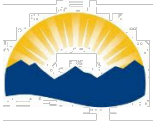




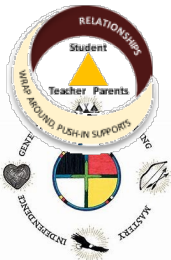
École 100 Mile Elementary



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.

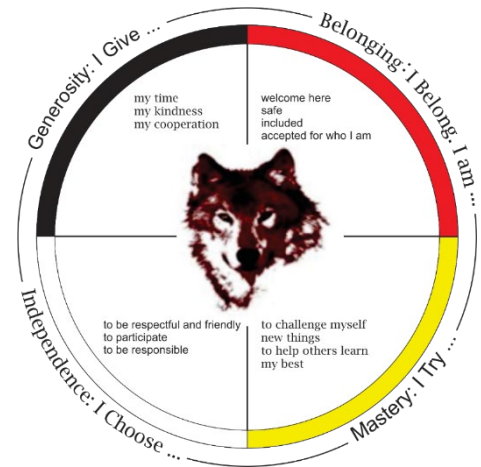


SD 27 Framework for Collective Responsibility: support for students is the responsibility of everyone in the District. It is guided by a framework which includes common information, effective team structures and processes, strategic responses, and collaborative relationships.

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.

**School Description**

École 100 Mile Elementary is a dual track K-7 elementary school located on the traditional unceded territory of Shuswap Nation in the village of 100 Mile House, British Columbia. We have approximately 308 students enrolled across nine English divisions and five French Immersion divisions. Approximately 20 percent of our student population identify as Indigenous. 100 Mile Elementary is proud to serve the community and takes great pride in their academic programs. The staff is committed to ensuring that all students have meaningful learning experiences rooted in place-based and outdoor learning opportunities in which all students feel welcome and can succeed.

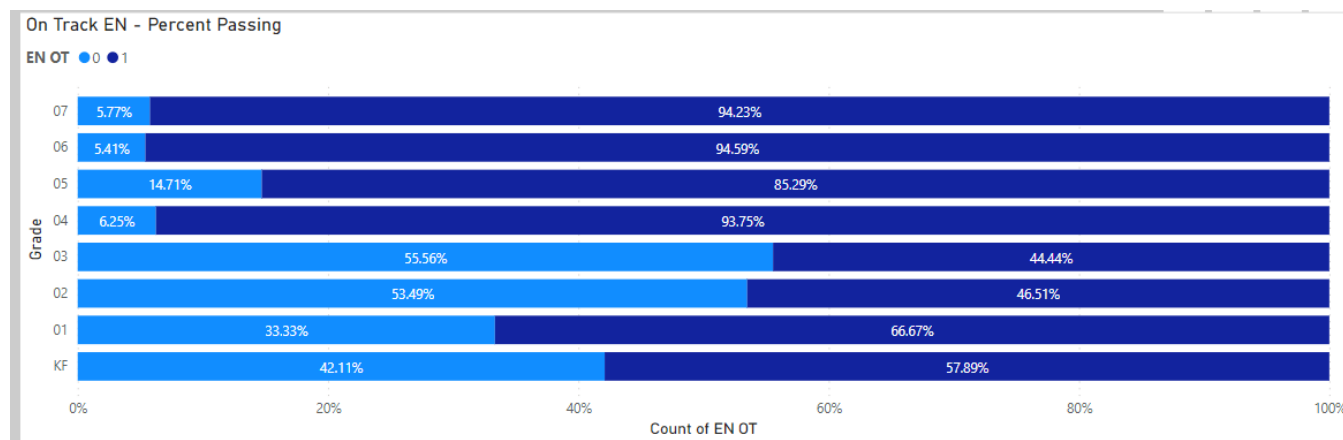


## Intellectual Development

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

### 2023 Fall Term One Results

- Percentage of students meeting or exceeding literacy expectations:



### 2023 - 2024 Goals and Focus Areas:

- Goal: Increase On Track achievement across all grades to at least 80%
- Focus Areas:
  - Increase common and successful strategies across classrooms (especially in primary grades) to help for greater exposure and retention along grade progression
  - Increase collaboration between teachers
  - Increase early literacy skill development

### Strategies and Structures:

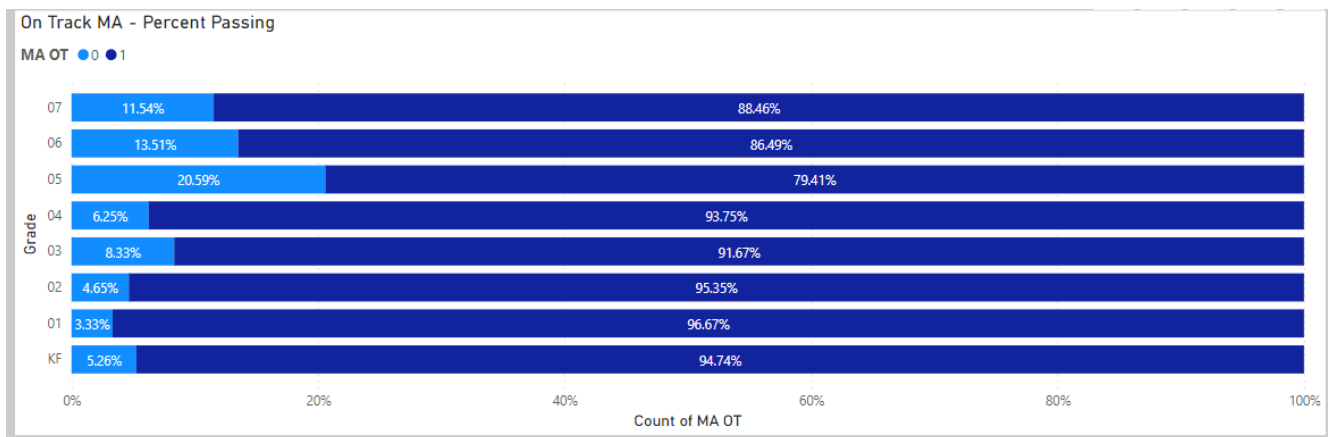
- Actions for Enhancing Student Learning and Experience
  - Strength-based approach to deepening literacy skills and abilities by valuing and planning for multiple ways of knowing and doing.
    - Students will be presented with a variety of ways to comprehend and connect with literacy (reading, listening, viewing) and the opportunity to show what they know in multiple ways
    - Students will be presented with a variety of ways to create and communicate (writing, speaking, representing) and the opportunity to show what they know in multiple ways
  - Incorporating First Peoples Principles of Learning into literacy plans and daily practice:
    - Learning is embedded in memory, history, and story
    - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
      - Buddy classes to develop confidence and connection

- School wide focus on developing and strengthening reading strategies and comprehension based on evidence gathered through DART & EPRA (use performance standards for criteria, feedback, and common language)
- Actions for Enhancing Staff Capacity & Learning
  - Review of SWW and EPRA/DART results at staff meetings with discussion to look for common strengths/areas to improve
  - Utilize staff meetings for learning and professional growth
  - Promote Learning Series and hosting/attending learning rounds to build common language and practice based on expert knowledge

**Educational outcome 2: students will meet or exceed numeracy expectations for each grade level.**

2023 Term One Results

- Percentage of students meeting or exceeding numeracy expectations:



2023 - 2024 Goals and Focus Areas:

- Goal: Improve the number of students grades K-7 meeting or exceeding expectations in numeracy to 80% across all grades.
- Focus Areas:
  - Increase common and successful strategies across classrooms

Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
  - Simplifying teaching strategies to work on foundational math skills through strategies that work, rather than looking for the next newest thing
  - Primary teachers working with Helping Teacher to focus on literacy skills and common language/ learning experiences

- 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, visual aids, games, songs and rhymes, opportunities to practice using online games, assistive technology, etc.)
- 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, especially for Indigenous students.
  - Promoting attending/hosting Carole Fullerton and providing release time for teachers to work together

### Human and Social Development

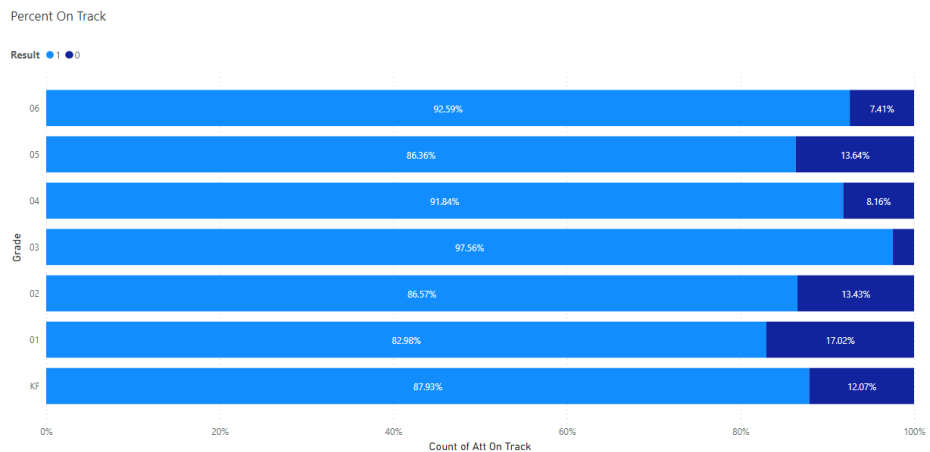
Educational Outcome 3: Students will feel welcome, safe, and connected to their school.

As a staff we understand the importance of belonging and connection. When students feel they belong, when they feel safe and connected they *want* to be at school. We want our school to be a place where students *want* to come, where they *know* they are valued and important. We recognize the vital role that connectedness plays in a student’s success and have chosen to place an emphasis on relationship, connection, and belonging. In today’s climate we find ourselves, as a school, supporting students in more ways than ever. We not only teach but we feed and clothe, we provide safe people to talk to, we connect families with the services that they might need and wouldn’t otherwise know how to access among myriad of other things. Our team knows the value in this and knows that without base needs being met and without connection school may not be a priority, and may not be a place of success. Our goal is to make all of our students feel cared for and supported in an environment that promotes regular attendance.

#### 3.1 Attendance

##### 2021-2022 Results:

- Percentage of students attending 80% or greater end of June 2020:



## 2023 - 2024 Goals and Focus Areas:

- Goal: 80% or more of students will be On Track for attendance by June 2024.
- Increase number of students in all grades feeling welcome
- Increase number of students in all grades who feel they belong
  - Focus areas:
    - Calls home after 2 consecutive absences to check in (for all students)
      - Alert admin, YEW, ISW when absences become more regular
      - Contact home with all families and students to foster a sense of belonging and connection from multiple adults
    - Targeted strategies for families that may be experiencing barriers to regular attendance (ie. connecting with possibilities for transportation)
    - Connecting families with community supports to address potential underlying barriers or challenges at home that contribute to absenteeism
    - Create a school where students WANT to be so they are motivated to attend

