



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 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.



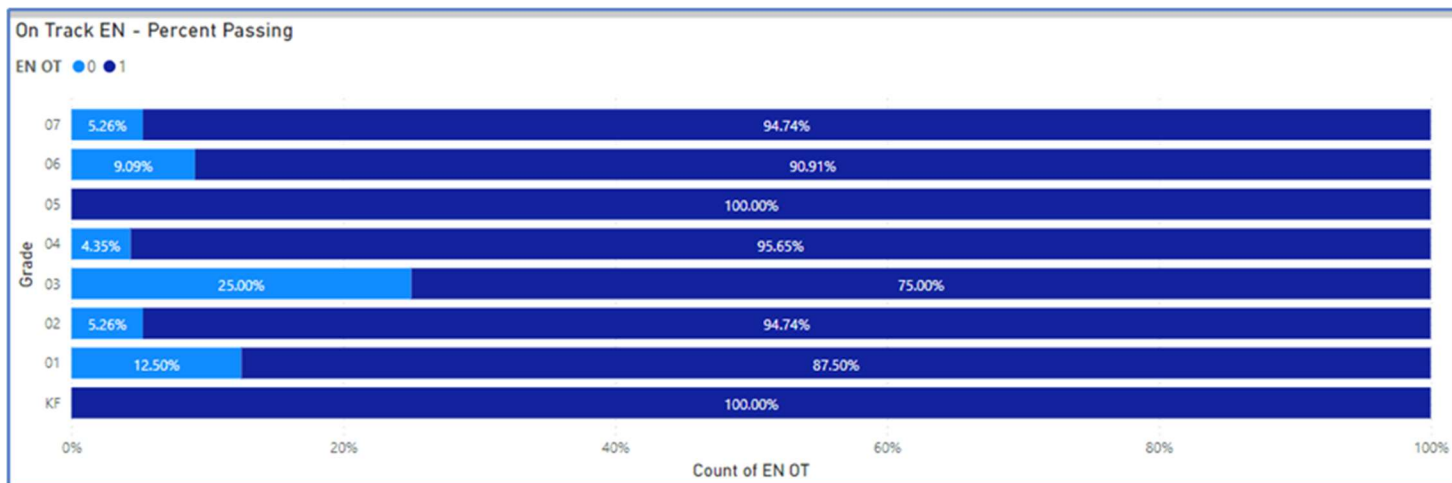
Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

Intellectual Development

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

2022-2023 Results:

- Percentage of students meeting or exceeding literacy expectations:



2023-2024 Goals and Focus Areas:

- Improve the number of students in grades K-7 reading and writing at proficient level.
- Increase phonological awareness and early literacy skill development.
- Lessons design anchored by curricular competencies to ensure all learners to advance their literacy skills with value placed on all areas: listening, viewing, reading, writing, speaking, and representing.

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - Strength-based approach to deepening literacy skills and abilities by valuing and planning for multiple ways of knowing and doing. Focus will be responsive to results of reading and writing assessments.
 - Focus on phonological and phonemic awareness in early primary grades.
 - Increase common classroom practices informed by best practices and current research, and through collaborative marking sessions and professional development opportunities.
 - SBT process for a team approach to catching at-risk learners.

