - Enhance the robustness of SBT meetings to take a team approach for identifying and supporting students with SEL needs
 - Bring in District support programs to address specific issues: Anxiety, LGBTQ+
 - Hold weekly 'wrap around' meetings with counsellor, YEW, ISW to maintain consistent support for struggling students
 - Initiate student leadership clubs (newspaper, spirit club)
- Actions for Enhancing Staff Capacity & Learning
 - Continue exploring ways to take learning outside (Wild School, TMO4L)
 - Continue exploring First Peoples Principles of Learning and TRC Calls to Action

Reflection on Human and Social Development

The Student Learning Survey results indicate that over the three years, learners continue to feel welcome with a sense of belonging at school. Our Indigenous learners have rated these feelings very strongly. A celebratory note, over the last two years, of the learners surveyed, all students felt they had at least one adult they connected with.

This year the school enhanced the robustness of the role of our School Based Team. Teachers were provided with an updated formalized referral process. They were encouraged to refer learners they were concerned about. Some learners were brought forward because of academic concerns, however much of our work as a team centered around supporting learner's Social Emotional needs.

Some of the greatest success stories came out of SBT meeting where when both learner and parent voice was a central part of the conversation. Another note contributing to the team's effectiveness was the review structure put in place. Concerns and issues rarely completely addressed at one meeting. Building in a review process, supported teachers to feel they had the backing of the team, and learners and parents to re-engage in a growth process.

The school culture at Mile 108 is very child centered and supportive of learner uniqueness. Staff are caring and compassionate. They go the extra mile to provide positive learning experiences and to support learners who find school challenging. Each classroom is developing language and skills to manage emotions and to support self-regulation. Zones of Regulation help to develop common language for learners to name and notice their emotions. Every classroom experienced six weeks of EASE lessons to provide language and strategies to manage anxiety and our school counsellor delivered a series of SOGI related lessons to our upper intermediate class.

Areas for Further Growth

We continue to develop inclusive instructional practices where all learners have entry points to learning experiences at all times. With support to clarify learning intentions and describe progressions of learning it is hoped that these entry points become more apparent.

Developing common language to extend the naming and noticing skills of Zones of Regulation to understanding and implementing problem solving strategies would support a universal approach to helping all learners to engage in pro-social behaviors.

School Team Meeting Schedule:

Sep-Oct: Review the purpose of school wide assessments and the results from 2020-2021 school year and fall assessments as a staff. Identify students with specific learning needs and strategies and structures to support them (SBT referral process for students identified from the data). Develop term plans for instructional focus reflecting curricular standards and DART/EPRA and SWW data.

Dec: Review term 1 report card data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

Jan-Feb: Review FSA data alongside report card marks and assessments (triangulation). Celebrate successes and adjust strategies as required.

Mar-Apr: Review term 2 report data as a staff. Revisit focus areas of school plan. Celebrate success and modify focus areas as required.

May-Jun: Complete district assessments including EPRA/DART and School Wide Write. Review results and compare alignment with report card data collected for term 2. Review student learning survey results and plan response.

Jun: Review all available data for school for 2021-2022 school year.

Ongoing:

- School Plan for Learner Success as standing item on staff meeting agenda
- Monthly SBT and Wrap Around meetings to support learner needs as a team.

Glossary:

ELA – English Language Arts

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.

FESL – Framework for Enhancing Student Learning: Ministry framework for ensuring shared commitment to improve student success, equity and inclusivity of learning outcomes for all students.

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.

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