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.
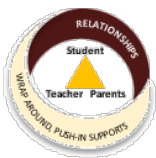
SD 27 Framework for Collective Responsibility: support for students is the responsibility of everyone in the District. It is guided by a framework which includes common information, effective team structures and processes, strategic responses, and collaborative relationships.
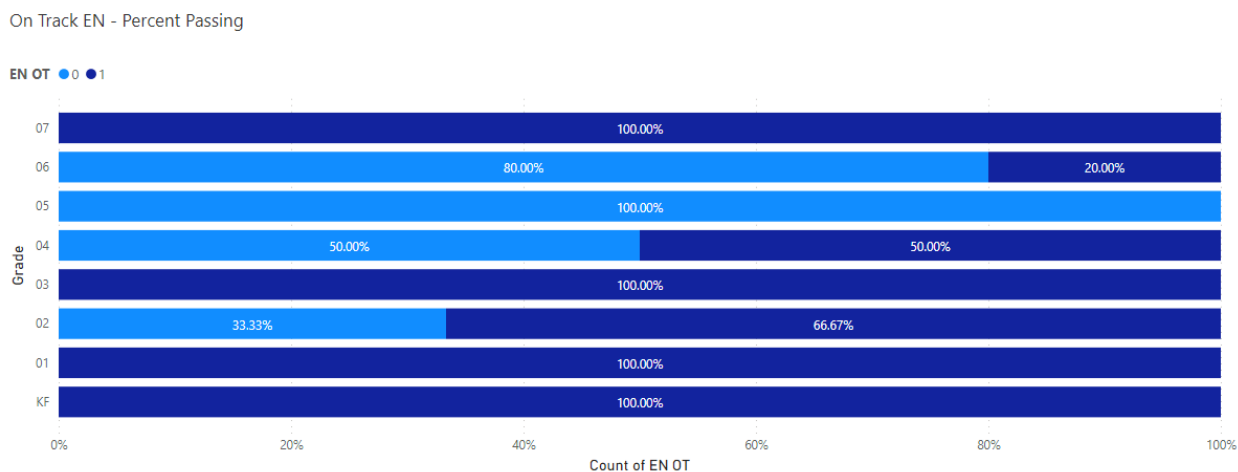
Circle of Courage: (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner success.

Intellectual Development

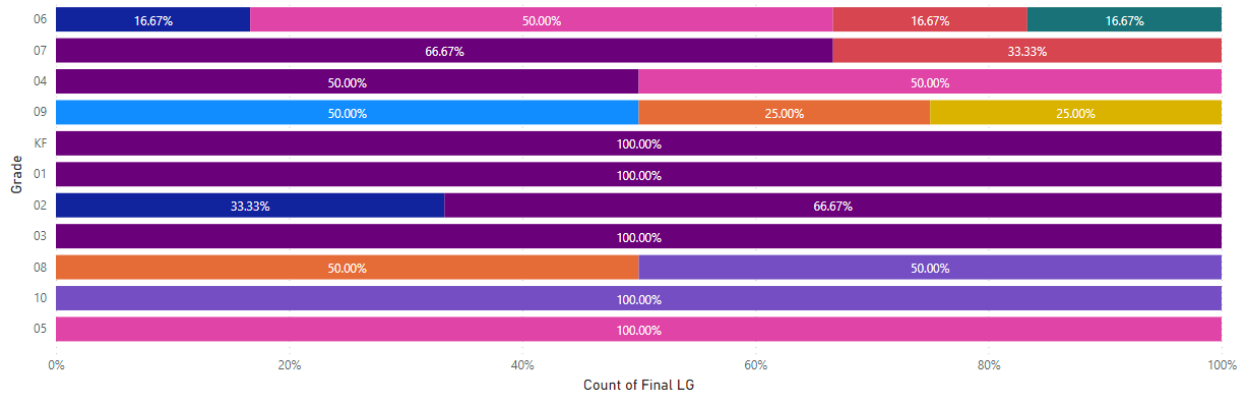**Educational Outcome 1: Students will meet or exceed literacy expectations for each grade level**

2021-2022 Results:

- Percentage of students meeting or exceeding literacy expectations:

On Track EN - Percent Passing

Percent Passing

Final LG ● B ● Blank ● C- ● DEV ● EMG ● F ● I ● PRF ● W

Grade		
06	16.67%	50.00%	16.67%	16.67%
07	66.67%	33.33%
04	50.00%	50.00%
09	50.00%	25.00%	25.00%
KF	100.00%
01	100.00%
02	33.33%	66.67%
03	100.00%
08	50.00%	50.00%
10	100.00%
05	100.00%