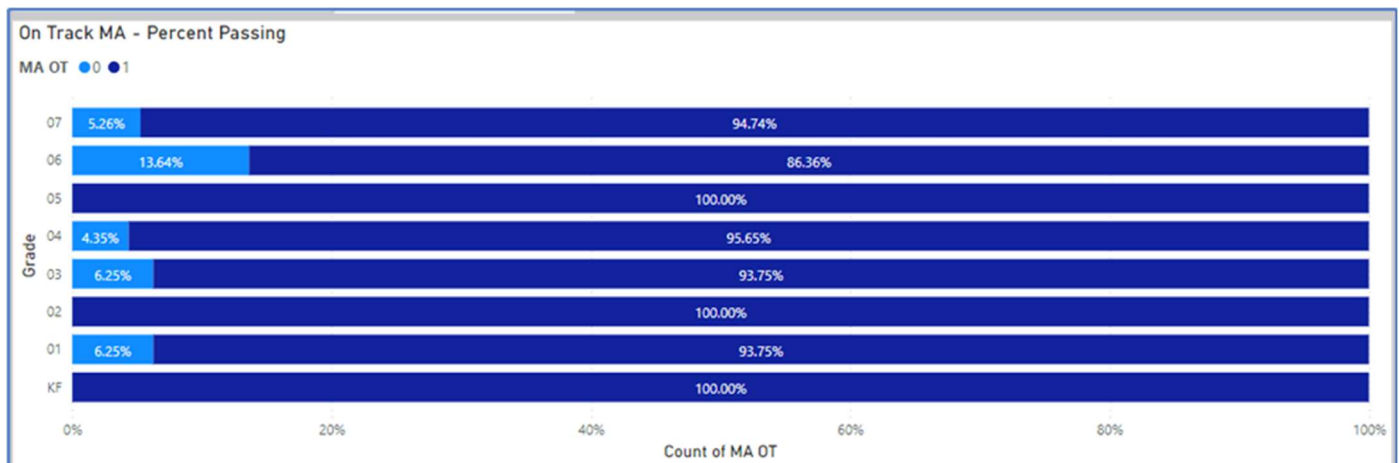
Actions for Enhancing Staff Capacity & Learning

- Whole staff review of SWW and EPRA/DART broken in to strands of the Performance Scale for refined data and results at staff meetings with discussion.
- Collaboration and sharing at staff meetings regarding strategies to enhance written output from reluctant and struggling writers (writing, speaking, representing)
- Collaboration and sharing at staff meeting regarding strategies to enhance reading comprehension strategies and multiple ways to demonstrate learning (reading, viewing, and listening)
- SBT process for a team approach to catching at-risk learners – co-planning and constructing, and sharing of resources.

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

2022-2023 Results:

- Percentage of students meeting or exceeding numeracy expectations:



2023-2024 Goals and Focus Areas:

- Improve the number of students grades K-7 meeting or exceeding expectations in numeracy.
- Explore Early Adopters Numeracy Assessment

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - School wide focus on following a cycle of formative assessment for student centered instruction per concept introduced (activate prior and administer check for understanding to inform entry points at the beginning of each concepts, formative assessment strategies to guide instruction and scaffolding, use of curriculum to guide next steps and build understanding)
 - School wide focus on multimodal approach to teaching math concepts for all students K-7 to strengthen number sense, make meaning, and extend understanding (hands-on manipulatives, real-life connections, modeling, diagrams, group work, peer teaching, connections in literature, visual aids, games, songs and rhymes, opportunities to practice using online games, assistive technology, etc)

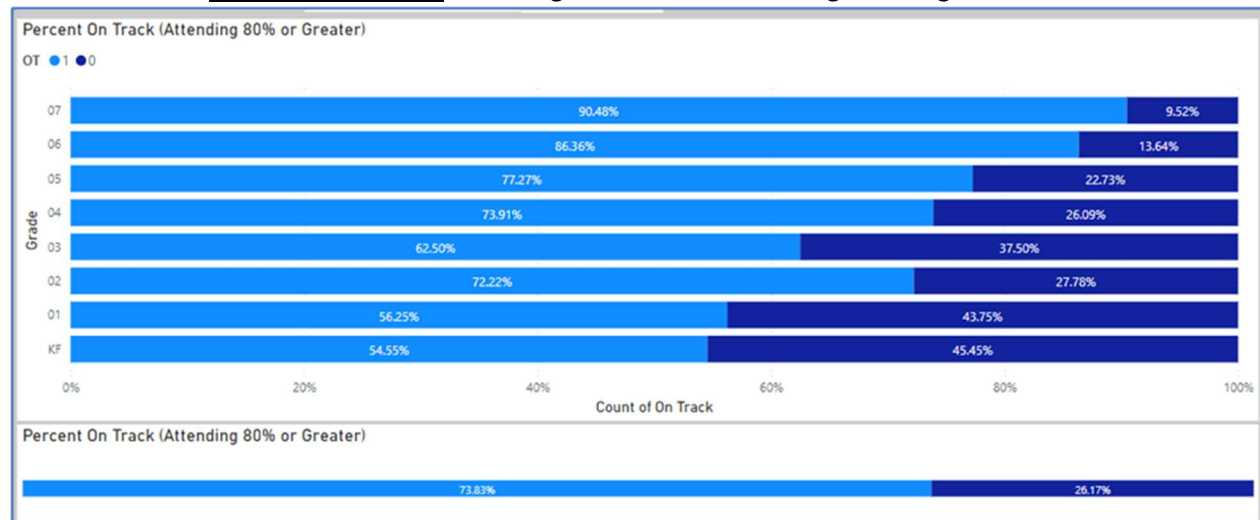
Actions for Enhancing Staff Capacity & Learning

