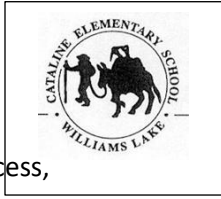




# Cariboo-Chilcotin School District No. 27 2023-2024 School Plan for Learner Success



## 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.



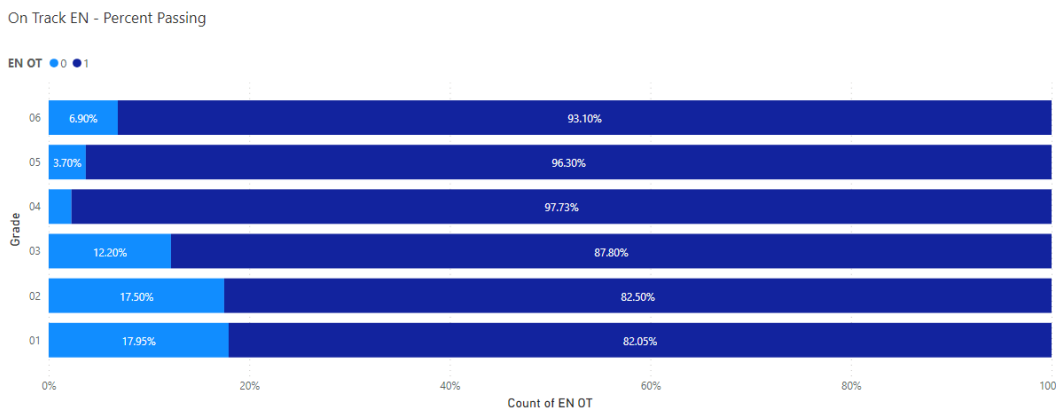
**Circle of Courage:** (Brendtro, Brokenleg, Van Bockern, 1990) emphasizes the four growth needs of all children: Belonging, Mastery, Independence, and Generosity. This model informs teaching and educational decision-making in the District and is expected to be considered in school planning for learner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

## Intellectual Development

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

2022-2023 Results:

- Percentage of students meeting or exceeding literacy expectations:

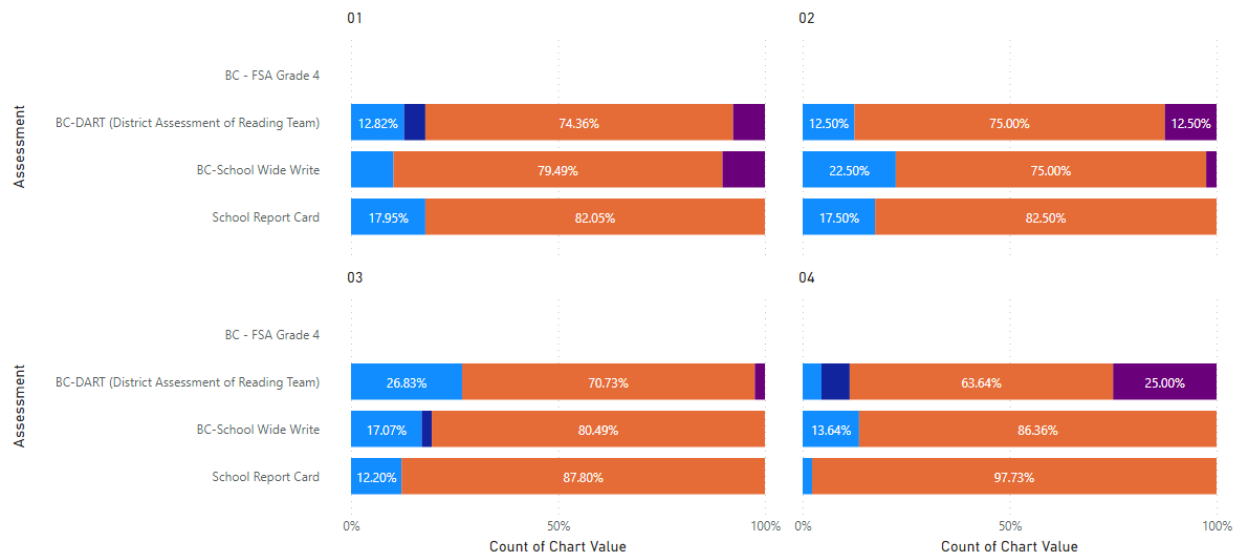


[Open in Power BI](#)

## DART/EPRA / School Wide Write / Report Card

### Literacy Assessment Comparison

Chart Value ● Emerging ● Invalid Entry ● On Track ● Unknown



[Open in Power BI](#)

### 2023-2024 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
  - 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 – Monthly showcase of literacy
  - Ensuring all students are accessing grade level curriculum
  - Home reading program
  - Reader's theatre
  - Daily cross curricular writing/reading
  - Use of OSMOs for building and reinforcing foundational literacy 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 and Ms. Lundeen)
  - Improve home communication *frequency* to better engage parents
  - SBT meetings to address at-risk or vulnerable learners
  - Responsive intervention with school support team

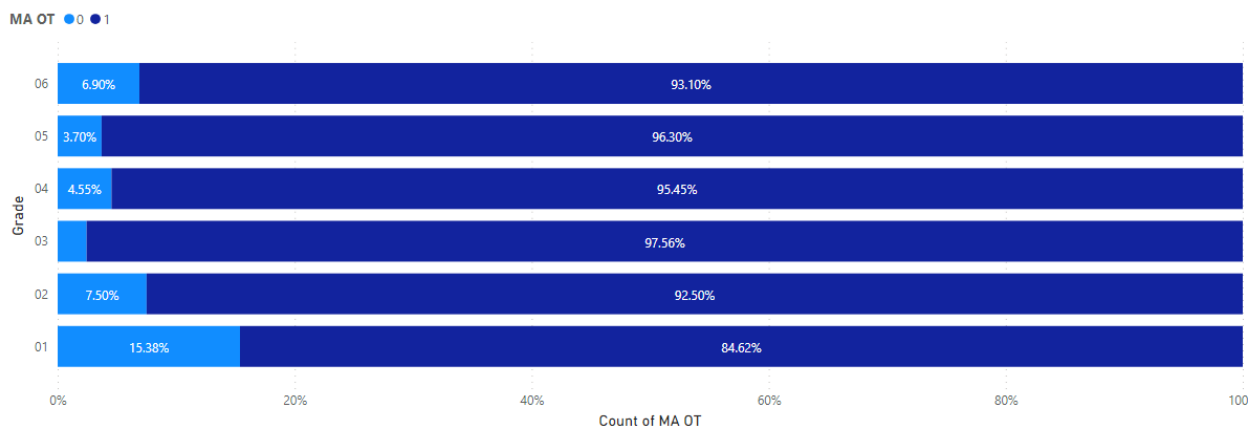
- Actions for Enhancing Staff Capacity & Learning
  - Collaborative capacity building - revisit and review literacy scope and sequence document created by Cataline staff and put into classroom plans - build into weekly schedule using Buddy Time schedule to free up teachers.
  - Use time in staff meetings, collaboration times, and professional development sessions to ground common practices
  - AFL practices to be explicitly discussed and modelled 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

**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:

On Track MA - Percent Passing



[Open in Power BI](#)

2022-2023 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:
  - Using Peter Liljedahl and Carole Fullerton strategies to get students engaged and working together (vertical learning spaces, group work, visible, hands on, manipulatives)