0%   20%   40%   60%   80%   100%

Count of Final LG

2022-2023 Goals and Focus Areas:

- Encourage and foster an awareness of how reading and writing are useful
- Develop listening and reading comprehension skills
- Explore the process of communicating through written language
- Enlighten students on the idea that literacy comes in multiple forms

Strategies and Structures:

Actions for Enhancing Student Learning and Experience

- Personalize the learning experience in order to make the learning more meaningful
- Incorporate a team attitude toward the learning process
- Implement more frequent student instructor interaction in and out of class
- Provide appropriate feedback and encouragement on performance

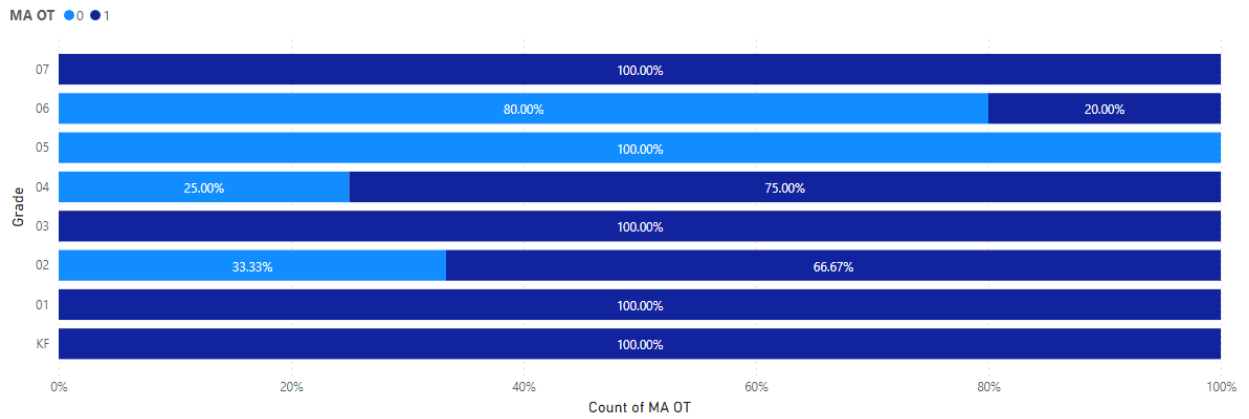Actions for Enhancing Staff Capacity & Learning

- Create opportunities for formal and informal professional development
- Share, discuss and identify innovative teaching methods based in solid research and pedagogy
- Apply action learning practices to strengthen the form and structure of the teaching engagement (develop the capacity for learning through reflective and inquiry based principles)

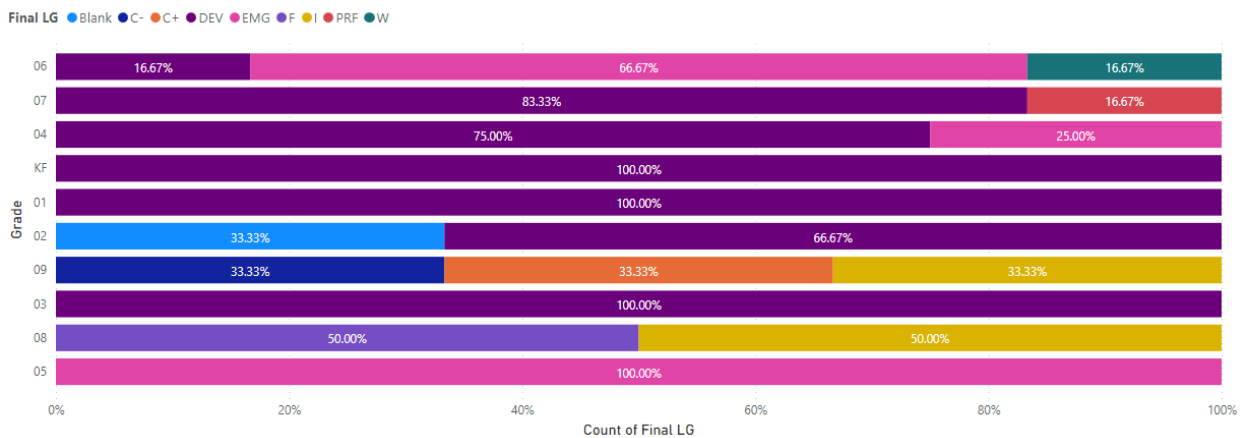**Educational Outcome 2: Students will meet or exceed numeracy expectations for each grade level**