- Collaboration and sharing regarding vertical spaces and thinking classrooms.
- Opportunities to attend professional development around current research and methodology.
- School wide focus on following a cycle assessment for student centered instruction per concept introduced (activate prior and administer check for understanding to inform entry points at the beginning of each concepts, formative assessment strategies to guide instruction and scaffolding, use of curriculum to guide next steps and build understanding)
- SBT process to catch at risk learners - co-planning and constructing, and sharing of resources.
- School will purchase teacher and learner resources to support in classroom.

Human and Social Development

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

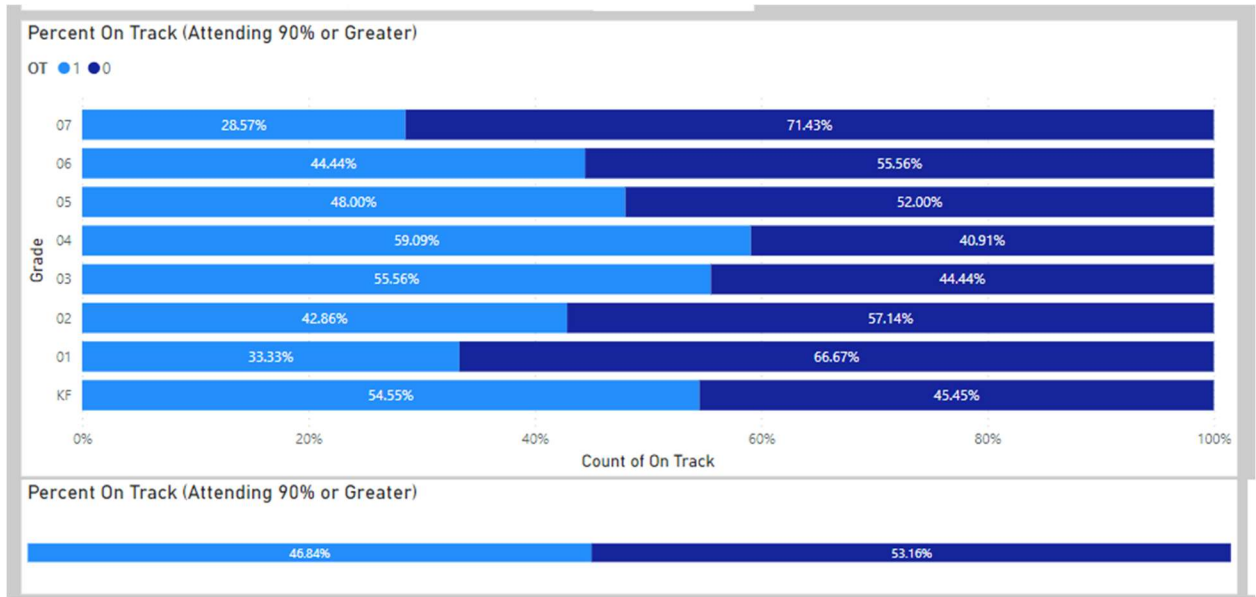
3. 1 Attendance 2022-2023 Results: Percentage of students attending 80% or greater end of June



2023-2024 Goals and Focus Areas:

- 100% of students attending 80% or greater end of June 2024

3.1 Attendance - Percentage of students attending 80% or greater end of January 2024 (in progress)



3.2 Connection to School

2022-2023 Results

- Percentage of students in grades 4 - 7 who report feeling welcome in their school during 2023 - 2024. School centered data from 3 intermediate classrooms – Forms survey completed before Christmas

2. I feel welcome at the school

[More Details](#)

● Never	4
● Sometimes	15
● Most of the time	19
● Always	26



1. I feel safe at my school

[More Details](#)

● Never	2
● Sometimes	15
● Most of the time	20
● Always	27



5. I have a trusted adult at the school who I can go to for help when I need it.

[More Details](#)

● Yes	44
● No	6
● Not sure	14



Goals and Focus Areas

- Identify and investigate students who are not feeling connected to their school.
- Identify and investigate barriers for the few individual students struggling with attendance.
- Communicate with parents the importance of on track attendance (effects of chronic absenteeism)
- Enhanced parent communication – teachers to reach out to check in on students who are missing school.