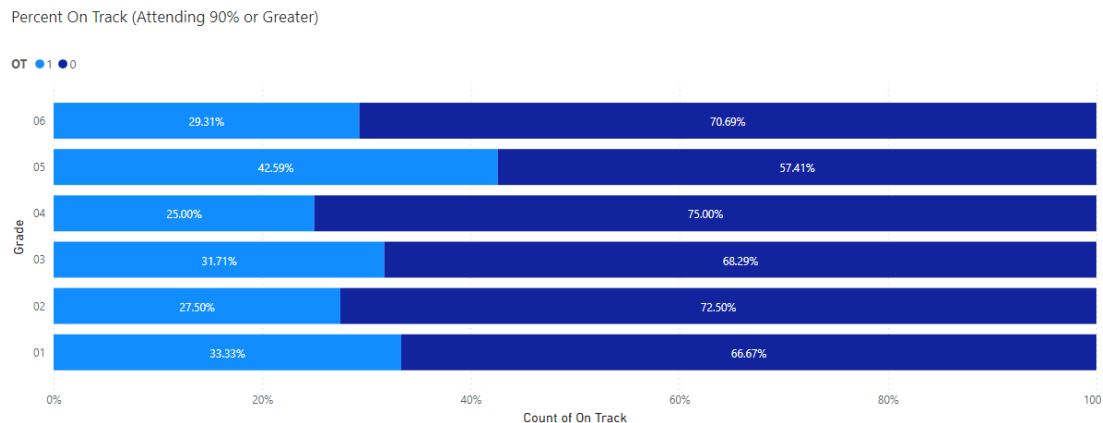
- Find access points at grade level curriculum for all students while also supporting students in developing basic skills at their level
  - Clear understanding of grade level expectations
  - Guided math centers/activities
  - Buddy math opportunities
  - Classrooms equipped with the tools (manipulatives) students need for rich tasks
  - Using OSMOs to build foundational skills
- Actions for Enhancing Staff Capacity & Learning
    - Connect our teachers with learning series numeracy experts:
      - Carole Fullerton & Peter Liljedahl Pro-D and resources (Thinking classroom)
    - Encouraging team collaboration through class observations and team teaching

## Human and Social Development

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

#### 3.1 Attendance

##### 2022-2023 Results:



[Open in Power BI](#)

##### 2023-2024 Goals and Focus Areas:

- 100% of students attending 90% or greater end of June 2023

##### 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
  - ISW, YEW, Transitions support workers connection to student and families
  - Breakfast & lunch program

- 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

#### 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
  - Meeting and greeting students at the door every morning (not just letting them in)
  - 2x10 strategy in all classes
  - 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
    - Spot Program
- Actions for Enhancing Staff Capacity & Learning:
  - YEW, ISW and Transitions support involvement with vulnerable students
  - Supporting teacher professional learning in related areas
  - Increasing our understanding of school-based team work
  - Continuing health and wellness programs and processes

### 3.3 Careers and Core Competencies

- Job applications
- Core Competency (word of the week) with bulletin board for students to tack up how they've attended to the core competency subset
- Collective responsibility for students (garbage clean up, room clean up etc.)
- Yellow jacket program (student supervisor assistants)
- Student leadership
- Peer helpers

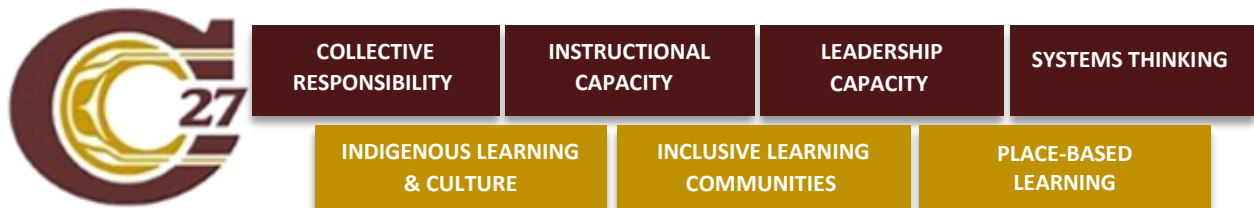
- SD27 ADST Helping Teacher connection and collaboration – bringing expertise and resources into the classroom