2021-2022 Results:

- Percentage of students meeting or exceeding numeracy expectations:

On Track MA - Percent Passing

MA OT ● 0 ● 1

Grade		
07	100.00%	
06	80.00%	20.00%
05	100.00%	
04	25.00%	75.00%
03	100.00%	
02	33.33%	66.67%
01	100.00%	
KF	100.00%	

Count of MA OT

Percent Passing

Final LG ● Blank ● C- ● C+ ● DEV ● EMG ● F ● I ● PRF ● W

Grade			
06	16.67%	66.67%	16.67%
07	83.33%	16.67%	
04	75.00%	25.00%	
KF	100.00%		
01	100.00%		
02	33.33%	66.67%	
09	33.33%	33.33%	33.33%
03	100.00%		
08	50.00%	50.00%	
05	100.00%		

Count of Final LG

2022-2023 Goals and Focus Areas:

- Help students feel engaged in their learning
- Instill confidence in taking risks and to feel comfortable when making mistakes
- Maintain an environment where the students feel valued and they are successful in every class
- Encourage students to be more invested in math concepts with the help of technology and programs (IXL , Khan Academy & Mathletics)

Strategies and Structures:

Actions for Enhancing Student Learning and Experience

- Encourage working in groups to share and discuss concepts and strategies that enable success
- Use consistent language and presentation styles and formats to help avoid confusion
- Use visual aids including shapes and images, coupled with presentation of primarily pertinent information

Actions for Enhancing Staff Capacity & Learning

- Professional development opportunities offered by SD27 (e.g Peter Liljedahl)

- Curriculum resources to support instruction (Building Thinking Classrooms)
- Explore First Peoples Principles of learning specific to math
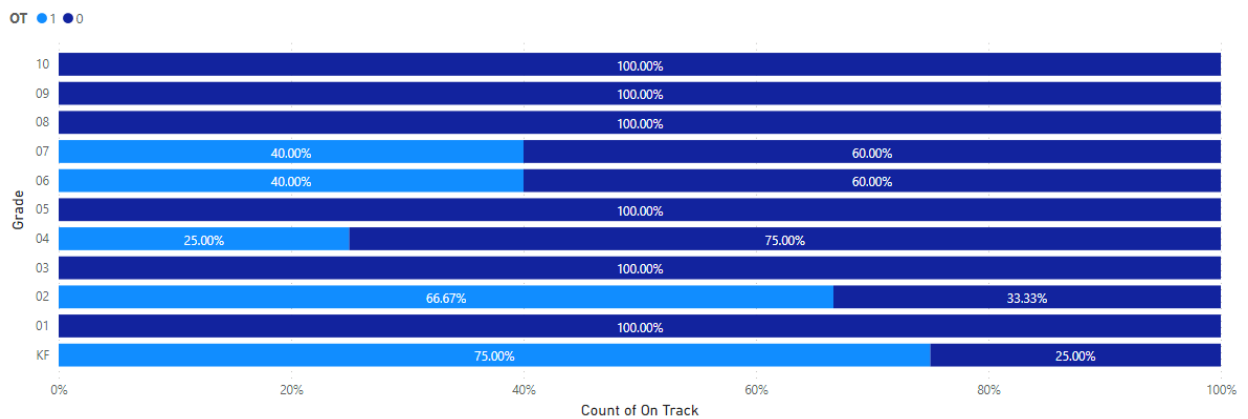
Human and Social Development

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

3. 1 Attendance

2021-2022 Results:

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

Percent On Track (Attending 80% or Greater)

OT ●1 ●0

Grade	Percent On Track
10	100.00%
09	100.00%
08	100.00%
07	40.00% / 60.00%
06	40.00% / 60.00%
05	100.00%
04	25.00% / 75.00%
03	100.00%
02	66.67% / 33.33%
01	100.00%
KF	75.00% / 25.00%

Count of On Track

2022-2023 Goals and Focus Areas:

- 100% of students attending 80% or greater end of June 2021
- Consistent school attendance has a high positive correlation to academic success and school completion

3.2 Connection to School

2021-2022 Results

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

Goals and Focus Areas

- Instill a sense of belonging in the school, and provide a place where students can feel safe and welcome.
- Lead the school community in a process to develop a shared vision of high standards for learning and behavior.

- Engage students, parents/guardians, school staff, and community members in teams to develop school policies and plan school-wide activities.

<u>Strategies and Structures</u>

Actions for Enhancing Student Learning and Experience

- Foster family – school connections (PAC, Facebook page, phone calls, emails, newsletters).
- Provide breakfast every morning for students and healthy snacks at recesses.
- Cultivate First People's Principles of Learning into school environment and learning communities.

Actions for Enhancing Staff Capacity & Learning

- Review and comply with School Code of Conduct
- Professional development opportunities (Stuart Shanker, Trauma-Informed Safe and Caring School Communities)
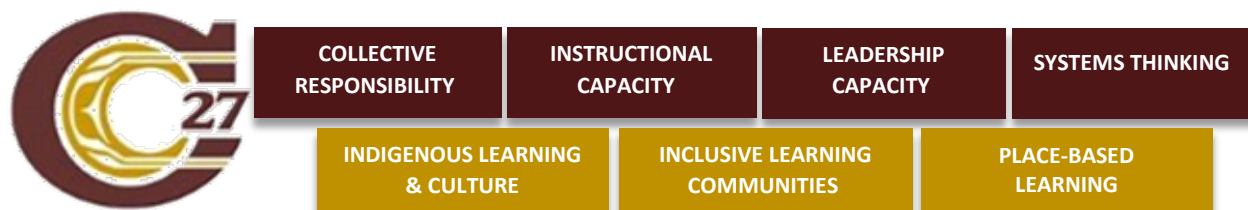
Career Development

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

Communication, Thinking, and Personal & Social competencies are proficiencies that all students need in order to engage in deep, lifelong learning. With a strong and solid foundation, individuals will be better prepared for a rapidly changing future. Being a central part of the British Columbia's K-12 curriculum, the competencies will directly support students as they progress through the education system and into the workforce environments.

Anahim Lake School's philosophy, which strives to encompass genuine indigenous ways of being and knowing, involve joint intellectual efforts by students, teachers and parents/guardians, and encourage local community participation, is centered around the concept of collaborative learning. As educational practices flux and change, a progressive learning environment needs to be maintained in order for individuals to efficiently adapt and evolve.

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

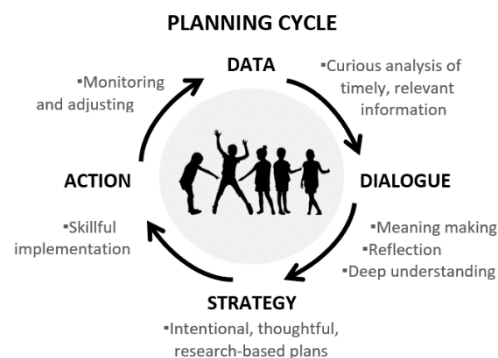| COLLECTIVE RESPONSIBILITY	INSTRUCTIONAL CAPACITY	LEADERSHIP CAPACITY	SYSTEMS THINKING
INDIGENOUS LEARNING & CULTURE	INCLUSIVE LEARNING COMMUNITIES	PLACE-BASED LEARNING	

Key Focus: Systems Thinking

A system is made up many independent components that are working together. The efficiency of the system will depend on how well the independent components operate and interact with each other. Applying systems thinking concepts, Anahim Lake School will acknowledge essential factors such as the BC Curriculum, qualified teachers and staff, educational resources, effective pedagogy, collaborative efforts from student, parents, community and most of all, a resolute education philosophy.

Coupled with research-based instructional strategies and pedagogy, Anahim Lake School will embody the First People's Principles of Learning in all aspects of the teaching and learning environment. To accommodate the community's voice and desires, and to promote a welcoming and inclusive education learning place, we will regularly invite elders and other local holders of knowledge to participate in classroom activities and teaching opportunities.

Anahim Lake School will also utilize the Two Eyed Seeing principle of learning to aid students in attaining valuable educational knowledge and wisdom. To solidify key learning foundations the Seven Grandfather Teachings will be introduced and infused into the learning environment. These principles and methods will integrate concepts such as land is kin, demonstrate place based learning as a valuable teaching modality, and allow educators to implement scientific inquiry and critical thinking strategies to prepare the students for the rapidly changing future.

School Team Planning Cycle

- **September - December:** Introduce school plan model. Review results from 2021 - 2022 school year. Identify student interests, review learning strategies and document in school plan. Conduct fall assessments (EPRA, DART, SWW, FSA). Review school plan and actions, and modify accordingly. Acknowledge students' successes and achievements, and provide progress reports and updates.