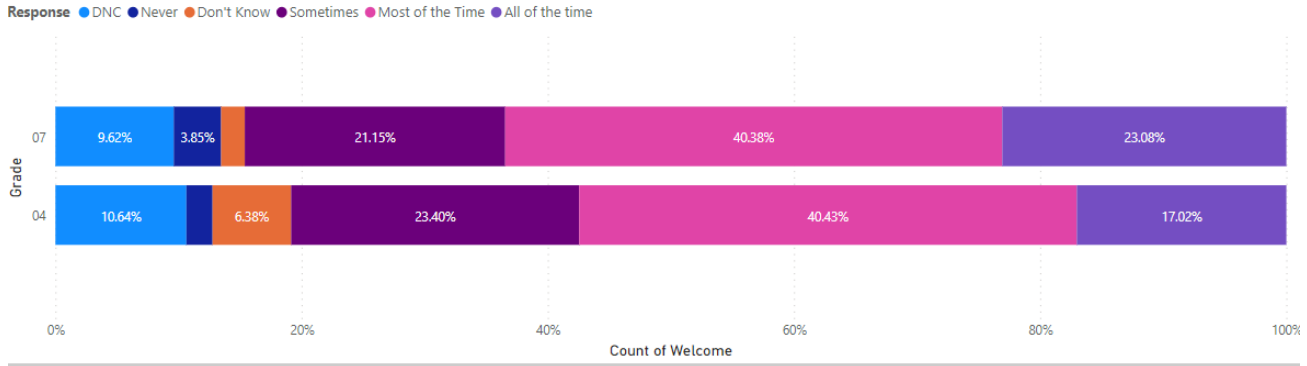
## Strategies & Structures

- Actions for Enhancing Student Learning and Experience:
  - Create and maintain spaces at school that encourage physical, emotional, and mental safety
  - Provide opportunities for students to connect with each other in positive ways to build relationships with peers outside of traditional classroom activities (ie. Intramurals, clubs, class competitions, buddy activities)
  - Provide opportunities for students to connect with staff in positive ways to build relationships with peers outside of traditional classroom activities (ie. Intramurals, clubs,)
  - Provide abundant opportunities for non-classroom lesson-based experiences to work towards Truth and Reconciliation and greater sense of belonging for Indigenous students
  - Collaborate with PAC to explore additional ways to engage via experiences
  - Breakfast & lunch program available every day
- Actions for Enhancing Staff Capacity & Learning:
  - Encourage staff to run weekly clubs to connect with students
  - Check ins between support staff, teaching staff, and admin to share information and strategies that work
  - Inclusive staff relationships and activities to model what we are looking for
  - Documenting via notes & SBT successes to refer to
  - Sharing best practices at staff meetings

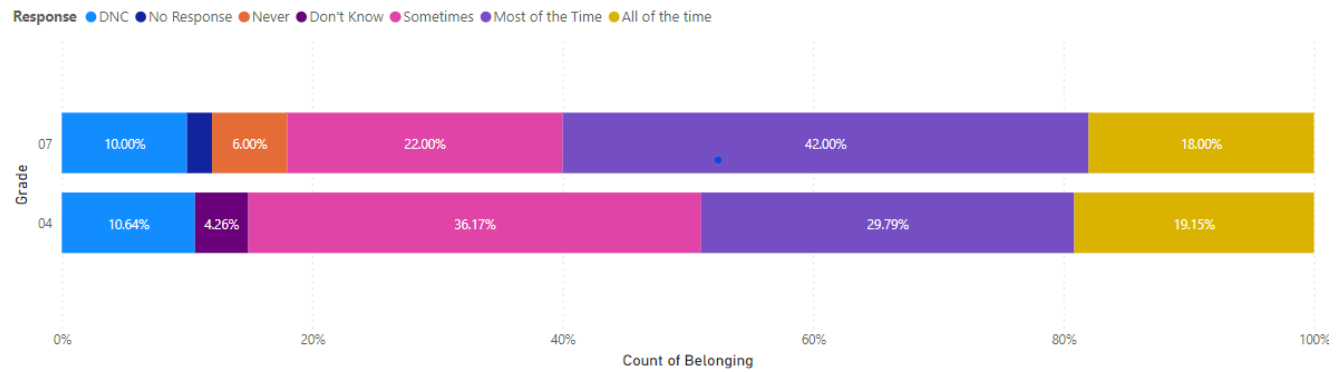
### 3.2 Connection to School

#### 2021-2022 Results

Percentage of students in grades 4, 7, 10 who report feeling welcome in their school during 2021-2022



Percentage of students in grades 4, 7, 10 who report having a sense of belonging in their school during 2021-2022:



- Actions for Enhancing Staff Capacity & Learning
  - All staff to take in EASE training with conversations at staff meetings regarding strategies that are working in the classroom
  - Collaboration at staff meetings regarding the curricular competency teachers will focusing on per term in the Mental Wellness strand of the Physical and Mental Health curriculum. Progress will be reported on in report cards and opportunities for student reflection to develop self-awareness will be provide
  - Opportunities for teachers to engage in Safer Schools Training regarding trauma informed approach in schools
  - SOGI Lead to share resources at staff meetings

## Career Development

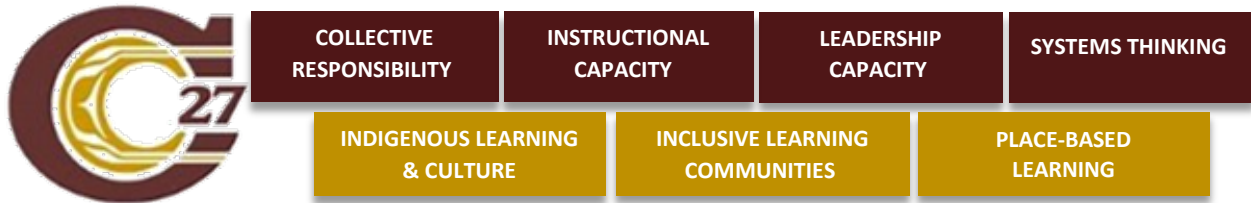
**Educational Outcome 4: Students will have the core competencies to achieve their career and life goals.**

Admin is working closely with staff to focus planning, instruction and feedback around developing curricular and core competencies. Fostering these skills will help students to transition into adulthood with the confidence and skills necessary to successfully contribute to society.

### Focus Points:

- Prioritizing play-based and place-based learning via:
  - outdoor education, use of outdoor learning structure, Take Me Outside For Learning challenges and days, and various field trips
- Encouraging Student Health & Wellness
  - Breakfast & lunch programs, Wolf Paw draws for positive behaviour support, connections with Indigenous Support Worker & Youth Engagement worker both with whole-class groups and individual students, promoting physical activity and play through organized gym activities everyday at lunch
  - YEW supporting classroom teachers in learning about techniques to manage difficult emotions, to learn mindful practices, and self-regulation skills

Focus Areas Aligned with District Plan for Learner Success

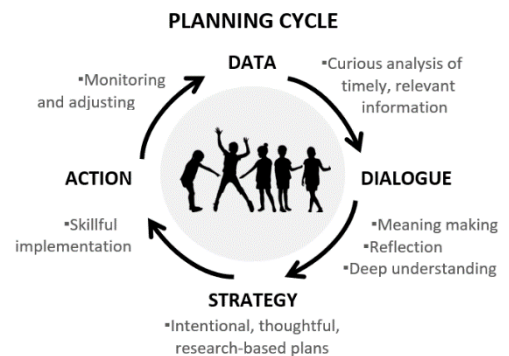


Collective Responsibility

Collective Responsibility
<ul style="list-style-type: none"> <li>-School Goals – aligned with needs of the school and district strategic plan</li> <li>-School Based Team – build understanding within school community regarding process and purpose</li> <li>-School Based Team – inviting community partners and outside agency supports where appropriate</li> <li>-Enhanced communication with the education coordinator of local band</li> <li>-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</li> <li>-Strong Start – enhanced access to gym and library</li> <li>-Be Like Buffalo 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)</li> <li>-Openness to sharing plans for professional development - fostering collaborative &amp; inclusive approach within school staff to enhance teacher efficacy and embed opportunities for informal leadership</li> <li>-Support Staff is invited to and paid to attend staff meetings, and other student support meetings</li> <li>-Participation in Kindie Connection – virtual and in-person communication with kindergarten parents to support the transition to school and better understanding and comfort with the school system</li> <li>-We Thinkers in primary classrooms – whole group learning designed to develop social competencies, self-awareness, self-regulation and collaborative and inclusive classroom</li> </ul>

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.

Carole Fullerton – mathematical thinking

We Thinkers – a resource from Social Thinking company that develops social competencies and essential life skills (targets ages 4-7). Designed for both typically developing children and those with social learning challenges.