## Other Focus Area

Collaborative Practice:

- Focus on team teaching: strengths-based approach for teachers as well – sharing our skills/knowledge
- Collective responsibility for students  
Collaborative time (Buddy Time) built into the weekly schedule: focus is literacy and assessment practices (the “what now” of assessments)
- Dwayne and Tess available to allow for team teaching or collaboration
- SBT practice: improving parent communication and participation in the process
- Lunch book club and dinner book club/collaboration opportunities

## 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.

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

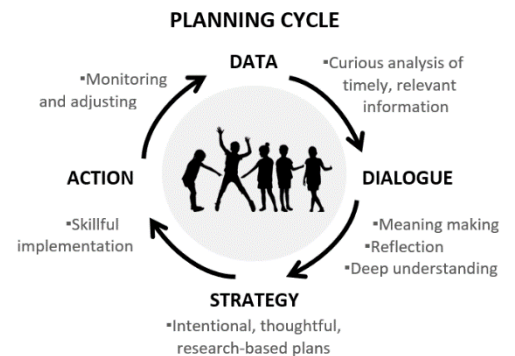
**Indigenous Learning and Culture:** Staff member engagement in a monthly dinner book club, Wayi Wah! Indigenous Pedagogies, by Jo Chrona, focusing of FPPL. Following indigenous calendar ...

- Staff learning about Truth and Reconciliation starting with a District Day (for all staff) and learning series with Jo Chrona.
- Intentional integration of the First Peoples Principles of Learning
- Increased visible language and culture at school
- Language and culture lessons presented to all classes

- 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. hoop dancing, Lahal, drum making)

## School Team Planning Cycle

Each Wednesday the school admin team meets to review school programs and plans, reflecting on the school plan is a part of these weekly meetings. The school plan will have a place for discussion at monthly staff meetings to review progress and make adjustments as necessary with staff input.



School Team Meeting Schedule:

**School Team Project Leaders:** Mr. D. Benvin (Principal), Ms. T. Riley (Vice-Principal), Ms. R. Perry (Learning Support/Resource and Literacy Lead Teacher), Christy Campbell (Numeracy Lead Teacher), Chris Armstrong (Pro-D Lead and SOGI Lead: Healthy Schools).

Sep-Nov: Introduce updated school planning model. Review results from previous school year and fall assessments as a staff. Identify student focus groups and strategies and document in school plan.

November: Assessment and Reporting – use staff meeting to clarify vision, goals and school plan for assessment and reporting.

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.

February: Assessment and Reporting teaching staff meeting to reinforce vision, re-visit goals and school plan for assessment and reporting.

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 the school year.

**Ongoing:**

- School Plan for Learner Success as standing item on staff meeting agenda

**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

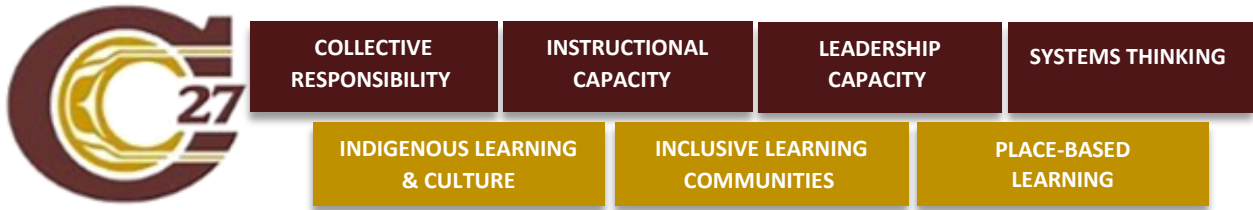
FSA – Foundation Skills Assessment: Provincial assessment at the grade 4 and 7 level for Reading, Writing, and Numeracy.

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?