PLANNING CYCLE

DATA
- Curious analysis of timely, relevant information
- Monitoring and adjusting

DIALOGUE
- Meaning making
- Reflection
- Deep understanding

STRATEGY
- Intentional, thoughtful, research-based plans

ACTION
- Skillful implementation

- **January - March**: Review effectiveness of SBT meetings and modify action plans accordingly. Discuss FSA results. Acknowledge students' successes and achievements, and provide progress reports and updates. Review data from semester 1 & portion of term 2, and modify School Plan accordingly.
- **April-June**: Fulfill spring performance-based reading assessments. Reflecting on student work, celebrate successes and acknowledge achievement milestones. Complete progress reports and review term data. Review all data from 2022-2023 and develop plan for 2023-2024.

Glossary

Two Eyed Seeing - refers to learning to see from one eye with the strengths of Indigenous knowledges and ways of knowing, and from the other eye with the strengths of Western knowledges and ways of knowing … and learning to use both these eyes together, for the benefit of all.

Collaborative Learning is the educational approach of using groups to enhance learning through working together. Groups of two or more learners work together to solve problems, complete tasks, or learn new concepts. Collaborative learning represents a significant shift away from the typical teacher-centered or lecture-centered milieu in college classrooms.

Seven Grandfather Teaching

The Seven Grandfather teachings are: **Wisdom, Love, Respect, Bravery, Honesty, Humility, and Truth**.

According to Benton-Banai (1988), the Seven Grandfather Teachings form the foundation of an Indigenous way of life. Key concepts of respect and sharing are built into the Seven Grandfather Teachings. There are many versions of the Seven Grandfather Teachings. We must faithfully apply the teachings of our Seven Grandfathers to our own lives. We must place our trust in the Creator. We must also never forget to be sincere in our actions, character, and words.

First People's Principles of Learning

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
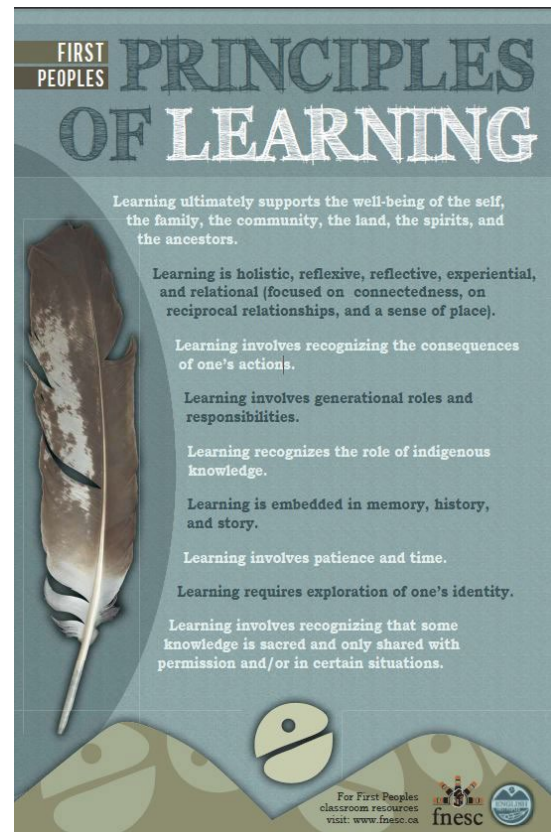
Place Based Learning

Place-based learning engages students in their community, including their physical environment, local culture, history, or people. With place-based learning, students get to see the results of their work in their community. They build communication and inquiry skills, learn how to interact with any environment, and gain a better understanding of themselves, as well as their place in the world.

Research Based Instructional Strategies

Scores of variations and combinations of teaching strategies exist from which teachers may choose. The best teachers are aware of the universe of teaching strategies and carefully select the right combination while teaching a particular subject to a particular group of students. There is no "magic bullet" or perfect strategy, and all require a skillful, competent, artistic teacher to breath life into them. *

In an increasingly data-driven and competitive society, the public demands results from the educational system. Therefore, for students to receive the best possible education, then instructional strategies, curriculum and classroom management systems must have proven track records, demonstrating sustained success. Teachers, administrators and staff members in every school understand the importance of academic achievement, and they acknowledge the importance of research-based approaches to accelerate learning and the implementation of new ideas. **

* https://kstatelibraries.pressbooks.pub/EDCI702/chapter/module-8-research-based-instructional-strategies/

** https://online.mc.edu/degrees/education/med/curriculum-instruction/research-based-strategy-in-education/