Strategies and Structures

- Actions for Enhancing Student Learning and Experience
 - Hold SBT meetings / team approach for identifying and supporting students with intensive attendance concerns.
 - Mandatory call home from the classroom teacher after 3 consecutive absences
 - Encourage students volunteering and having meaningful roles in the school to enhance relationships.
 - Student check-in program – an adult other than the classroom teacher to connect with identified students.
 - Occasionally post attendance review in MMM to keep attendance in forefront.

Actions for Enhancing Staff Capacity & Learning

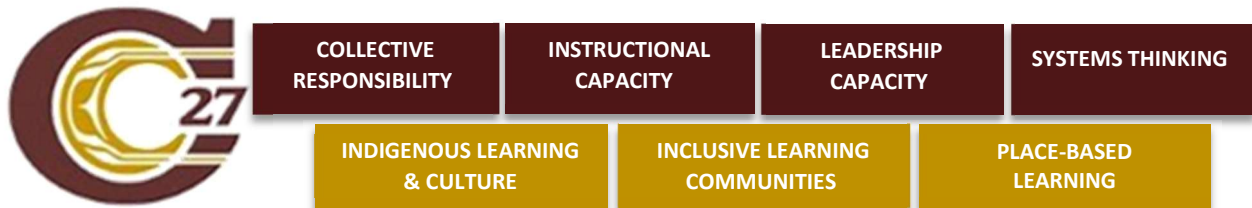
- Provide opportunities for staff to participate in Trauma Informed Schools
- Conversations at staff meetings about strategies to enhance attendance.
- EASE – Everyday Anxiety Strategies embedded and taught in classrooms

Career Development

Educational Outcome 4: Students will have the core competencies to achieve their career and life goals.

- Teachers will design lessons and learning targets around curricular competencies, and feedback in report cards will be personalized, forward thinking, and goal oriented.
- Share ways to embed student self-reflection as part as the leaning cycle.

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

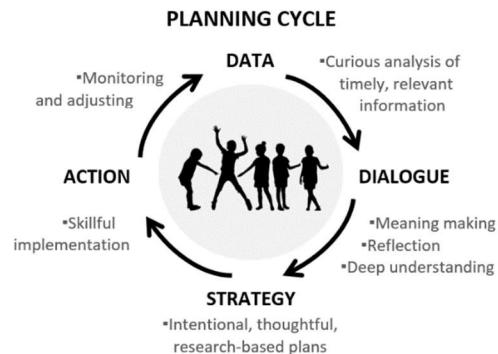


Key focus Area:

Collective Responsibility
-School Goals – aligned with needs of the school and district strategic plan -School Based Team – build understanding within school community regarding process and purpose -School Based Team – inviting community partners and outside agency supports where appropriate -Open Communication with families – frequent parent contact, mandatory contact for students missing three unexcused days, (offering support, problem solving approach to attendance), notify admin and ISW when teacher is unable to connect with family -Strong Start – enhanced access to gym and will explore option for time in library -Daily Check-Ins – staff identify students who would benefit from frequent and regular check-ins from a staff member other than their teacher (safe and caring schools) -Openness to sharing plans for professional development - fostering collaborative & inclusive approach within school staff to enhance teacher efficacy and embed opportunities for informal leadership -Support Staff is invited to and paid to attend staff meetings, and other student support meetings -Spot of Emotion in primary classrooms – whole group learning designed to develop social competencies, self-awareness, self-regulation and collaborative and inclusive classroom. -Enhancing Food Programs

School Team Planning Cycle

- Monthly staff meetings (second Wednesday of every month) all staff notified and invited
- Learner support meeting and SBT meetings before and after school as needed
- Collaborative team meetings periodically after school, which include support staff, for enhanced communication and planning for student needs



Glossary

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.

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

Spot of Emotion – Resource created by Diane Alber to help in multiple areas of social learning and self regulation.

Curricular Competencies - The Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning.