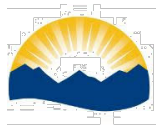
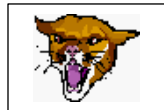




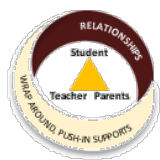
Cariboo-Chilcotin School District No. 27 2022-2023 School Plan for Learner Success



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.

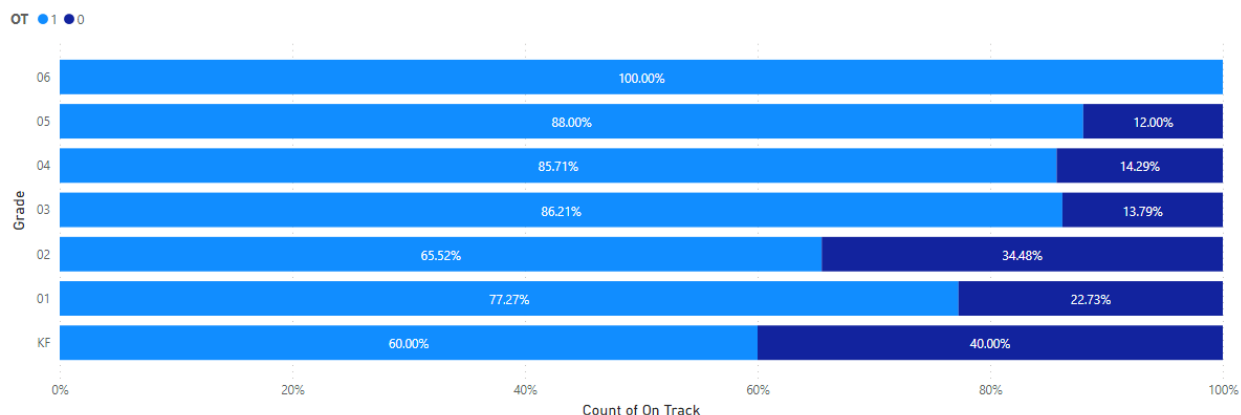
Human and Social Development

Educational Outcome 1: Students will feel welcome, safe and connected to their school

3.1 Attendance

2021-2022 Results:





Percent On Track (Attending 80% or Greater)



- Percentage of students in grades 2-6 who report feeling welcome in their school during 2021-2022
I feel welcome when I am at school.

[More Details](#)

 Insights

 Never	6
 Sometimes	38
 All of the Time	60
 Don't Know	15



Goals and Focus Areas

- Complete a school survey of students in Gr. 2-6 in regard to Feeling Welcome, Sense of Belonging, and Caring Adults in the School. This will be very similar to the 2021-2022 school survey, but this year we are going to complete it three times.

Strategies and Structures

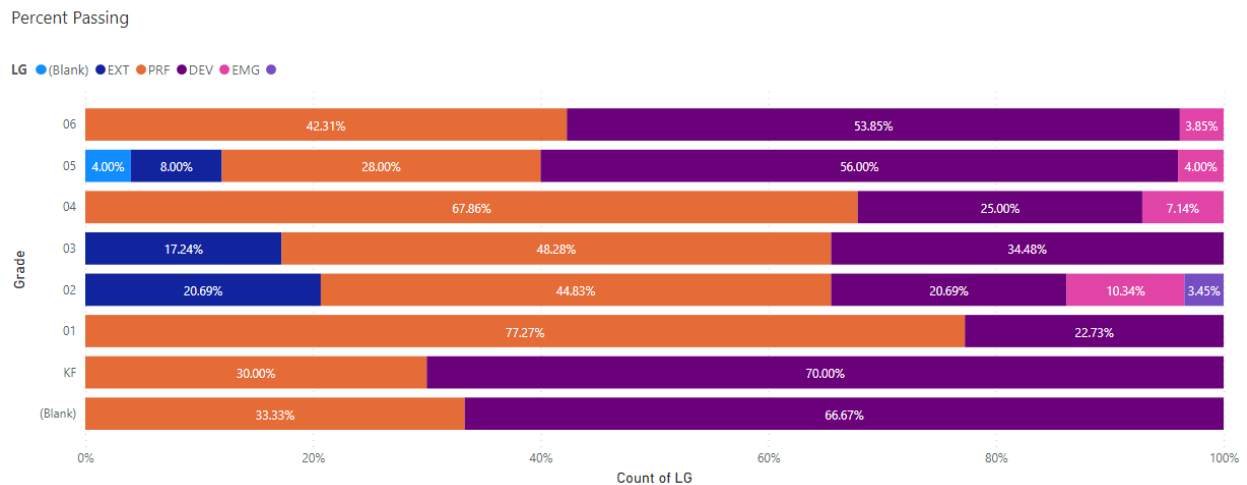
- Actions for Enhancing Student Learning and Experience
 - Make a list of students who Never/Few Times feel a Sense of Belonging
 - Connect an adult to the Child
 - Complete Regular Check-Ins
- Actions for Enhancing Staff Capacity & Learning
 - Develop an understanding of First Nations Culture/History by engaging in Monique Gray Smith's learning series called the Ripple Effect of Resiliency: An Indigenous Perspective

Intellectual Development

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

2021-2022 Results:

- Percentage of students meeting or exceeding literacy expectations:



2022-2023 Goals and Focus Areas:

- Increase the number of students in Gr. 1-6 who receive a 2.5 or better on their Fall and Spring School Wide Writes
- Identify students who scored 1 or 2 on the EPRA/DART

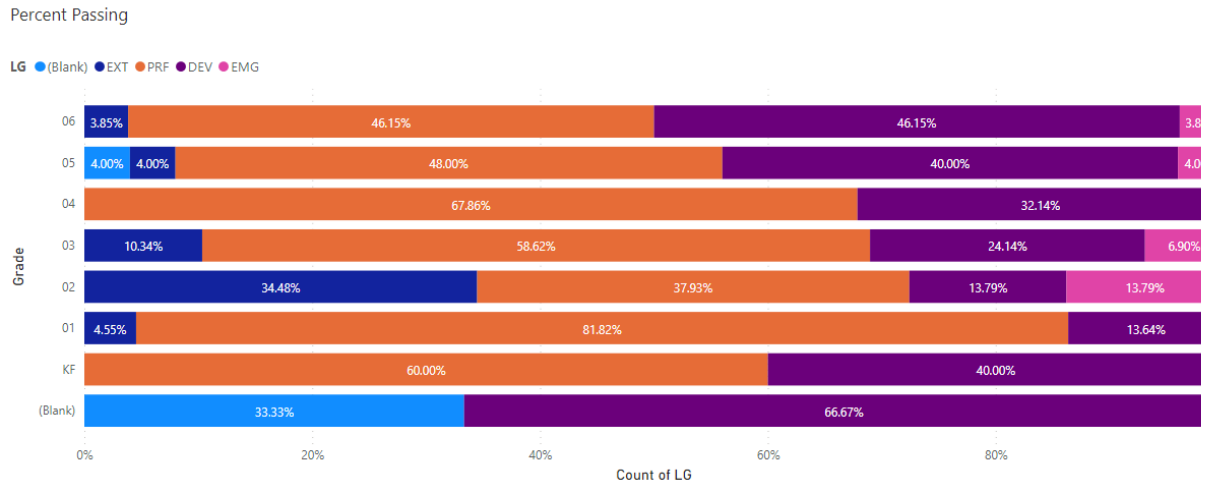
Strategies and Structures:

- Actions for Enhancing Student Learning and Experience
 - School Wide focus on the development of reading strategies
 - Using team teaching time
 - Educational Assistants focus on targeted students
- Actions for Enhancing Staff Capacity & Learning
 - Staff review of EPRA/DART results
 - Use EPRA/DART results to guide instruction
 - Use performance standards as guideline when evaluating

Educational Outcome 3: Students will meet or exceed numeracy expectations for each grade level

2021-2022 Results:

- Percentage of students meeting or exceeding numeracy expectations:



2022-2023 Goals and Focus Areas:

- Identify vulnerable/struggling learners
- Focus on the development of age appropriate

Strategies and Structures:

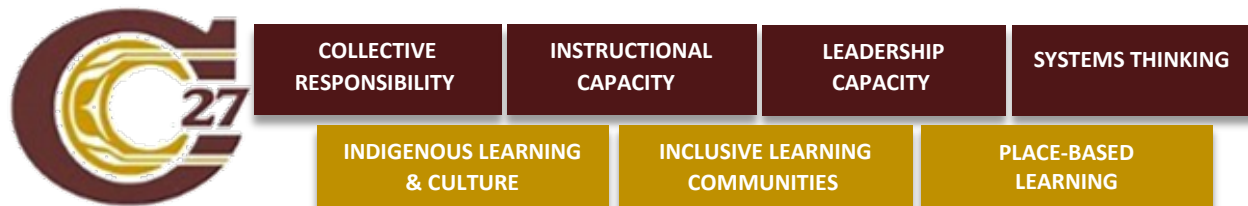
- Actions for Enhancing Student Learning and Experience
 - Use vertical learning in Math to have students up and learning
- Actions for Enhancing Staff Capacity & Learning
 - Have staff attend and report back on the learning series with Peter Liljedahl

Career Development

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

Core competencies will be referenced in each class and reflected on in terms of student growth. At staff meetings we will have discussions around planning, instruction, and feedback in relation to the development of curricular and core competencies.

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

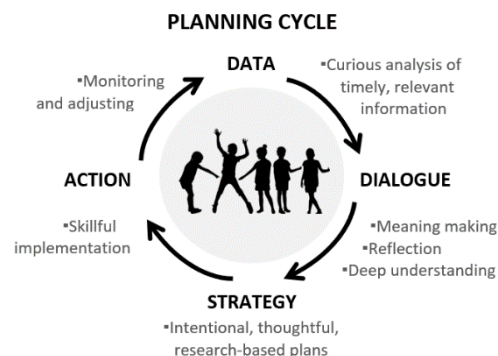


Collective Responsibility

- Identify students who identify that they never feel welcome at school. Assign a staff member to check in with the student on a daily basis.
- If students have are absent from school for 3 days in a row, the school/teacher will check in with the family/student (unexcused absences).
- Positive phone call home on a monthly basis
- School Based Team – we are building understanding with the process and the responsibility as a group.
- School goals are aligned with the needs of the school and the district plan

School Team Planning Cycle

- Monthly staff meeting. All staff will be invited
- Collaborative team meetings when required before/after school
- School based team meetings to address the needs of the students.



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.

Faye Brownlie – One of BC’s most sought after literacy and learning experts. She works in staff development in BC, nationally and internationally.

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.

Thinking Classrooms (Peter Liljedahl) – Dr. Peter Liljedahl is a Professor of Mathematics Education in the Faculty of Education and an associate member in the Department of Mathematics at Simon Fraser University in Vancouver, Canada. A “Thinking classroom” is a classroom that is not only conducive to thinking but also occasions thinking, a space that is inhabited by thinking individuals as well as individuals thinking collectively, learning together, and constructing knowledge and understanding through activity and discussion. It is a space wherein the teacher not only fosters thinking but also expects it, both implicitly and explicitly.